

Jessica Lawrence, Chair (2019)
Lowell Daun, Vice Chair (2019)
Michele Mittman, Treasurer (2019)
Chris Constantin, Secretary (2019)
Brian Ausland, Member (2019)
Charles Thompson, Member (2019)
Suzanne Zivnуска, Member (2020)



AGENDA

BOARD OF DIRECTORS REGULAR BOARD MEETING

June 12, 2019 5:45pm

Chico Country Day School – Room 4 & 5 (Middle School Campus)
102 West 11th Street/1054 Broadway, Chico, CA 95928

Mission Statement

Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.

1. CALL TO ORDER & ROLL CALL (5:30pm)

2. CLOSED SESSION (Closed Session will take place in Room 5)

2.1 Conference with Legal Counsel – Anticipated Litigation:

Significant exposure to litigation pursuant to Government Code §54956.9(b) (one case)

2.2 Public Employee Evaluation

Per Government Code §54957

Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer

If Closed Session is not complete by 6:00pm, it will resume immediately following the regular meeting

3. REGULAR SESSION (6pm – Room 4)

3.1 Approval of Regular Agenda

3.2 Report from Closed Session

4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA

5. CONSENT AGENDA

5.1 Minutes from Regular Meeting of 5/8/19 and 5/20/19

5.2 Parent/Student Handbook

5.3 Student Policy #20 Suicide Prevention Policy

5.4 Student Policy #21: Professional Boundary Policy

5.5 Leadership Report

5.6 WASC Accreditation Letter

5.7 Personnel Policy #5: STRS Reduced Workload

5.8 STRS Reduced Workload Agreement: Susan Bower

5.9 2019-20 Teacher Contract Template

6. DISCUSSION/ACTION ITEMS

6.1 Honoring Lowell Daun, Board Member for CCDS - 2011-2019

6.2 2019-20 LCAP - Final Draft

6.3 Charter Petition Renewal – 2020-2025 - Final Draft

6.4 2019-20 Final Budget Draft & MYP Final Draft

6.5 Certificated & Classified Salary Scale & Salary Scale Increases

Jessica Lawrence, Chair (2019)
Lowell Daun, Vice Chair (2019)
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Chris Constantin, Secretary (2019)
Brian Ausland, Member (2019)
Charles Thompson, Member (2019)
Suzanne Zivnуска, Member (2020)



- 6.6 Administrative Contract Renewal: Director of Education, Dean of Students, Special Education Director, Chief Business Officer
- 6.7 Appointment of Board members - 2019-22

7. ADJOURNMENT: Adjourn; Next Regular Meeting is August 14, 2019

Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

At the discretion of the Board Chair, students may be given priority to address items to the Board

Public input on specific agenda items and those items not on the agenda:

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

Special Needs: If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

Copies of Agendas and Related Materials: Materials are available at the meeting, on the website at www.chicocountryday.org, or in the Main office prior to the meeting @ 102 W. 11th Street, Chico, CA 95928.

Minutes CCDS Board of Directors
Regular Meeting Date: Wednesday,
May 8, 2018 Time: 5:30 p.m.
Location: CCDS Middle School
1054 Broadway Campus,
Room 7

1. CALL TO ORDER & ROLL CALL: Lawrence called meeting to order at 5:45 p.m.

Attendees:

Jessika Lawrence, Michele Mittman, Charles Thompson. Chris Constantin (6 p.m.),
Suzanne Zivnuska Absent: Lowell Daun

2. CLOSED
SESSION

2.1 Public Employee
Evaluation

Per Government Code §54957 Title: Director of Education, Dean of
Students, Special Education Director, Chief Business Officer

3. REGULAR
SESSION

3.1 Approval of Regular Agenda – Constantin/Thompson to approve. All in
favor:

Lawrence, Mittman, Thompson, Constantin, Zivnuska, Ausland
(6-0). **3.2 Report from closed session** – No reportable action

4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE
AGENDA - None

5. CONSENT AGENDA – Constantin/Thompson to approve. All in favor:

Lawrence, Mittman,

Thompson, Constantin, Zivnуска,

Ausland (6-0) 5.1 Minutes from Regular

Meeting of 3/13/19 5.2 SELF JPA Agreement

Resolution 5.3 Reclassification of English

Learner Policy 5.4 EPA Expenditures Report:

2018-19 5.5 EOA Spending Plan 2019-20

5.6 Measure K Requests

6. DISCUSSION/ACTION ITEMS

**6.1 Leadership Report 6.2 Measure K Project 6.3 Measure K/CCDS Budget
Project Addition – Step-Up Academy Playground Removal & Reinstallation:**

Estimated that it would cost around \$40,000 to install – the cost of equipment and installation is \$120,000. Direction was given for staff to pursue this at the next Measure K Meeting. **6.4 Discussion: May Revise, Budget Multi-Year Projection** – Not discussed as May Revise

has not been released. **6.5 Discussion: Certificated & Classified Salary Scale & Salary Scale Increases** – Schedules provided at the meeting and are solely DRAFT. Reece considered surrounding area pay schedules in trying to stay competitive. We have wage compression in classified ranks due to increase in minimum wage. Reece says we have lost candidates to higher paying districts. Board moved this to finance committee for more discussion. **6.6 Administrative Contract Overages** – Staff will be exceeding their maximum days this

year. Board would like to discuss in closed session. **6.7 Recruitment of Board Members 2019-22** – Board was asked to look for candidates. **6.8 WASC Mid-Cycle Report** – Discussion only. **6.9 LCAP Draft** – Discussion only. **6.10 Charter Petition Renewal Draft** – Discussion only. The Board was asked to provide

comments on the
draft.

7. ADJOURNMENT: Lawrence adjourned at 7:38 pm; Next regular meeting is June 12, 2019.

Respectively
Submitted, Chris
Constantin



Minutes

CCDS Special Governing Board of Directors Meeting

Date: Monday, May 20, 2019

Time: 8:15 a.m.

Location: CCDS Middle School

1054 Broadway Campus, Room 5

1. **CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 8:15 a.m.
Attendees: Jessika Lawrence, Michele Mittman, Charles Thompson, Chris Constantin. Absent:
Lowell Daun, Brian Ausland, Suzanne Zivnuska
2. **SPECIAL SESSION**
 - 2.1 **Agreement for Participation in the El Dorado Charter SELPA & Special Education Local Plan Education Agency Assurances-** Constantin/Thompson approved as presented (4-0)
3. **ADJOURNMENT:** Lawrence adjourned meeting at 8:20 a.m.

Respectively Submitted,
Chris Constantin



Chico Country Day School

Student-Family Handbook

2019-2020

Phone: (530) 895-2650

Fax (530) 895-2646

Office Hours: 8:00 AM- 4:00 PM

102 West 11th Street (Elementary)

1054 Broadway Street (Middle School)

Chico, CA 95928

www.chicocountryday.org

Welcome to Chico Country Day School

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with CCDS. It explains some of our philosophies, beliefs, structures, procedures, and policies. We hope that it will serve as a useful reference to you while your child is enrolled at CCDS. CCDS is a growing and changing organization and it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time.

ACKNOWLEDGEMENT/CONSENT OF THE

2019-2020 CCDS STUDENT-FAMILY HANDBOOK

I understand and agree that I have read and will comply with the 2019-2020 CCDS Student-Family Handbook that is on the school website (www.chicocountryday.org). If I am unable to access the handbook online, it is my responsibility to check out a copy in the main office and return once I have reviewed it. Because CCDS is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time. Any changes in policy will be updated on website and notification will be send via E-flyer.

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

Children's Names/Grades

**** Please initial the following items and/or check the appropriate choice****

Consent to Treat a Minor:

I (We), the parent, parents, or legal guardian of said Chico Country Day Student, a minor, **DO** hereby authorize and consent to any X-ray examination, anesthetic, medical or surgical diagnosis and treatment and emergency hospital care which is deemed advisable by and is to be rendered under the general or special supervision of any member of the medical staff and emergency room staff licensed under the provisions of the medicine practice act and on the staff of any acute general hospital holding a current license to operate from the State of California Department of Public Health. It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required, but is given to provide authority and power to render care which the aforementioned physician in the exercise of his best judgment may deem advisable. It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the patient, but that none of the above treatment will be withheld if the undersigned cannot be reached. This authorization is given pursuant to the provisions of Section 25.8 of Civil Code of California.

_____ I give permission to CCDS to provide personal identifying information for my child consisting of first name, last name, email address and username to web-based operators such as Google Apps for Education and any additional web-based educational programs and services which CCDS may add during the upcoming academic year. **I understand that by denying permission, my student is unable to access technology at school.**

_____ I am stating that I have read and understand the Attendance Philosophy of CCDS (pg. 25 of Family Handbook).

_____ **I DO** or _____ **I DO NOT** give consent for my child(ren) to be used in photos/videos on school websites and advertisements (p.36)

_____ **I DO** or _____ **I DO NOT** give permission for my contact information to be released to requesters. **I understand that by denying permission, I will not be included in the school directory.**

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II. Overview of the Educational Program at CCDS

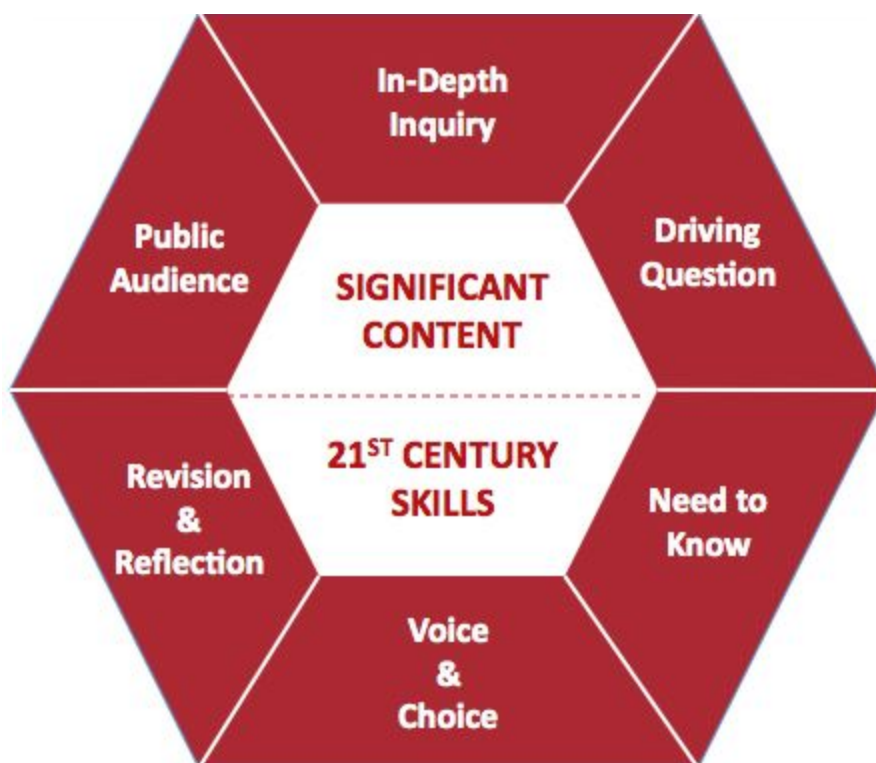
Curriculum and Instruction

The first tenet of the mission of Chico Country Day School is to hold each child to clearly articulated, high expectations for academic achievement. We achieve this tenet by developing thoughtful projects that connect with students' interests, engaging in critique and feedback, and presenting beautifully crafted work to an authentic audience.

Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do—an essential function of schooling is to foster the creation of deep and meaningful relationships.

Traditional core subjects: math, science, history, and English will be integrated into projects. Many projects will also include physical education, health, computer science, art, and music.

The graphic below represents the elements of a project-based academic environment.



Our Schoolwide Learner Outcomes

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and basic skills to authentic applications.

2. Connected students at CCDS build character and become responsible citizens by making conscientious choices locally and globally, authentically applying life skills and serving their community.
3. Innovative students at CCDS are skilled inquirers and creative problem solvers who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

Student Assessment

What a child accomplishes as a result of study is tremendously important. Most assessment at CCDS will be performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel or during exhibition (usually comprised of teachers, community members, and other students). Consequently, our students are given traditional exams and tests sparingly. At CCDS, the measure of accomplishment lies primarily in the student's ability to explain or demonstrate his/her learning from the beginning of the project to the end.. Teachers will monitor growth and progress through formative assessments throughout the year and adjust and support students as needed.

Feedback

At CCDS, regular feedback for our students is important to ensure that children are aware of the progress they are making regarding their learning and understanding. Students will often present their work for critique and feedback by peers, teachers, and adults in the field of study. This cycle of drafting, critique, and revision supports students in seeing what is exhibition-worthy, beautifully crafted work. Families will also be a part of this feedback cycle as participants in exhibitions throughout the year. While we utilize a traditional method for communicating progress on report cards, teachers emphasize the process of learning, collaborating, articulating and reflecting on learning experiences.

School Structures that Support Student Learning

Student Success Team and Response to Intervention: CCDS employs a Student Success Team (SST) referral process and a Response to Intervention (RtI) model in order to assist students that may be struggling. Students may be referred to and SST if a teacher or parent feels the need to develop an intervention plan for specific identified needs related to a student's behavior, attendance, social-emotional growth or academics. The purpose of the team is to develop and implement an action plan that supports the student while targeting specific needs. The RtI model supports students in the classroom with academic and behavior intervention strategies and programs.

Special Education: We use an inclusive model for our students with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Services are available for students who qualify and an Individualized Education Plan (IEP) is written to support those students in the least restrictive environment. CCDS operates its own special education department as an independent Local Education Agency (LEA) with the El Dorado County Charter Special Education Local Plan (SELPA).

Intervention for Students At-Risk of Retention: Appropriate support and interventions are offered for students at risk of retention, including interventions for Reading and Mathematics. Students may be recommended for retention by classroom teachers based on standardized test scores, progress toward achieving grade level content standards, and

teacher observations. In the event that a teacher recommends a student for retention, a Student Success Team meeting will be held to discuss the recommendation with parents/guardians.

III. School Information and Procedures

School Schedule

	Regular Day	Minimum Day
Kindergarten	Start: 8:30 AM Dismissal: 2:15 PM	Start: 8:30 AM Dismissal: 12:15 PM
Grades 1-3	Start: 8:30 AM Dismissal: 2:30 PM	Start: 8:30 AM Dismissal: 12:15 PM
Grades 4-8	Start: 8:30 AM Dismissal: 2:45 PM	Start: 8:30 AM Dismissal: 12:30 PM

- **After hours use of school equipment is prohibited unless under the supervision of an authorized Chico Country Day School employee.**

Arrival

Students can arrive at school no earlier than 7:45 a.m. and should be dropped off on the Main Campus. Upon arrival, your child must remain in supervised areas on campus. Students may be dropped off in the Middle School Building at 8:25 AM. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot.

Dismissal

Kindergarten students **MUST** be picked up at their classroom at 2:15 p.m by a parent or other authorized individual.

All students **MUST** be picked up by 2:40 PM (grades 1-3), 2:55 PM (grades 4-8). On minimum days, all students **MUST** be picked up by 12:30 PM. Students are not allowed to wait in front of the building without supervision.

Students not picked up by the required time will be checked into the ASP. After which, parents will receive a phone call to pick up their child in a timely manner. There will be a \$10 fee assessed per child/ per hour if this occurs. If this becomes a routine occurrence, there will be a meeting with Administration to address the situation.

After School Program (ASP)

The After School Program (ASP) provides a safe place for students to experience disguised learning & socializing opportunities during out of school time. **The After School Program is offered every school day, beginning at 2:15 PM until 6:00 PM, or earlier for minimum days.** You must fill out the appropriate contract, sign a handbook parent agreement page, pay a family registration fee and the month's tuition, in advance, if you want your child to participate in the after school program. ASP contracts and handbook can be found in the ASP office, online, or in the office.

Students who are staying for the After School Program (ASP) will be dismissed when a parent or guardian comes to pick them up. The After School Program will have a sign-in/out policy and proper identification must be shown at the time of pick-up. Anyone other than an authorized guardian must be listed on the emergency information card and must show ID.

IV. Family and Community Involvement at CCDS

Parent participation is an important part of the school community. Families are encouraged to find ways to be involved. Each family is encouraged to participate in fundraising and special event committees, as these school-wide functions serve our entire community in deep and lasting ways.

Back-to-School Night

Back to School Night is an annual event to invite families to join in on the school day and includes information on discipline at CCDS, academics at CCDS, how to help with homework. in the classroom or at the school.

Exhibition Night

Being a Project Based Learning school, students participate in 2-3 exhibitions of their project work per year. One exhibition will take place in the fall and one in the spring. All families should plan to attend, as this is one way students present their beautiful, meaningful work to an authentic audience.

Volunteering

Ways for you to be involved include:

- Volunteering in a classroom
- Chaperoning for field work
- Participating on a Special Event Committee (PTP)
- Being called upon as an “expert” for a project, offering to provide feedback for student work or to be interviewed as a part of the research phase

Field Work

At CCDS, we believe that teaching and learning extends beyond the four walls of the school. Field work is any planned journey for one or more students away from CCDS and is approved by the Director of Education.

A Permission Form must be sought and obtained before any student leaves the school grounds on a trip. Parental permission shall include written consent from parents/guardians authorizing the supervisors to arrange for necessary medical treatment. **Permission received by telephone is not permitted.** If a student does not have a Permission

Form signed by a parent/guardian, he/she will remain in a supervised area/classroom at CCDS until the class returns from the trip.

The teacher/sponsor(s) shall provide parents and guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student, safety precautions, and a detailed itinerary when the study trip will extend beyond the school day. If you are volunteering to drive on the study trip, you must abide by the following policy:

Absolutely no diversions are permitted from the approved itinerary. No other children of chaperones or drivers are allowed on study trips. Drivers must abide by all traffic laws, follow the posted speed limits, and drive safely at all times. Drivers shall not use cell phones while driving. Parent drivers or chaperones who violate school policies on study trips may be forbidden to participate in subsequent school sponsored study trips.

Student safety shall be a primary consideration. School staff is responsible for being familiar with and conducting a safety assessment of the proposed site of the study trip and each trip will be properly monitored and supervised. Prior to participating in the study trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all study trips must comply with the code of conduct set forth by the teacher and all other rules, policies, and procedures of the school. Parents will be informed of rules and regulations and any consequences of infraction to the rules. The signed permission form will contain a statement of understanding and acceptance of rules by a parent and the student. Students are expected to travel to and from the study trip with the assigned staff and chaperones responsible for the trip. Students will not be permitted to leave the study trip group during the trip. CCDS assumes no liability for students who are, for any reason, transported by parents or in private cars other than those responsible for the trip.

Volunteer FAQ

All documentation should be provided to the office well in advance of a field trip, volunteering, or chaperoning. Fax (530) 895-2646

What do I need to work in the classroom?

1. **Live Scan (see description below) or signed affidavit** which certifies that you have not been charged with or convicted of and violent or serious felony crimes as defined in CA ED. Code 45222.1 (Parent Handbook 2018-19). This is included in the Parent Handbook confirmation which can be completed through the Parent Portal. You may also come by the main office for a hard copy. (see pg. 14 for complete description)
2. **Negative test for tuberculosis** within the past four years. Certificate must be on file in the school office. If you need to have a skin test completed, we recommend Paramex, which is located at the corner of E. 5th Avenue and Sherman. Tests are available on a walk-in basis M-W and are \$25. TB Test must be renewed every four years.
3. Signed **Confidentiality Statement**. (see pg. 14 for complete description)

What do I need to chaperone on a field trip?

1. Be cleared through **the Department of Justice Live Scan**. The Live Scan is a one-time event— for as long as your child is enrolled at CCDS or the CCDS Preschool. We will offer Live Scan during Back to School Night on our campus.
 - i. **Chico State Information Center** - Pick up Live Scan form in the CCDS main office which has our account information. Take completed form to Chico State Information Center (898-4636) located at 2nd Street and Normal Avenue. Live scan services are provided on a walk-in basis. Cost is \$52. Hours are 9 a.m. - 4 p.m. M-F during the school year.
 - ii. **Blue Oak Mobile Live Scan** – Provides on-site live scan services and will come to your home. Cost is \$67 with a \$5 donation back to CCDS. For an appointment, call (530) 387-4540.
2. **Negative test for tuberculosis** within the past 4 years. See information above for more information.
3. Signed **Confidentiality Statement**. (see pg. 14 for complete description.)
4. Completed **Chaperone Field Trip Participation Form** per field trip. This will be handed out by your child's teacher.

What do I need to drive on a field trip?

1. Cleared through the **Department of Justice Live Scan**. See information above for more information.
2. **Negative test for tuberculosis** within the past 4 years. See information above for more information.
3. Signed **Confidentiality Statement**. (see pg. 14 for complete description)
4. Completed **Chaperone Field Trip Participation Form** filled out per field trip. This will be handed out by your child's teacher.
5. Completed **Parent Field Trip Driver Application** and a copy of **your current insurance policy declaration page with required limits of liability, name and current date of expiration** on file in the school office.
6. **Study Trip Procedures** must be reviewed and signed.
7. Drivers must be 21 years old or over and possess a **valid California Driver's License**, a copy of which will be on file in the school office.

Visiting the School

If you have a prearranged time set up with the teacher to visit the school and/or volunteer in your child's current classroom, sign into the front office and wear an ID Badge stating that you are a visitor. When you visit the school, respect the instructional time of teachers and students making sure to not disturb lessons, students or teachers who are working. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter. Please read the **School Visitation Policy** on our website.

AFFIDAVIT AFFIRMING NO CRIMINAL RECORD

All volunteers at CCDS, will be asked to certify that they have not been charged with, or convicted of, a violent or serious felony as defined in California Education Code 45122.1 For the purpose of this code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5 and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7. By signing the Acknowledgment/Consent Page, you are declaring, under penalty of perjury, that the foregoing is true and correct.

Confirmation via the Parent Portal or the Acknowledgment/Consent Page

STATEMENT OF CONFIDENTIALITY FOR CCDS VOLUNTEERS

All volunteers for Chico Country Day School share the responsibility of maintaining the confidentiality of any student or employee information that they may have made available to them. It is understood that it is every volunteer's responsibility to assure rights and confidentiality of information both written and verbal.

Volunteers will work with the highest standards, committed to the idea that their work will benefit Chico Country Day School students. Volunteers promise to have an attitude of open-mindedness and a willingness to be trained.

Volunteers must note that, in the performance of their duties, they are not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any students. Any breach of confidentiality will be carefully reviewed and if substantiated, could result in termination as a volunteer with the Chico Country Day School and may result in legal action.

Confirmation via the Parent Portal or the Acknowledgment/Consent Page

Notification of Rights under FERPA for Elementary and Secondary School

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Chico Country Day Charter School (CCDS) receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school Director of Education a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask CCDS to amend their child's or their education record should write the school's Director of Education, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official

typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for

which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) DIRECTORY INFORMATION POLICY AND “OPT-OUT” NOTICE

“Directory information,” which is defined as set forth above, may be released to requestors in limited circumstances by Chico Country Day Charter School (CCDS), without additional notice to you, unless you timely “opt out” of such disclosures in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, CCDS policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in public advocacy, lobbying, or information dissemination related to California charter schools.

If you do not want CCDS to disclose your contact and other directory information from your child’s records to such persons or entities without your prior written consent, you must notify us in writing by September 1 of each school year.

CCDS has designated the following information as directory information:

- Parents’/guardians’ names
- Address
- Electronic mail address
- Phone number
- Dates of attendance
- Participation in officially recognized activities and sports
- Degrees, honors and awards received

First Day Policy

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that sometimes the best thing for your child is for you to leave the school and allow the classroom teacher and other students in the inclusion process. Only in the most extreme cases, will parents be allowed to stay at school on the first day of school.

Emergency Information Card

Emergency information is accessed through the parent portal. Every year, parents are required to log-in to the Student Information System (Aeries) to update the emergency information and complete the data confirmation. If we did not receive your child’s update information, you are required to contact the office to provide it. Please make sure your child’s record is always updated with accurate information in the following areas:

- Home Address

- Home Telephone Number
- Work Phone Number
- Cell Phone Number (parent and student)
- Primary Email Address
- Primary Caregiver
- Doctor's Phone Number
- Names and phone numbers of people the school may contact in case of an emergency

Who can my child go home with?

Your child will only be released into the custody of those people who you have been previously identified on the emergency information card. If anyone else needs to pick up your child, a **parent or guardian must send a handwritten note, call, or submit an e-mail to the main office or ASP notifying the school.** Proof of identification will be required. The school reserves the right to call the parents to confirm anyone who comes to pick up a child.

Leaving School During the Day

If you must pick up your child early for an appointment during the school day, please send a note or e-mail sent from the parent/guardian to the classroom teacher and/or the office. The parent or authorized adult should come to the office, sign the child out, and wait for the child to be sent by the teacher. Excessive instances of being checked out early will be referred to the Dean of Students.

Breakfast and Lunch Program

Please send your child to school each day having eaten breakfast and with a nutritious lunch that s/he can carry, or plan to sign up for hot lunch. Our hot breakfast and lunch program is provided through Chico Unified School District. We ask all parents to fill out the National School Lunch Program Application, and return the form to CUSD or to the CCDS office. For more information, please visit our website, www.chicocountryday.org, or contact our office.

Textbooks/School Materials

CCDS students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing it. Any willful destruction of school property compromises the safety and security of the school community and violates CCDS school rules. Parents must replace damaged or lost books or other school property.

Lost and Found

Any items found at school should be taken to the lost and found area, which is located near the main office. The middle school lost and found is currently located in the common area. Check for lost items in these locations. The lost

and found will be cleaned out monthly. Items not claimed will be donated or discarded. **All items brought to school by students, including jackets, backpacks, lunch sacks, special water bottles, etc. should be clearly labeled with the student's name.**

Non-School Property

Personal property not related to the school's programs are not to be brought to school. Cell phones, toys, cameras, or electronic games, etc. may be confiscated. Please see the Device Use policy for specifics of electronic device use in at school. CCDS is not responsible for any lost or stolen items. Parents and students must read and acknowledge the COPPA Consent annually.

Attendance

The project-based nature of the CCDS program makes daily attendance extremely important. Significant absences, repeated absences or tardiness could lead to academic and disciplinary consequences. Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, CCDS requests that families schedule vacations or special programs so as not to conflict with school.

All medical absences or tardies require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation or notification is not provided, the absence or tardy will be considered unexcused (see below).

Excused Absences

A student may be excused from school under these circumstances: (Education Code 48205)

- Illness
 - Medical, dental, optometry or chiropractic appointment
 - Quarantine
 - Funeral of immediate family member, limited to 1 day in state, 3 days out of state
 - Court appearance *
 - Any funeral attendance *
 - Religious holiday or ceremony *
 - Religious retreats, limited to 4 hours per semester *
- * Must be requested in writing by parent/guardian and approved by Dean of Students**

Student Absence: <ul style="list-style-type: none"> ● Call/email office by 9 AM. ● If no reason is provided, the student is considered truant. ● Student absence must be called in within 3 days. 	Chronic Absence: <ul style="list-style-type: none"> ● Students that miss 10% of the days enrolled for any reason are considered Chronically Absent. ● For the rest of the school year, any absence must have verification by a medical professional or assessment 	Truant: <ul style="list-style-type: none"> ● Student is absent for more than 3 days without a valid excuse. (see valid excuses above) ● Student is tardy in excess of 30 minutes for more than 3 days. ● Letter(s)/Attendance
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	from our trained office staff to be considered “excused.” <ul style="list-style-type: none"> ● Letter and/or conference 	conference/ School Attendance Review Board
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A juvenile is considered truant when, “absent from school without valid excuse more than three days, or tardy in excess of 30 minutes on each of more than three days in one school year” (Ed Code 48260).

Tardy Policy

All students are expected to arrive at school on time. Students must be in their correct line at flag salute when the second bell rings on Mondays or in their classrooms Tuesday through Friday to be considered on time. A tardy student must report to the office for a tardy slip in order to be admitted to class. Younger students may need to be accompanied to the office by a parent. All excused tardies require appropriate documentation. Unexcused tardies have the following consequences:

Three (3): Communication from office staff.	Five (5): Elementary- 1st Letter home Middle School- Letter/Detention (each consecutive tardy results in a detention)	Eight (8): 2nd Letter home and administrative contact	Twelve (12): 3rd Letter home. The student and parent will be expected to attend a School Attendance Review Board Hearing. (SARB)
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Independent Study

Independent Study is a program designed to help students stay current on class work while they are away from the classroom for three or more days. Even though a student participates in Independent Study, it cannot replace the value of the work and collaboration that takes place in the classroom. If a student must be absent, please fill out the Independent Study form (available online and in both offices) **AT LEAST FIVE DAYS IN ADVANCE OF A PLANNED ABSENCE**, and return to either office. You will be contacted to sign the Independent Study Contract at least one day before your departure.

Behavior at Chico Country Day School

In order to ensure a quality learning environment, we feel each student is entitled to a safe and respectful school environment. CCDS has implemented a Positive Behavior Intervention Support Program which provide clear behavior expectations and Restorative Practices which promotes positive behaviors focused on understanding conflict and how to repair harm. We believe that all our students can behave in a manner appropriate to school and that each student

can be held accountable for their behavior. CCDS strives to build a community based on cooperation, trust and respect. The universal behavior norms are to be **safe, respectful and responsible**.

General rules for behavior and safety are:

1. Use equipment for the intended use.
2. Use appropriate language.
3. Follow staff directions.
4. Rough play is not allowed.
5. Treat others with respect.

Restorative practices provide students a chance to learn about consequences of their actions, develop empathy, and figure out ways to repair relationships that may have been damaged. The process also addresses the needs of those who have been harmed. During a restorative dialogue, students are asked:

1. To reflect on the conflict or problem (What happened? What were you feeling at the time?)
2. To identify their needs and interests (What do you need in order for this class to go well? How do you want things to change?)
3. To make a plan (What needs to happen to make things right? What is our plan for the future?)

Positive reinforcements may include:

1. Eagle Eyes are given to students who demonstrate our universal behaviors. Students may turn these in for special drawings.
2. Individual classroom incentives.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

1. Verbal and/or written warning given to the student.
2. Loss of privilege. (Referral sent home)
3. Restorative conversations and/or task to address the behavior (i.e. pick-up trash, clean lunch tables)
4. Written commitment by student to improve his/her behavior and/or performance. (Think Sheet)
5. Detention (Referral sent home)
6. Parent /guardian notification (Referral sent home)
7. Conference with Dean, Director or other faculty (Referral sent home)
8. Suspension (See Behavior Expectation Plan)
9. Expulsion (See Behavior Expectation Plan)
10. Other forms of discipline that the school may determine appropriate

Any student who is in possession of any weapon will be recommended for expulsion from the school. (Education Code 48915).

Behavioral Expectation Plan will apply to students (EC 48900) while on school grounds, while going to and from school, during any school-sponsored activity, on field trips, and during any other school related event.

Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of the Dean, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.), will meet to devise an intervention plan for the student.

X. Life Skills

CCDS utilizes a set of beliefs and values – what we call our Life Skills – to help us define how we (students, teachers, community members) interact and work with one another. The following list of Life Skills is used for common language and education.

Active Listening: At CCDS we listen with the intention of understanding what the speaker intends to communicate.

Collaboration~ To work with others to create something

Cooperation ~ To work together toward a common goal or purpose

Courage ~ To act according to one's beliefs despite fear of adverse consequences

Curiosity ~ A desire to investigate and seek understanding of one's world

Empathy~ To understand and share feelings of another

Friendship ~ To make and keep a friend through mutual trust and caring

Flexibility ~ To be willing to alter plans when necessary

Initiative ~ To do something of one's own free will, because it needs to be done

Integrity~ To do the right thing in a reliable way

Kindness~To be friendly, generous and considerate

Mindfulness~To be conscientious or aware of thoughts and feelings

Optimism~ To look on the more favorable side of events

Organization ~ To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

Patience ~ To wait calmly for someone or something

Perseverance/Grit ~ To keep at it

Personal Best: At CCDS, we do our best given the circumstances and available resources.

Pride ~ To derive satisfaction from doing one's personal best

Problem Solving ~ To create solutions to difficult situations and everyday problems

Resourcefulness ~ To respond to challenges and opportunities in innovative and creative ways

Universal Expectations

	Be Safe	Be Respectful	Be Responsible
All Classrooms and Common Areas	<ul style="list-style-type: none"> ● Keep your hands, feet and objects to self. ● Walk to the right at all times. ● Use equipment and materials appropriately. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Clean up after self. 	<ul style="list-style-type: none"> ● Take proper care of all school equipment. ● Leave toys or other personal belongings at home.
Arrival and Dismissal	<ul style="list-style-type: none"> ● Arrive on time and put backpack in your designated area. ● At dismissal, stay in the designated pick up zones. 	<ul style="list-style-type: none"> ● Be an active listener. ● Hands and feet to self. 	<ul style="list-style-type: none"> ● Be in class or in line by the second bell.
Bathrooms	<ul style="list-style-type: none"> ● Walk. ● Report unsafe conditions. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Respect the privacy of others. 	<ul style="list-style-type: none"> ● Use the bathroom for its intended purpose.
Cafeteria/Lunch Area	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Eat only your food. ● Playground equipment is not permitted in eating areas. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Listen and follow adult directions 	<ul style="list-style-type: none"> ● Remain seated until signal for dismissal. ● Clean up trash and belongings. Pack it in, pack it out!
Gym	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Use playground equipment how and where it is intended 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Listen and follow adult directions. 	<ul style="list-style-type: none"> ● Return equipment.

Passing Periods	<ul style="list-style-type: none"> ● Keep your hands, feet and objects to self. ● Walk to the right at all times. 	<ul style="list-style-type: none"> ● Listen and follow directions the first time. ● Help others. 	<ul style="list-style-type: none"> ● Stay with your group or class when traveling together. ● Travel on pathways destination to destination.
Recess	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Use playground equipment how and where it is intended ● Stay in assigned areas. 	<ul style="list-style-type: none"> ● Be an active listener. 	<ul style="list-style-type: none"> ● Freeze at the bell and return to class. ● Return equipment.

Dress Code

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

1. Clothing must cover the body with no undergarments exposed.
 - a. No exposed midriff and/or cleavage.
 - b. No backless, strapless, tube tops and/or halter tops. Please note a bandeau is considered an undergarment.
 - c. Shorts must have a two-inch inseam/skirts must be longer than the student's thumb when arms are straightened.
2. Shoes or sandals must be worn at all times. All shoes must have backs on them; no backless flip-flops or slides. Slippers and heelys (shoes with wheels) are not acceptable. Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.
3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane content are not allowed.

If a student comes to school in clothing that does not adhere to the above dress code, parents will be contacted and asked to either take your child home or bring a change of clothes for him/her. The student will be provided with appropriate clothing until the parent arrives.

Homework

At CCDS, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed primarily at school where students are able to receive critique, feedback, and collaborate with classmates. Students are completing in-depth projects that have them stretch their understanding of real-world problems, collaborate in groups, and carry out challenging tasks in order to exhibit beautiful work to an authentic audience. Because of the depth of this inquiry, students will often discover interests they would like to learn more about outside of school. "Homework" can take many forms, and these extension inquiries from class are a great way to encourage your students' learning.

In addition, it is important for students to read on a daily basis. This can be a read aloud book together, a family book club, or independent reading. Twenty to thirty minutes per night of reading is expected throughout the grade levels. Individual teachers may give additional guidance on this piece.

V. Internet Use at CCDS

Internet Use at School

The internet is a place for the exchange of ideas and information. Accordingly, the internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. CCDS provides students with internet access to further their education and research. However, the access the internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. CCDS believes that the value of the educational information available on the internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

CCDS has created and adopted the CCDS Student Device Use Policy and Agreement (“Policy”) to ensure that student access to and use of the internet is consistent with the school’s educational goals. CCDS Policy sets forth student responsibilities and duties when accessing and using the internet through school equipment and resource network maintained. CCDS has deemed certain uses of the internet inappropriate for an educational setting and therefore not appropriate for use with school equipment and networks. CCDS stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the school’s educational goals. Students are reminded that their use of CCDS equipment and networks reflect upon the school, and students should guide their activities accordingly.

Device Use and Student Expectations

1. Use Limited to an Educational Purpose. The student acknowledges that access to the internet via CCDS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that he or she has a duty to use CCDS equipment and resource networks only in a manner specified in CCDS Policy.

a. Educational Purpose: “Educational purpose” means classroom activities, research in academic subjects, research in matters of civic importance or that further citizenship in a democratic society, CCDS approved personal research activities, or other purposes as defined by CCDS from time to time.

b. Inappropriate Use: An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of CCDS Policy.

2. Plagiarism. Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s

original work. Student agrees that when quoting from information obtained on the internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright. Student agrees that he or she will not use CCDS equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by CCDS. Staff will continually teach students how to search for freely available resources and discuss the differences between copyrighted material and those materials that are free to access and share.

4. Communication. Student agrees that he or she will use CCDS equipment or resource networks or CCDS email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
- f. Student will not place illegal information on the internet, nor will student use the internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other internet user or post on the internet CCDS’ or her own name, address or telephone number unless expressly authorized by CCDS in writing.
- i. Student will not obtain or use school/staff member passwords, log-ins, or in any other manner obtain/use access to school computers, networks or systems.

5. Illegal and Dangerous Activities. Student shall not use the internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to CCDS, other students, or the community.

6. Obscene Materials. Students shall not use the internet to access obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. CCDS includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of CCDS Policy and must

not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Privacy. Student acknowledges that computer equipment, internet access networks, and email accounts are owned by CCDS and provided to students for educational purposes. CCDS reserves the right to access stored computer records to assure compliance with CCDS Policy. Student is aware that communication over CCDS owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Commercial Activities. Student agrees that student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by CCDS in writing.

9. Information About Others. Student agrees that he or she will not make any statement or post any communication on the Internet, or on the school network, about another person that he or she knows or suspects to be untrue.

10. Cell Phones on Campus. Cell phones are not allowed on the elementary campus. Devices may be used on the middle school campus with adult permission only. Consequences for cell phone use without permission:

1st offense: Turn in phone for the rest of the day.

2nd offense: Phone is turned in at the office or left at home for the following day.

3rd offense: Phone is turned in at the office for a week or left at home. Parent is contacted.

4th offense: Phone privilege is removed.

11. Violation of Policy. The Student acknowledges that violation of CCDS Policy can result in a loss of all Internet access, email, and computer privileges. If a student violates CCDS Policy, or in any other way uses school equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why CCDS should deem the activity in question a use consistent with the educational purposes stated in CCDS Policy. If CCDS deems that the use is inconsistent with the educational purposes stated in CCDS Policy, CCDS may terminate the Student's Internet and/or computer privileges. However, because one of the educational purposes in providing technology access is to teach students to use the internet appropriately, CCDS reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of internet or email or computer privileges. Such penalties may include, but are not limited to, restricted access to technology at school.

Student also acknowledges CCDS will contact the proper legal authorities if CCDS concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

COPPA Form- Parental Consent

In order for Chico Country Day School to continue to be able to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations that require a parental consent.

Chico Country Day School utilizes several computer software applications and web-based services, operated not by CCDS, but by third parties. These include Google Apps for Education, Lexia and similar educational programs.

In order for our students to use these programs and services, certain personal identifying information, generally the student's name and email address must be provided to the web site operator. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

The law permits schools such as Chico Country Day School to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator.

This form will constitute consent for Chico Country Day School to provide personal identifying information for your child consisting of first name, last name, email address and username to web-operators such as Google Apps for Education and any additional web-based educational programs and services which CCDS may add during the upcoming academic year.

Please be advised that without receipt of this signed form, Chico Country Day School will be unable to provide your student with the resources, teaching and curriculum offered by our technology programs.

(Confirmation via the Parent Portal or the Acknowledgment/Consent Page)

VI. Photo/Video/ Website Release

From time to time, a photo or video of your child might be considered for publication/display in a Chico Country Day School newsletter, public advertisement, social media and/or school web page. Please note: **No full names will ever be used in conjunction with any photo.** You will need to check the appropriate box on the Acknowledgment/Consent Page.

Parents are reminded that posting personal photos, videos and information about students other than their own children on the internet is a violation of privacy rights. CCDS does not authorize the posting of individual or small group photos /videos of CCDS students by parents (other than one's own children) engaged in school sponsored events or activities on any social network site such as Facebook or Twitter.

(Confirmation via the Parent Portal or the Acknowledgment/Consent Page)

VII. Student Health and Safety at CCDS

Health Standards and Immunizations

CCDS strictly follows and abides by the health standards set forth by the state of California. Listed below are requirements for students to matriculate into CCDS. All students must submit:

- Proof of birth (copy of birth certificate, passport, state-issued ID)
- Report of Health Examination for School Entry
- Registration Health Record
- Emergency Information Card
- Oral Health Assessment Form

Kindergarten students must submit an immunization record. The record must be complete and include the date your child was given each required shot and be stamped or signed by the doctor or clinic. **If you do not have an Immunization Record or your child has not received all required shots, call your doctor or local health department right away to make an appointment.**

Kindergarten and 7th grade Immunization Table

Polio (OPV/IPV)	Kindergarten- four (4) dates and stamps.		
DTP/DTaP	Kindergarten- five (5a) dates and stamps.		7th grade booster if last one is older than 5 years. Proof of this vaccine is needed to begin the 7th grade school year.
MMR	Kindergarten- two (2c) dates and stamps.		7th grade booster
Hepatitis B	Kindergarten- three (3) dates and stamps.		7th grade verification
Varicella Chickenpox	There should be one date and stamp or verification of the disease		7th grade verification

Along with the records previously listed, all 6th grade students must submit:

- A record that proves that the rising 6th grade student has received all three (3) shots of the Hepatitis B series. This series is administered over a four (4) month period
- A second mumps, measles and rubella (MMR)
- A chickenpox vaccine or documentation of the disease is now required
- A tetanus containing vaccine (Td) if the last one is older than five years is recommended

Students entering 7th grade must have the Tdap booster shot for whooping cough, tetanus, diphtheria.

Mental Health Services:

Chico Country Day School believes in supporting the whole student and in compliance with Education Code 49428 and AB-2022 is providing notification of services in our community. At CCDS, any pupil or parent/guardian of a pupil may refer a student for potential school based mental health counseling services by contacting the Dean of Students or Special Education Director at (530)895-2650. The school can also provide information about other options to access mental health services within the community. To access mental health services within the community, please contact the Butte County Department of Behavioral Health (530) 508-9133, or one of the mental health resources listed below:

National Suicide Prevention Lifeline - The lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you and your loved ones. Phone Number: 1-800-273-8255 or CHAT by visiting this link: <https://suicidepreventionlifeline.org/chat/>

24/7 Butte County Crisis Line: 530-891-2810

24/7 Butte County Behavioral Health Crisis Lines: 1-800-334-6622 or 530-891-2810

24/7 Homeless Emergency Action Response Team (HEART): 1-877-4-RUN-AWAY or 1-877-4-786-2929

24/7 Disaster Distress Helpline: 1-800-985-5990 or TEXT TalkWithUs to 66746

Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others, please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Medications at School

Students may not carry or use medication at school without written consent. A student who needs to take medication during school hours must have an authorization on file at the school, signed by the prescribing physician and parent or guardian. Self-administration of medication may be permissible by special arrangement with a school administrator. If a child is taking medication, it is in his/her best interest to arrange a schedule so that the parent or guardian can administer the medication at home.

Treatment of School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) with basic first aid. Parents will be notified of minor injuries at the discretion of the school. When confronted with a more serious illness or injury, school staff will contact parents, and if necessary, will call 911.

Communicable Diseases

Communicable diseases can spread quickly through a school and dramatically affect the attendance and learning of children. Examples are conjunctivitis (pink eye), strep throat, chickenpox, or ringworm. A student suspected of having a communicable disease may be excluded from school until guidelines for readmission are met.

Parents are to be contacted when lice or nits within ¼” from the scalp are found on a student and recommended that the student be picked up at the end of the school day. At no time will a student be excluded from school for the presence of lice or nits. It is preferable to have a parent or guardian pick up the student so information is provided including options for treatment with methods such as an anti-lice shampoo and other options for the student infested and the procedures to be followed to eliminate head lice in the home. All members of the family must be checked for lice. School age siblings of the student will be checked for head lice by school staff as soon as possible. The day following treatment, the child should be re-examined and admitted to class. If the child is still infested, then the parent should be re-contacted. Approximately one week after being readmitted for having had head lice, the student will be rechecked for head lice by school staff. For more information, please review the Head Lice Policy on the CCDS website.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. An excuse from physical education may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent’s written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student’s health provider.

Speech, Hearing, and Eye Examinations

The school recommends that children undergo an annual hearing and eye examination.

Food and Nutrition

In order for your children to learn as best they can each day, they require a nutritious, well-balanced diet. We have a school breakfast and lunch program available to students or they can bring their own lunch to school.

If you send snacks or lunch with your students, please do not include:

- Carbonated Soda
- Candy
- Gum – This is strictly prohibited on campus
- Items that need to be microwaved

Student Placement Policy

To best meet the needs of all students at Chico Country Day School, the CCDS Board of Directors, with staff and administrative support, has developed this Student Placement Policy that reflects our core values of respect, responsibility and compassion. This policy provides for a fair, equitable system of class placement that balances the social, emotional and academic needs of our students. This process acknowledges the teaching professional as a key

source for making informed decisions regarding the placement of students. It is also recognized that parents are partners with the school in decisions regarding their students, and parent input is considered, but not guaranteed.

Criteria

In making decisions regarding the placement of students in grades where there is more than one class, the following criteria will be considered:

- Social relationships
- Academic standing
- Age
- Collaboration strengths
- Teaching team recommendation- former and current teachers
- Previous year's placement

Process

- Current and future teachers will meet to discuss the placement criteria so that the distribution of students balances classes by number, gender, academic performance, social relationships and behavior issues. This is a thoughtful process that takes many pieces into consideration.
- Current year teachers will present their class lists to the Director of Education

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the Uniform Complaint Procedures Policy (Appendix B). If you need a hard copy, one will be provided.

Appendix A. 2019-2020 Staff

Director of Education: Wendy Fairon

Dean of Students: Colly Fischer

Director of Special Education/School Psychologist: Amie DeWald Parent

Chief Business Officer: Margaret Reece

Office Manager: Stacy Ferguson

Parent/Community Liaison: Lisa Hoppe

Business Office Manager & HR: Pamela Wilson

Middle School Front Office - Irene Henkens & Emily MacGibbon

Accounts Payable & Data Coordinator: Jamie Saderup

Kindergarten Teachers: Anne Marie Chik, Nicole Nye, Christal Proctor

First Grade Teachers: Renee Dooly, Susan Efseaff, Karin Daverson

Second Grade Teachers: Cindy Towner, Christine Stedman, Ellen Biddle

Third Grade Teachers: Debbie Hardesty, Shannon Lawson, Nicole Hardoy

Fourth Grade Teachers: Alison Zuris, Miranda Spallino

Fifth Grade Teachers: Signe Miller, Nicole Quintero

Sixth Grade Teachers: Sarah Peterson-Young, Dave Davis

Seventh/Eighth Grade Teachers: Marijeanne Birchard, David Eubanks, Nicholas Hunsicker, Clyde Kladt

STEM Teacher: Susie Bower

Middle School Physical Education Teacher: Michael Armenta

Education Specialists: Jenna Sverchek, Tyson Anderson

Independent Study: Stacey Owen

Art Teacher: Britta Goldmann

Music Teacher: Ruth Greenfield

Band Director:

After School Program Director: Angela Cherry

Preschool Directors/Teachers: Kerri Cooley, Patty Currie, Katlin Redding

Academic Coaches: Shelley Buchanan, Sheri Nash, Karen Ruiz, Kendall Zepeda

Yard Duty Supervisor: Celena Gray

Yard Duty Aides: Jeff Hall, Catherine McDonnell, Jessica Wilks

Cafeteria Manager: Venus Picard

School Facility Manager: Stuart Langford

Custodians: Paul Crosbie, Eric Thao

School Nurse: Liz Seaman

Speech Therapist: Andi Jackson

Adaptive Physical Education Teacher: Marci Pope

Athletic Director: Michael O'Connor

Volleyball Coaches: Chas Konopka, Pamela Wilson

Girls & Boys Basketball Coaches: Chris Nixon, Jordan Williams, Jason Pezzetti

Cross Country Coach:

Appendix B: UNIFORM COMPLAINT PROCEDURES POLICY

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about the filing, investigation and resolution of UCP complaints regarding any alleged violation by Chico Country

Day School (“CCDS”) of federal or state laws or regulations governing educational programs. CCDS shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations.

CCDS developed this UCP pursuant to Title 5, California Code of Regulations, §§ 4600-4687 and consistent with policies and procedures adopted by our governing board. This UCP shall apply only to those complaints that fall within the scope of the UCP and are applicable to charter schools. It does not apply to complaints arising from the employment relationship, which are separately addressed by CCDS’ employment policies.

Complaints Under the UCP

A UCP complaint is a written and signed statement by a complainant, including a person’s duly authorized representative or an interested third party, public agency, or organization, alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of CCDS’ Local Control and Accountability Plans (“LCAP”). A UCP complaint must be filed according to the procedures set forth herein.

Complaints Regarding Programs and Activities

Complaints of violations of state or federal law or regulations governing the following programs and activities, to the extent offered by CCDS, are subject to the UCP and will be investigated by CCDS:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- Career Technical and Technical Education;
Career Technical; Technical Training
- Child Nutrition

- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- Foster and Homeless Youth Services
- California Peer Assistance and Review Programs for Teachers
- Child Care and Development
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- Consolidated Categorical Aide
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (2001) Programs
- Migrant Education
- State Preschool

Complaints Regarding Pupil Fees

Complaints CCDS has violated Education Code §§ 49010 through 49013 concerning pupil fees are subject to this UCP and will be investigated by CCDS. A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011. A “pupil fee” is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers.

“Educational activities” are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints Regarding LCAP

Complaints concerning CCDS’ LCAP (Education Code § 52075) are subject to this UCP and will be investigated by CCDS. The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF CCDS is required to prepare an LCAP, which describes how

we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code § 52060(d).

Complaints of Discrimination, Harassment, Intimidation and/or Bullying

Complaints of discrimination, harassment, intimidation, and/or bullying of a student as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any programs or activities conducted by CCDS which is funded directly by, or that received or benefits from any state financial assistance, are subject to this UCP and will be investigated by CCDS. Any CCDS personnel who witness an act of discrimination, harassment, intimidation or bullying, shall take immediate steps to intervene when safe to do so as required by Education Code § 234.1.

Complaints may be based on discrimination, harassment, intimidation, and/or bullying that occurs employee-to-student, student-to-student, and/or third party conduct to a student. Such complaints may also include allegations of failure to provide reasonable accommodations to a lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding pursuant to Education Code § 222.

UCP Annual Notification

CCDS shall ensure annual dissemination of this UCP to all students, employees, parents or guardians of its students, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The annual UCP notice shall be in English. If 15% or more of students enrolled at CCDS speak a single primary language other than English, the annual notice shall be provided in that language as well pursuant to Education

Code § 48985. This UCP shall be available in CCDS' main office and copies shall be made available free of charge.

Confidentiality and Non-Retaliation

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to only those persons with a need to know within the confines of CCDS' reporting procedures and investigative process. CCDS will make every effort to keep as confidential the identity of a complainant alleging discrimination, harassment, intimidation, or bullying.

CCDS prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. Complainants are protected from retaliation. These confidentiality and non-retaliation requirements extend to all parties involved.

Designation of Responsible Employee

CCDS hereby designates the individual(s) identified below as the employee(s) responsible for receiving, investigating and responding to complaints and acting as the compliance officer(s) responsible for handling complaints under this UCP, referred to herein as the "Responsible Employee."

COLLY FISCHER DEAN OF STUDENTS
 102 W 11th St.
 Chico, CA 95928 (530) 895-2650

The Responsible Employee may designate another representative of CCDS to serve in this role, who for the purposes of this UCP, shall be included within the definition of “Responsible Employee.”

The Responsible Employee shall promptly notify the complainant and respondent, if applicable, if another employee has been designated to handle the complaint.

In no instance shall the Responsible Employee be assigned to a complaint in which he or she has a bias or conflict of interest that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee’s ability to investigate the complaint fairly and without bias shall be filed with the Dean of Students, or other appropriate CCDS official, who shall determine how the complaint will be investigated.

CCDS will ensure that employees assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible. The Responsible Employee may consult with legal counsel as permitted by the Director of Education or designee.

The Responsible Employee shall determine whether interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee shall consult with the Director of Education or designee, as appropriate, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee determines that they are no longer necessary or until CCDS issues its final written decision, whichever occurs first.

Formal Complaint Procedures

CCDS shall investigate and seek to resolve, in accordance with this UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by CCDS that are subject to this UCP.

All parties involved in allegations shall be notified by the Responsible Employee when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by CCDS. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a parent or guardian. A complaint form is included with these policies, but complaints do not need to be filed with this form.

If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from CCDS staff.

Complaints shall be filed with the Responsible Employee at the address provided herein. The Responsible Employee will maintain a log of complaints and subsequent related actions, in compliance with Title 5, California Code of Regulations, §§ 4631 and 4633. The

Responsible Employee will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

- o Timing of Complaints - A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. If the complaint is not timely filed, the complainant will be notified of his or her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint. Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred with the Responsible Employee or designee.
- o Anonymous Complaints - Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 49010 et seq. (pupil fees). Complaints related to LCAP compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 52075.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the Responsible Employee and complainant may mutually agree to mediation. The Responsible Employee shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and CCDS to present relevant evidence. The Responsible Employee shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. In the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the mediator must agree to keep confidential any information obtained through mediation. If mediation resolves the complaint to the satisfaction of both parties, CCDS will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee shall proceed with his/her investigation of the complaint. The use of mediation shall not extend CCDS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee shall have access to applicable CCDS records and/or information related to the complaint allegations. As part of his or her investigation, the Responsible Employee shall do all of the following, in no specific order:

- Provide an opportunity for the complainant and/or complainant's representative and CCDS' representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation. o When necessary, seek clarification on specific complaint issues.

Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the complainant or his or her representatives may result in dismissal of complaint because of a lack of evidence to support the allegation. Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by CCDS or its staff may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Board Review

CCDS' Board may consider the complaint at its next regular meeting or at a special meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. Based on all the evidence obtained during the investigation, the Board may approve, modify or reject the Responsible Employee's proposed decision and issue a final decision that meets the requirements set forth herein. The Board may also decide not to hear the complaint, in which case the Responsible Employee's decision shall be final.

Step 5: Final Written Decision

The Responsible Employee shall prepare and send to the complainant a written report of the investigation and final decision within sixty (60) days of CCDS' receipt of the complaint, unless extended by written agreement with the complainant. CCDS' decision shall be written in English and, when required by law, in the complainant's primary language. The decision shall include:

- The finding(s) of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;

Corrective action, if any are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code § 49013(d) and Title 5, California Code of Regulations, § 4600(u);

Notice of the complainant's right to appeal CCDS' decision to the CDE; and o Procedures to be followed for initiating an appeal to the CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

In no event shall a decision under this section include identifying information of a student or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against the student or employee. If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of CCDS' expectations.

If CCDS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in our school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and

Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. If CCDS finds merit in a complaint regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in CCDS, the remedy shall go to the affected pupil. If CCDS finds merit in a complaint regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall to go all affected pupils and parents/guardians. CCDS, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal CCDS' decision by filing a written appeal within 15 days of receiving the decision to the California Department of Education ("CDE"). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied. The appeal must be sent to CDE with: (1) a copy of the original locally filed complaint; and (2) a copy of CCDS' decision of this original locally filed complaint.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education Education Equity UCP Appeals
Office 1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding educational program complaints or pupil fees should be sent to:

California Department of Education
Categorical Programs Complaints Management Office 1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office 1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding special education compliance should be sent to:

California Department of Education
Special Education Division - Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814

The CDE may directly intervene in the complaint without waiting for action by CCDS when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which CCDS has not taken action within sixty (60) days of the date the complaint was filed with CCDS. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of CCDS' complaint procedures.

Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if CCDS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, § 4622.

Uniform Complaint Procedures Form

Chico Country Day School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Chico Country Day School shall investigate and seek to resolve complaints in accordance with the Uniform Complaint Procedures (UCP). Please complete this form, providing as much information as possible and attaching any applicable supporting documentation, to assist in the investigation of the complaint.

Information

LAST NAME OF THE COMPLAINANT		FIRST NAME OF THE COMPLAINANT	
ADDRESS (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)			
EMAIL ADDRESS		TELEPHONE NUMBER	
COMPLAINANT WILL NEED THE ASSISTANCE OF AN INTERPRETER <input type="radio"/> Yes (<i>specify the language to be spoken by the interpreter</i>) <input type="radio"/> No			
COMPLAINANT IS A: <input type="radio"/> Student <input type="radio"/> Parent/Guardian <input type="radio"/> Employee <input type="radio"/> Public Agency <input type="radio"/> Organization			
THIS COMPLAINT IS BEING FILED ON BEHALF OF: <input type="radio"/> A student (not the complainant named above) <input type="radio"/> Myself <input type="radio"/> Other (<i>specify</i>)			
DATE OF ALLEGED VIOLATION		SCHOOL/OFFICE OF ALLEGED VIOLATION	

Basis of Complaint

For allegations related to any of the following programs and activities subject to the UCP:

- | | |
|--|---|
| <input type="checkbox"/> Discrimination, Harassment, Intimidation, and/or Bullying | <input type="checkbox"/> Career Technical Education |
| <input type="checkbox"/> Education for Foster Youth, Homeless Youth, Former Juvenile Court School Students, or Military Dependents | <input type="checkbox"/> Child Nutrition |
| <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind | <input type="checkbox"/> Consolidated Categorical Aid |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Reasonable Accommodations to a Lactating Student | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Other Basis from CCDS UCP:
_____ | <input type="checkbox"/> Sexual Harassment |
| | <input type="checkbox"/> Special Education |

For complaints alleging discrimination, harassment, intimidation, and/or bullying, indicate the actual or perceived protected characteristics upon which the alleged conduct is based:

- | | | |
|--|--|--|
| <input type="checkbox"/> Race or ethnicity | <input type="checkbox"/> Religion | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Color | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Marital status | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Nationality | <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Gender identity |
| <input type="checkbox"/> National origin | <input type="checkbox"/> Parental status | <input type="checkbox"/> Gender expression |
| <input type="checkbox"/> Immigration status | <input type="checkbox"/> Physical or mental disability | <input type="checkbox"/> Genetic information |
| <input type="checkbox"/> Ethnic group identification | <input type="checkbox"/> Other _____ | |

FOR

OFFICE USE ONLY

Date received _____ Received by _____ Title _____

Investigator _____ Outcome _____
or _____

Final written decision sent to complainant _____ Appeal filed with CDE? Yes
on _____ No

Details of the Complaint

Please answer the following questions to the best of your ability. If you mention names, please also identify who they are (i.e. student, staff, parent, etc.). Attach additional pages, if necessary.

Provide the **facts** about your complaint:

List the **people** involved or impacted:

List any **witnesses** or individuals who may have knowledge of the alleged acts:

Provide and/or describe the specific **location(s)** where the incident(s) occurred:

List all the **date(s) and time(s)** when the incident(s) occurred or when the alleged acts first came to your attention:

Describe any **steps** you have taken to resolve this issue before filing the complaint. If applicable, list names and titles of school and/or district staff you have contacted:

Do you have any **written documents/evidence** that you can provide that may be relevant/supportive of your complaint?

- ☐ No° Yes, copies of the documents/evidence are attached to this complaint

Signature of Complainant _____ Date _____

Chico Country Day Schools shall take steps to protect complainants from retaliation. Please file this complaint form and any additional documents in person or by mail with the following individual:

COLLY FISCHER DEAN OF STUDENTS
102 W 11th St.
Chico, CA 95928 (530) 895-2650



Student Policy # 20

Chico Country Day School Board Policy 5141.52 – Youth Suicide Prevention Policy

Students

The Governing Board of Chico Country Day School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campuses that minimizes suicidal ideation in students.

Overall Strategic Plan for Suicide Prevention

The Dean of Students, school counselor or designee shall involve school-employed mental health professionals (e.g., psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Chico Country Day School's strategies for suicide prevention and intervention. Chico Country Day School shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Chico Country Day School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the school (hereinafter "Charter point person").

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, the Charter point person along with the charter's partners shall critically review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.



B. Suicide Prevention Training and Education:

Training:

- Training shall be offered to relevant staff on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

- o Suicide risk factors, warning signs, and protective factors;

- o How to talk with a student about thoughts of suicide;

- o How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- o Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- o Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

- o Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- Ongoing staff professional development should include the following components:

- o The impact of traumatic stress on emotional and mental health;

- o Common misconceptions about suicide;

- o School and community suicide prevention resources;

- o Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

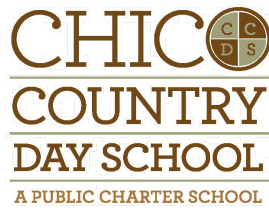
- o The factors associated with suicide (risk factors, warning signs, protective factors);

- o How to identify youth who may be at risk of suicide;

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Revised: June 2019



- o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Chico Country Day School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter guidelines;
- o Charter-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- o Charter-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- o Responding after a suicide occurs (suicide postvention);
- o Resources regarding youth suicide prevention;
- o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - o Youth affected by suicide;
 - o Youth with a history of suicide ideation or attempts;
 - o Youth with disabilities, mental illness, or substance abuse disorders;
 - o Lesbian, gay, bisexual, transgender, non-binary or questioning youth;
 - o Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - o Youth who have suffered traumatic experiences;

C. Employee Qualifications and Scope of Services



Employees of the charter and their authorization and scope of their

expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

partners must act only within the credential or license. While it is

D. Parents, Guardians, and Caregivers Participation and Education

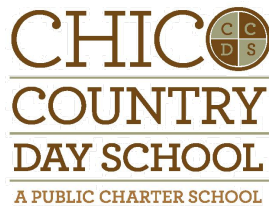
- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the charter's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the charter's Web page and included in the parent handbook.

E. Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the charter's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - o Coping strategies for dealing with stress and trauma;
 - o How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - o Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - o Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).



Chico Country Day School will implementation of programs and/or awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs).

support the creation and activities on campus that raise

support the creation and activities on campus that raise

Intervention, Assessment, Referral

Chico Country Day School's primary designated suicide prevention liaison shall be someone who has received advanced training in suicide intervention. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. Under normal circumstances, the primary contact persons shall then notify the Dean of Students, another school administrator, school psychologist or school counselor, as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth (Butte County Child Protective Services can be contacted at (530) 897-3731).

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary suicide prevention liaison.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Dean of Students or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

A. Action Plan for In-School

Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

B. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Chico Country Day School's property, it is crucial that the charter protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

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Revised: June 2019

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school.

C. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide.

The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

D. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.



The following steps shall be

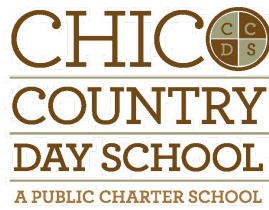
implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

E. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, the Chico Country Day School must be prepared ahead of time in the event of such a tragedy. The charter's point person shall develop a Suicide Death Response Action Plan (Suicide Postvention Response Plan) that incorporates both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the Chico Country Day School/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;



o Notification to students about support services (if this is the administration);

suicide death and the availability of protocol that is decided by

o Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:

o Review of protocols for referring students for support/assessment;

o Talking points for staff to notify students;

o Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;

- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;

- Consider funeral arrangements for family and school community;

- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:

o Identify what platforms students are using to respond to suicide death

o Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses:

o Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

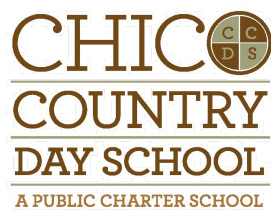
o Support siblings, close friends, teachers, and/or students of deceased

o Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Policy #20 :

Adopted: July 2018

Revised: June 2019





Student Policy # 21

Professional Adult/Student Boundary Policy

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Chico Country Day School that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established*



boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Dean of Students or designee along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student



14. Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
15. Taking photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Dean of Students or designee and the student’s parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.



Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. “High-fives” and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from the Dean of Students or designee to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student



14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.



Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Dean of Students promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting of observations falling into the unacceptable range of adult behavior with students is essential to protect students, the staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Dean of Students occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Investigating

The Dean of Students will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Dean of Students shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.



Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

Leadership Team Report-June 2019

- We had many highlights from the last week of school, including several exhibitions, 8th grade Promotion Conferences, Fly Up Day, Bridging and the 8th grade graduation.
- We have hired new teachers to fill roles vacated by teachers moving on from CCDS. We will hold a two day orientation for them on June 11 and 12. Three current staff members will also help during the orientation to give their perspective as well.
- May 24th was our Chico Unified annual visit. The team reviewed many elements of the LCAP as well as touring the facility and finding out more about the EL Curriculum. It was a positive visit.
- 8th grade graduation was a warm and joyful event. Student performers, teachers, band members, and choir were all fantastic! Chris Constantine presented awards for Rotary and three additional awards. Thank you, Chris!
- The admin team is working diligently on the charter.
- Margaret and Amie attending training in Sacramento to support the move into El Dorado SELPA.
- For the last two weeks, Margaret has been working on the close-out audit for the Proposition 1D project for the Office of Public School Construction. All documents were due on Friday, June 7.
- Our independent audit – phase 1, will take place on June 17.
- Our budget projection for 2019-20 is due on June 30.
- PTP presented a very generous \$50,000 check to CCDS during the bridging ceremony. This is a culmination of all of the fundraising efforts throughout the year. Thank you parents and PTP! How amazing!
- Mom's Restaurant also made donations to CCDS of over \$3000 at the Bridging Ceremony. CCDS is the recipient of the \$2 per 3+2+2 menu item for the month of May. Thank you Mom's and Darien Sterling!
- Facility staff is planning for the summer - they are able to complete deep cleaning of rooms and larger scale projects that are not possible during the school year.



Accrediting Commission for Schools Western Association of Schools and Colleges

June 3, 2019

Ms. Wendy Fairon
Director of Education
Chico Country Day School
102 W. 11th Street
Chico, CA 95928

Dear Ms. Fairon:

Based on the ACS WASC mid-cycle review, it has been determined that Chico Country Day School (K - 8) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Chico Country Day School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2022.

Accreditation status is conditioned upon Chico Country Day School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Chico Country Day School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Barry R. Groves, Ed.D.
President

cc: Visiting Committee Chairperson
Superintendent



Personnel Policy #5

CalSTRS Reduced Workload Program

Reduced Workload Program (RWP) for CalSTRS Members Description:

In accordance with Education Code section 44922, CCDS authorizes participation in the CalSTRS Reduced Workload Program (RWP). The RWP allows full-time teachers to reduce their workload to a percent of full-time but still earn full-time service credit and maintain full-time benefits.

Participants in the RWP contribute to CalSTRS the same amount that the member would have contributed had the member performed creditable service on a full-time basis. CCDS contributes to the retirement system the same amount it would have been required to pay had the member continued full-time.

Eligibility: To be eligible to participate in the RWP, a teacher must meet the following conditions:

- The employee must have reached the age of 55 before the reduction in workload.
- He or she must have been employed full-time in a certificated teaching position requiring membership in STRS for at least 10 years.
- During the 5 years immediately preceding the reduction in workload, he or she must have been employed full-time in a teaching position. An approved leave of absence does not constitute a break in service, but neither does time spent on any leave of absence count towards the required 5 years of full-time uninterrupted service.

Agreement:

- Exists between the employer and the participant
- Is initiated at the beginning of the school year and concluded at the end of the school year.
- Requires participants to work at least 50% of a full time contract.
- The option of part-time employment shall be exercised at the request of the employee and can be revoked only with the mutual consent of the employer and the employee.
- Limited to certificated teachers in grades TK-8th grade who do not hold positions with salaries above that of the school administrators.
- The minimum part-time employment shall be the equivalent of one half of the number of days of service required by the employee's contract of employment during his or her final year of service in a full-time position.
- The period of RWP participation shall be up to and include five years and shall not extend beyond the end of the school year during which the employee reaches his or her 70th birthday.
- The employee shall be paid a salary that is the pro rata share of the salary he or she would be earning had he or she not elected to exercise the option of part time employment but shall retain all other rights and benefits for which he or she makes the payments that would be required if he or she remained in full time employment.
- The employee shall receive health benefits as provided in Section 53201 of the Government Code in the same manner as a full-time employee.

Reduced Workload Program Eligibility Certification

ES 1161 (REV 01/18)

CALSTRS

California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

Please thoroughly read the attached instructions before completing this form. Please type or print legibly in dark ink. This form must be submitted to, and approved by, CalSTRS prior to the start of the school term of the first school year in which a member's workload is reduced.

SECTION 1: MEMBER INFORMATION

Bower, Susan

MEMBER NAME (LAST, FIRST, INITIAL)

04-Butte

COUNTY CODE/NAME

CLIENT ID OR SOCIAL SECURITY NUMBER

04007-Chico Country Day School

DISTRICT CODE/NAME

SECTION 2: REDUCED WORKLOAD PROGRAM ELIGIBILITY REQUIREMENTS

YES

NO

1. The governing board of the employer or a county superintendent of schools has established regulations that allow employees who are members of the DB program to participate in the Reduced Workload Program.

✓

2. The member has met all of the following requirements:

- Member is 55 or older prior to the start of the school term of the first school year in which the member's workload is reduced.
- Member has at least 10 years of service credit prior to the start of the school term of the first year in which the member's workload is reduced.
- Member has been employed in a full-time position to perform creditable service under the DB program each year of the five school years immediately preceding the first year in which the member's workload is reduced, without having a break in service.
- Member is employed by a school district or county office of education as a PreK-12 certificated employee who does not hold a position with a salary greater than that of school principal OR is employed by a community college district (community colleges have no salary limit).

✓

3. A written agreement exists between the employer and the member that:

- Is in effect prior to the beginning of the school term of the first year in which the member's workload is reduced.
- Requires member to work at least 50 percent of a full-time position.
- Includes member and employer contribution information.

✓

4. Total amount of time in which member reduces his/her workload is not more than 10 school years.

✓

Note: If the response to any of the above items is "NO," the member may not be eligible to participate in the Reduced Workload Program. Please contact CalSTRS immediately for final determination.

DATE OF AGREEMENT	SCHOOL TERM BEGIN DATE	FULL-TIME SALARY	PERCENTAGE OF FULL-TIME POSITION
7/1/19	8/15/19	\$ 76,300.00	60 %

SECTION 3: EMPLOYER CERTIFICATION AND SIGNATURE

I understand it is unlawful to make a knowingly false material statement, to knowingly fail to disclose a material fact or to otherwise provide false information with the intent to use it, or allow it to be used, to obtain, receive, continue or increase a benefit administered by CalSTRS. I hereby certify by submitting the information on this form is true and correct and that the member is eligible to participate in the Reduced Workload Program as described in Education Code sections 22713.

OFFICIAL'S NAME & TITLE	OFFICIAL'S SIGNATURE	DATE
Margaret Reece, CBO	Margaret Reece	6/6/19

CalSTRS USE ONLY	CalSTRS SIGNATURE	APPROVAL DATE



ES1161

Reduced Workload Program Eligibility Certification - Instructions

Read these instructions before completing this form. Print or type in dark ink. Initial all corrections.

Use this *Reduced Workload Program Eligibility Certification* form to verify the member's eligibility for the Reduced Workload Program, per Education Code section 22713. This form must be submitted to, and approved by, CalSTRS prior to the start of the school term of the first school year in which the member's workload is reduced.

SECTION 1—MEMBER INFORMATION

Enter member's full name, Client ID or Social Security Number, county code and name, and district code and name.

SECTION 2—REDUCED WORKLOAD PROGRAM ELIGIBILITY REQUIREMENTS

Per Education Code section 22713 specific requirements must be met for any member to participate in the Reduced Workload Program. Review each part 1 through 4, and check the corresponding "YES" or "NO" box that is applicable to the member meeting each requirement. If the response to any of the requirements is "NO," the member may not be eligible to participate in the Reduced Workload Program. Please contact CalSTRS immediately for final determination.

Date of Agreement is the date in which the agreement between the employer and member is established for the member to participate in the Reduced Workload Program. The date of the agreement must be before the school term begin date.

School Term is defined as a minimum period of 35 weeks beginning the first day and ending the last day creditable service is required to be performed by a member employed on a full-time basis.

Full-Time Salary is the annualized pay rate the member participating in the Reduced Workload Program would have earned if he or she were to be employed full-time in the position.

Percentage of Full-Time Position means the percentage of time the member will be reducing his or her full-time position to. The member must work at least 50% of the time the employer requires for full-time employment in that position.

SECTION 3—EMPLOYER CERTIFICATION AND SIGNATURE

Sign and date this form before submitting it to CalSTRS. This form will not be accepted without a signature and date.

SUBMIT

This form must be submitted to, and approved by, CalSTRS prior to the start of the school term of the first school year in which the member's workload is reduced.

Mail form: CalSTRS
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275

Fax form: (916) 414 - 5476

Email form: Submit form electronically via secure messaging on the Secure Employer Website (SEW)

QUESTIONS

For information regarding the Reduced Workload Program or this form, please contact your CalSTRS Employer Services representative at EmployerHelp@CalSTRS.com



CHICO COUNTRY DAY SCHOOL

2018-2019 EMPLOYMENT AGREEMENT: TEACHER

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **EMPLOYEE** ("Employee") and **Chico Country Day School** ("School"), a California Nonprofit Public Benefit Corporation.

A. Recitals

1. The School desires to secure the services of Employee as a Teacher.
2. Employee desires to perform such services for the School, on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the promises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties.
 - a. Employee is hired for the job of **1.0 FTE Teacher** for the School and will perform the duties set forth on the job description attached as Exhibit "A" as well as any tasks reasonably assigned by the School. The Employee will devote his/her time and energy to the business of the School, will use his/her best efforts to promote the success of the School, and will cooperate fully in the advancement of the best interests of the School. The Employee shall comply with all School policies and procedures as amended or modified from time to time.
 - b. Employee shall at all times faithfully, industriously, and to the best of Employee's ability perform all of the duties that may be required of the Employee. The Employee understands that in light of the School's size and limitations on availability of funds and personnel, the School must be flexible and the School may at times make assignments that are in addition to those expressly described in this Agreement and the job specification.
2. Non-Instructional Assignments. Employee acknowledges that, in addition to instructional time, Employee will be required to perform non-instructional job responsibilities, and to supervise student activities as assigned by the School including, but not limited to the following:
 - a. Prep Time: The school will provide 3 hours of prep and collaboration time per week.
 - b. Supervision Duty: A minimum of 10 minutes before, during, or after school student supervision duty as assigned by the School is required.



- c. Meetings: Attend all staff meetings, SST's, IEP's and special meetings by administration, as required by the position.
 - d. School-wide Activities: Attendance at a minimum of 2 designated school-wide activities or events per year, including Back to School Night, Spring Exhibition Night, and an additional school-wide activity, set by the Director of Education.
3. Term. Subject to the terms and conditions of this Agreement, the School hereby agrees to employ Employee, and Employee hereby accepts employment by the School, for the period from August 12, 2019 to June 4, 2020 (the "Term") unless terminated earlier pursuant to Paragraph 9.
4. Work Hours.
- a. Regular work hours: Employee has been hired on a full-time basis. It is anticipated that Employee's work hours will encompass the School's normal operating hours as well as any additional hours which are necessary to the accomplishment of his or her duties. Employee's work hours may or may not exceed forty hours per week. Employee will be an exempt employee and will not be eligible for overtime. At a minimum, Employee's work hours will start no later than 7:45 and will end no earlier than 3:15 pm. The exception will be non-student working days with a work schedule as set by the School.
 - b. Staff Development: Staff development will be required and provided by the School. If the Employee misses a School provided session, it is the responsibility of the Employee to meet the requirement. Staff development hours not provided by the School must be pre-approved by the School and may be required to be outside of regular paid work days and at the Employee's own expense.
5. Work days. The Employee will be required to work at least 148 working days. This includes Preparation Days, Parent conference preparation, administrative meetings, grade level meetings, and staff development workshops.
6. Compensation. In consideration for the services to be rendered under this Agreement, the School will pay Employee a gross salary of **\$XYZ per year** less applicable withholding and authorized deductions. Salary will be paid bi-monthly over the Term beginning on August 30 and ending on June 15 unless Employee opts in writing to be paid over twelve months. Employee's placement on the School's salary scale, adopted in June 2019 (Exhibit B), is as follows:
- Step: X**
Column: Z
7. Employee Benefits. Employee will be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and



eligibility requirements) for the benefit of employees, which from time to time may be amended and modified by the School. These benefit programs and plans are limited to retirement and health and welfare benefits. Employee is not entitled to holidays, vacation or sick leave other than as set forth in Paragraph 8.

8. Leave.

a. Sick Leave

Employee shall earn one day of paid sick leave for each month of employment up to a maximum of ten (10) days. Accrual commences on Employee's first day of employment and continues during the Term. Requests for and use of sick leave shall be governed by the School's policies then in effect. There shall be no cap on accrual of sick leave. Sick leave will not be paid out on termination.

b. Personal Necessity Leave

Employee shall accrue two (2) days of personal necessity leave during the Term. Employee shall accrue one day of leave on the first day of the first semester and another day of leave on the first day of the second semester. Employee will continue to accrue personal necessity leave up to a maximum of three (3) days. After the Employee accrues 3 days of personal necessity leave, no more leave shall accrue until some leave is taken. Employee may take personal necessity leave only after it has accrued. Employee shall make all requests for personal necessity leave in accordance with Employer's policies in effect at that time. Employee's requests for personal necessity time are subject to Employer's needs. Employees employed less than a full academic year shall accrue personal necessity leave on a prorated basis.

c. Holidays

Employee shall be entitled to paid holidays as set forth in the School's employee handbook and as designated in the School's academic calendar, not including the summer break. Employee shall not be eligible for holiday pay unless Employee works on the last work day prior to the holiday and the first work day following the holiday. For purposes of determining eligibility for holiday pay only, taking a pre-approved day of paid personal necessity leave shall be the same as working.

10. Termination of Agreement/Employment.

This Agreement may be terminated by:

a. Mutual Agreement of the Parties. This Agreement may be terminated at any time by mutual consent for any reason of the School and the Employee upon written Agreement.



- b. Nonrenewal of Agreement by the Board. The School may elect not to renew this Agreement for any reason at its sole discretion by providing the Employee with written notice of non-renewal by May 1st.
- c. Termination For Cause.
 - (1) The Employee may be terminated by the School at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension with or without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; violation of the School's policies or practices; endangerment of a student; any of the causes listed in Education Code sections 44836, 44837, 44932 and 44933; the Employee's failure to perform his or her duties.
 - (2) The School shall not terminate this Agreement pursuant to this paragraph until a Notice of Intent to Terminate containing a written statement of the grounds for termination has first been delivered to the Employee either personally or by overnight mail to the mailing address that has been provided to the Charter School. The Employee shall have the right to provide a written or verbal response to the School within five (5) days of receipt of the Notice of Intent to Terminate. Should the Employee refuse or fail to accept the Notice of Intent To Terminate within five (5) days of its issuance, the School shall have the option to proceed with the termination. If the School terminates Employee's employment, the Employee shall have the right to a representative of his or her choice at a conference with the Board only if the Employee has exercised his or her right to provide a timely written or verbal response to the Notice of Intent. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. If the Employee has failed to provide a timely written or verbal response, the Employee shall have waived his or her right to a conference with the Board.
- d. Early Termination. The School may unilaterally terminate this Agreement without specifying a cause and without following the procedure set forth in Paragraph 9(c). In consideration of the School's right to terminate this Agreement pursuant to this provision, the School shall pay to the Employee the remainder of his/her salary for the term of this Agreement or for a period of one (1) calendar month following the effective date of termination, whichever is less, upon Employee's execution of a general release.
- e. Death of Employee. The death or permanent disability of Employee (permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents him/her from further performance of his/her essential duties, with or without reasonable accommodation) shall terminate this Agreement and all rights entitled under this Agreement.

CHICO COUNTRY DAY SCHOOL

Revocation/Nonrenewal. In the event that the School's charter with its granting agency is either revoked or not renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Sections c or d above.

11. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

12. Evaluation. Employee's classroom instruction shall be evaluated and assessed primarily by the Director of Education. The evaluation and assessment shall be in writing on the performance of the Employee. A failure by the School to evaluate the Employee shall not prevent the School from dismissing the Employee in accordance with the terms of this Agreement or from choosing not to renew this Agreement.

13. Professional Memberships. The Employee may undertake outside professional activities, including consulting, speaking, and writing only with prior written approval of the Director of Education. Only with prior written approval, outside activities shall occur during regular work hours. The School shall in no way be responsible for any expenses attendant to the performance of such outside activities.



14. Child Abuse and Neglect Reporting.

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

Employee understands and acknowledges that, as a mandated reporter, his/her identity shall be confidential and shall be disclosed only as provided in California Penal Code section 11167(d). Employee further understands that hi/ her identity will not be disclosed to the School without his or her consent or a court order.

Employee acknowledges that the School has provided him/her with copies of California Penal Code sections 11165.7, 11166 and 11167. A copy of these statutes is attached as Exhibit C.

15. Credential.

- a. Employee represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.
- b. Employee further represents that he/she is not now under contract with any other school district or public school entity in the State of California. Employee warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:
 - (1) Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.
 - (2) Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.
 - (3) Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.
 - (4) Employee acknowledges that his/her continuing employment with the School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the School, at its sole option, as grounds for dismissal.



- (5) Failure to pass CBEST or School prescribed proficiency test: No employment under this Agreement may continue beyond the date of notification that Employee either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this Agreement shall be cause for termination for cause and the School will no longer employ Employee, consistent with Section 9.c. above.

C. General Provisions

1. Entire Agreement. This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified or terminated except by another agreement in writing executed by the School and Employee.
2. Severability. If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.
3. Governing Law. This Agreement will be governed by, construed and enforced in accordance with the laws of the State of California.
4. Successors and Assigns. Neither party shall have the right to assign this Agreement, or any rights or obligations hereunder, without the consent of the other party.
5. Execution of Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.
6. Waiver. Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.



7. Amendments. No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing **and** signed by the authorized representative of both of the parties hereto.
8. Interpretation and Opportunity For Counsel. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

D. Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.
2. All information I have provided to the School related to my employment is true and accurate.
3. This is the entire agreement between the School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:_____

Date:_____

Agreed to by the School:

Date:_____

Wendy Fairon, Director of Education
Chico Country Day School

Online and included as a PDF:
Appendix A: Job Description
Appendix B: Pay Scale
Appendix C: Mandated Reporter
Available to be printed if requested

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Country Day School

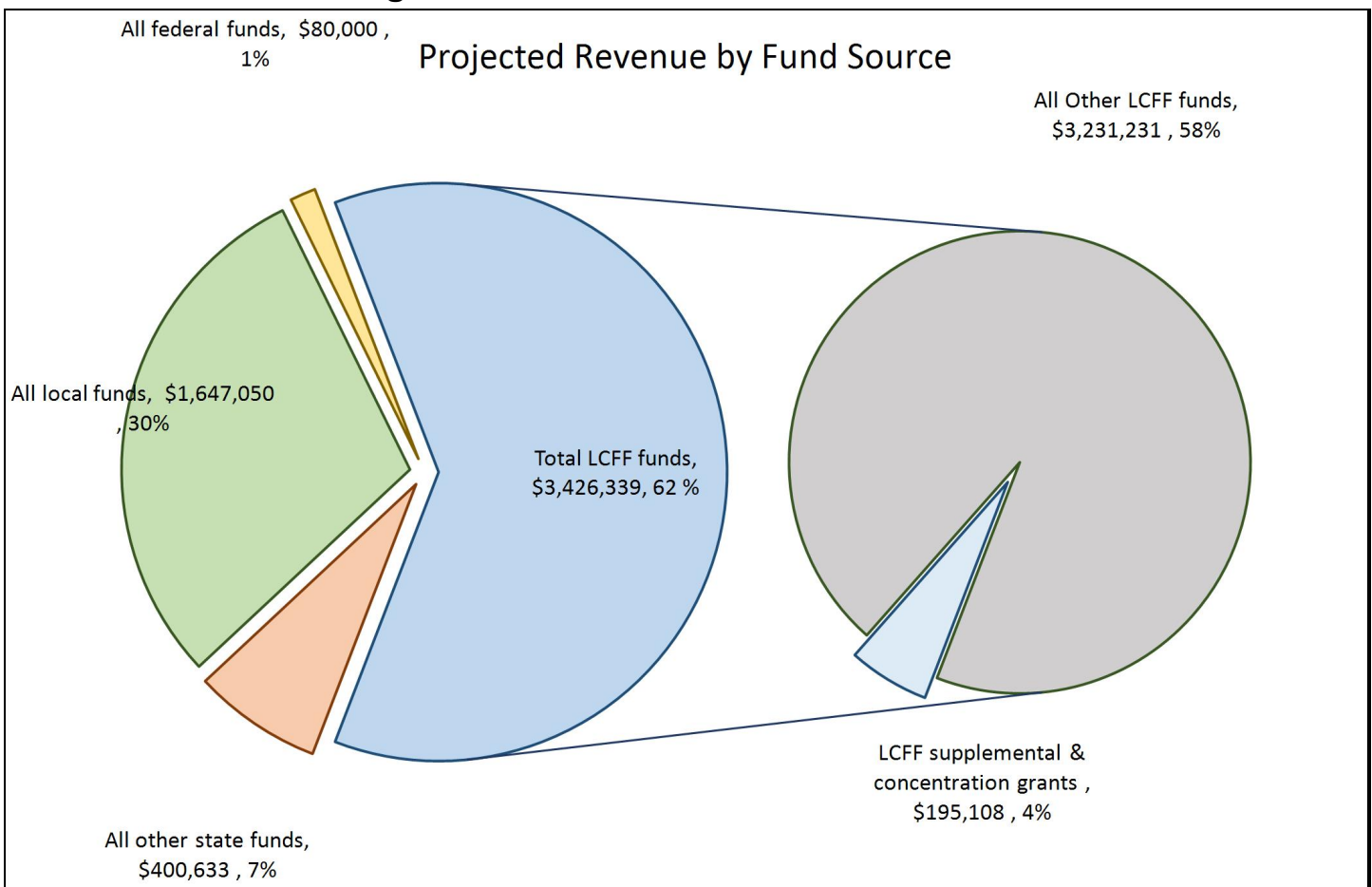
CDS Code: 04614246113773

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Colly Fischer, Dean of Students

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

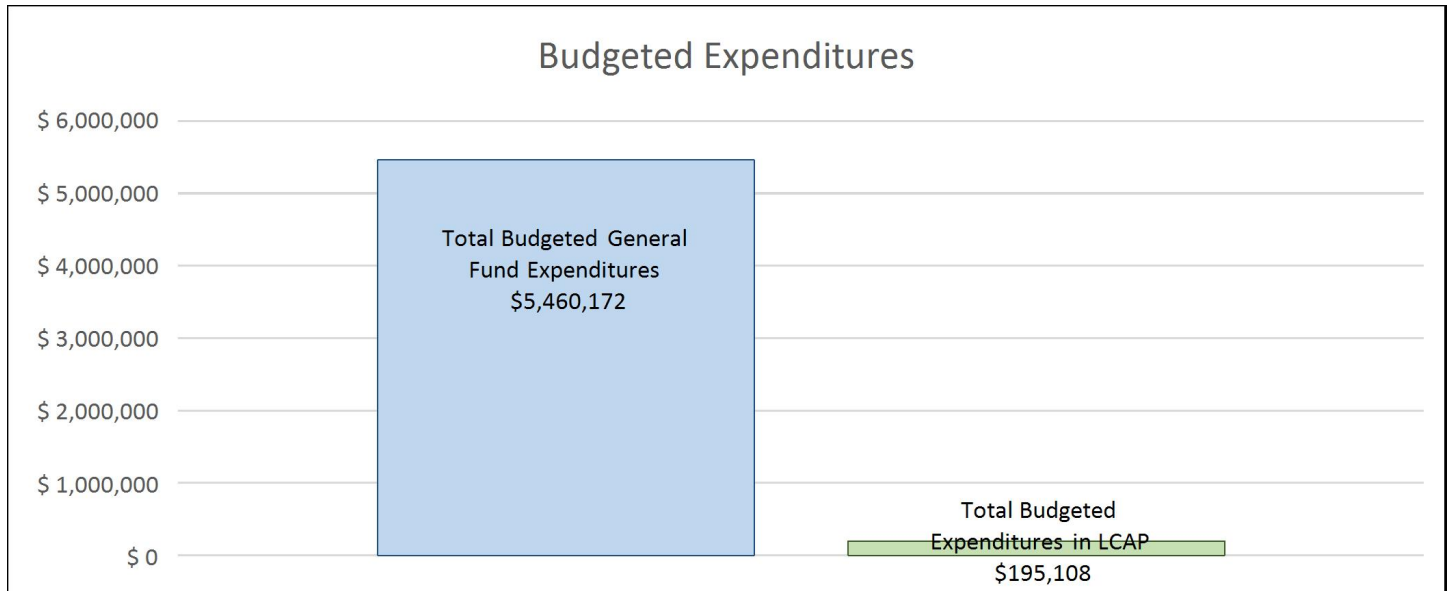


This chart shows the total general purpose revenue Chico Country Day School expects to receive in the coming year from all sources.

The total revenue projected for Chico Country Day School is \$5,554,022, of which \$3426339 is Local Control Funding Formula (LCFF), \$400633 is other state funds, \$1647050 is local funds, and \$80000 is federal funds. Of the \$3426339 in LCFF Funds, \$195108 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Chico Country Day School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

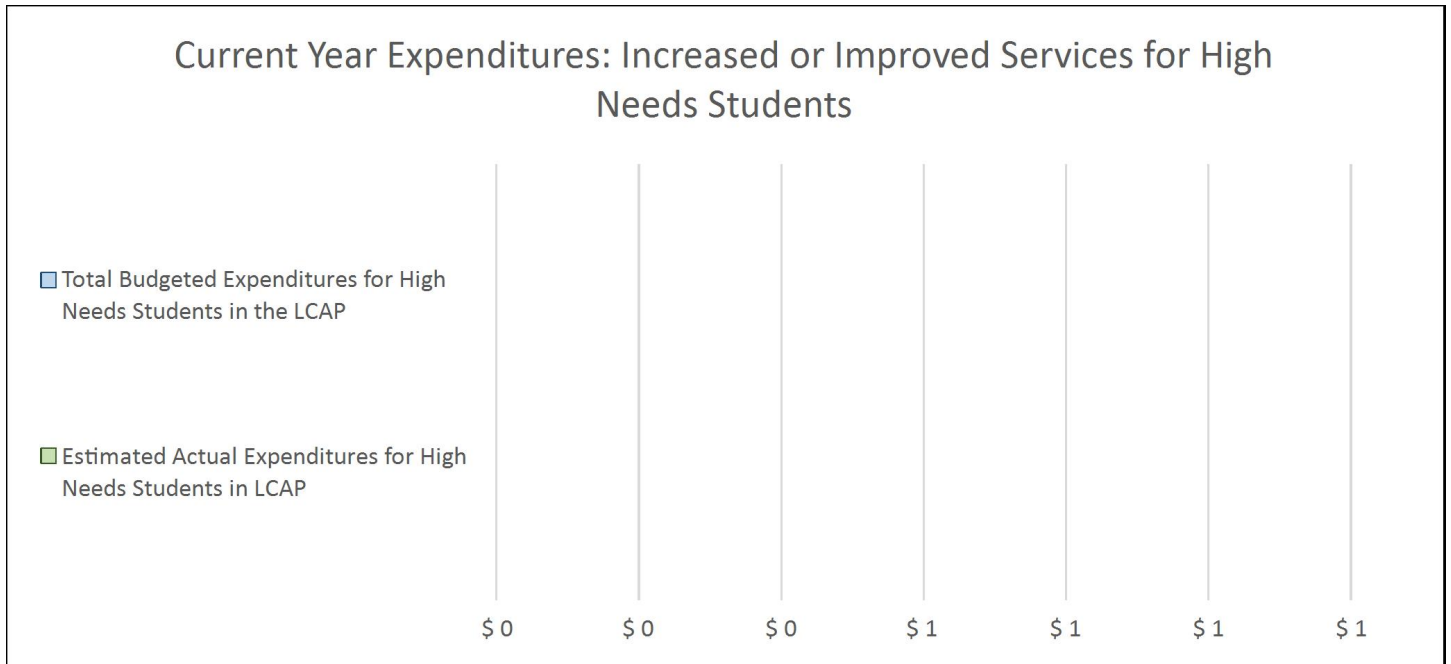
Chico Country Day School plans to spend \$5460172 for the 2019-20 school year. Of that amount, \$195108 is tied to actions/services in the LCAP and \$5,265,064 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Chico Country Day School is projecting it will receive \$195108 based on the enrollment of foster youth, English learner, and low-income students. Chico Country Day School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Chico Country Day School plans to spend \$ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Chico Country Day School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chico Country Day School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Chico Country Day School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Chico Country Day School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Chico Country Day School

Contact Name and Title

Colly Fischer
Dean of Students

Email and Phone

cfischer@chicocountryday.org
530-895-2650

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 77% White (Non-Hispanic), 21% Socio-economically Disadvantaged, 9% Students with Disabilities, and 9% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

Chico Country Day School values the following:

Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students and staff will produce the best results for our students

Deeper Learning – We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.

Joyful learning – We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.

Responsiveness – We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better

Community Connection – We value connection to each other to the broader community of Chico, and to the world.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Through stakeholder meetings and analysis of our state and local data, three goals have been identified:

Goal 1- Inclusive environment: CCDS will provide improved, supported, and equitable conditions of learning for all students.

Goal 2- High quality achievement: CCDS will ensure student outcomes reflect access and achievement in research based and Common Core aligned instructional strategies and support programs.

Goal 3- Positive school climate: CCDS will create a supportive, safe, and engaging environment for all students, parents and staff.

Key initiatives this year include building staff experience and capacity to engage students in project based learning, a focus on social emotional learning of our students, and a continued support of a broad course of studies for our students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

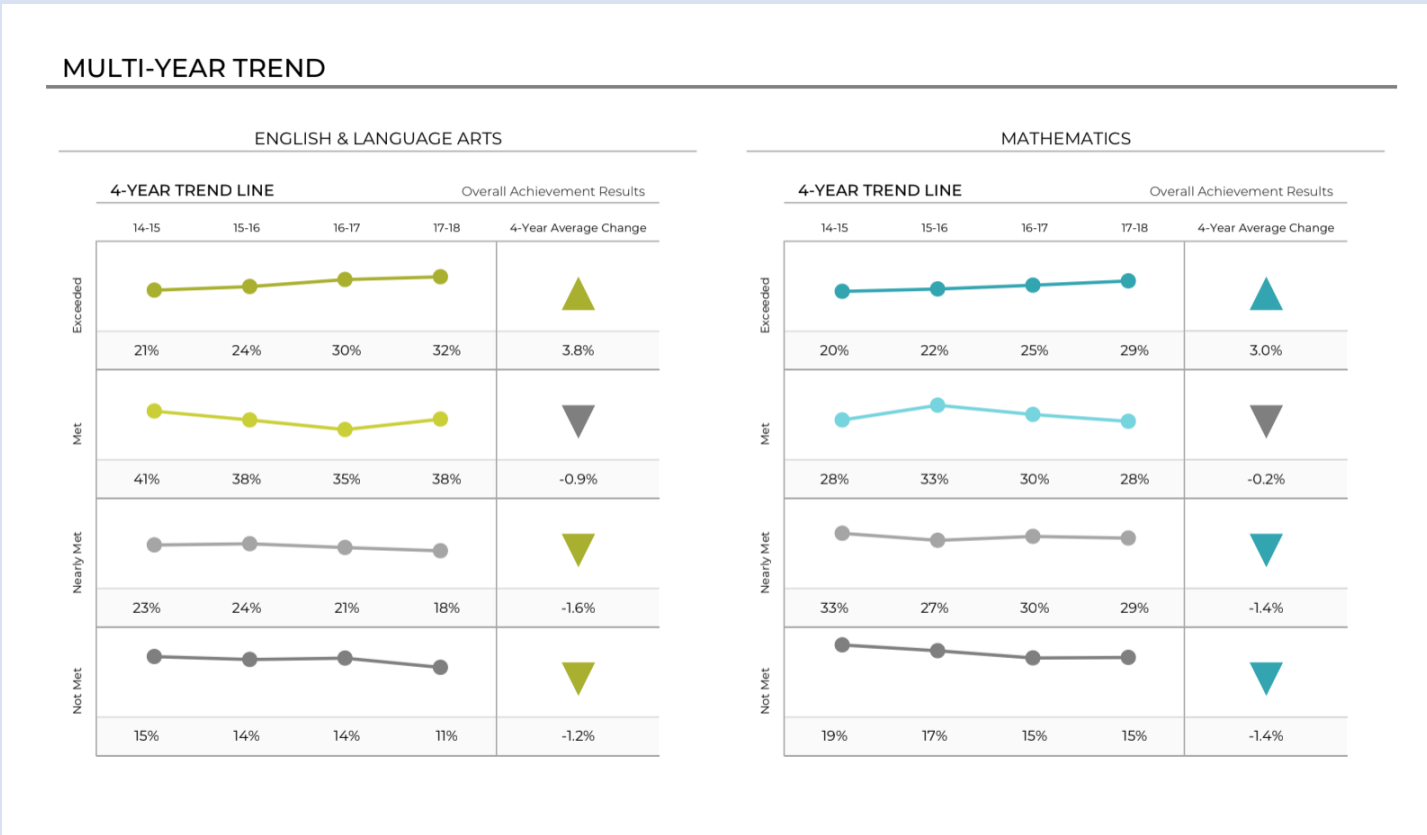
Greatest Progress

As the 2017 and 2018 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. In addition, the stakeholders used the LCFF evaluation rubrics as they compared progress. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math. The overall student score for ELA shows our students achieved 38 points above the standard, an increase of 12 points. In Math, our overall student score shows our students achieved 10.7 points above standard with a 5.3 increase from the previous year. Our Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups are all in the green or blue performance groups for ELA as per the California School Dashboard. In addition, the Hispanic subgroup is in the blue performance group for Math.

Chico Country Day's student data from our LCFF Evaluation Rubrics comprised of Suspension, Chronic Absenteeism and CAASPP test results in English Language Arts and Mathematics show that overall, student suspensions have maintained and academic performance has increased. There are three identified subgroups of 30 or more students (Socio-Economically Disadvantaged, Hispanic and White) and one unidentified subgroup (Students with Disabilities). Also, our Response to Intervention for academic performance is in the third year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. The continuous

improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students reading levels are above the average in California.

We are seeing marked improvements of school climate through many aspects. Discipline suspensions and referrals have decreased this year with the practice of Restorative Circles and added social emotional learning through evidence based curriculums. Our suspension rate performance level is in the blue with .9% students suspended once, well below the State of California and surrounding district schools. Chronic absenteeism performance level is in the green or blue for all subgroups and student overall performance is blue, with a 2.3% chronic absenteeism rate, significantly below the State of California and surrounding district schools. Stakeholder input from students, based on survey results, have shown over 94% of middle school students feel emotionally and physically safe at the school and 85% feel happy to be at school. Elementary students survey results showed that 99% of the students feel safe and 97% are happy to be at school. Parent survey results show that 95% of respondents feel their child is getting a high quality education and 90% feel that their children are emotionally and physically safe. These results have maintained or improved over the past three years of surveys.



Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Through our cycle of improvement with the LCAP and our Western Association of Schools and Colleges (WASC) accreditation the stakeholders have identified areas of need. These primarily focus around math progress and math interventions.

Our socio-economically disadvantaged subgroup made significant progress in ELA but did decline in Math. This group had a 7.7 point decline in "Distance from Standard" and is in the orange performance level. There was movement into "Standard Not Met" which was of concern. This was evident in the fourth through sixth grade cohorts. AIMSWEB is the universal benchmark screener that we use for targeting ELA needs. Based on this year's AIMSWEB data, our students are benchmarking above the national norms in reading but we have not been consistent with a benchmark for math. There has been much effort directed towards targeted reading interventions and a cohesive increased rigor in literacy in project work. As a result of these trends, our focus will be on increasing student learning in math. .

Suspension rates in the 2016/2017 school year increased with Students with Disabilities, placing the performance level in the red. The total number of suspensions for the 17/18 school year declined but the number of suspensions within the Student with Disabilities subgroup rose by 3 students. The 16/17 suspension rate for this group was 1 student out of 51 and in 17/18 it was 4 out of 55 students. Because of the small number of suspensions and the size of our subgroups, these increases and/or decreases can be a reflection of very few students. We have analyzed each suspension for this subgroup and the precursors and options from the incidents. Students are supported through our MTSS model as we see behaviors of concern. We have added trauma informed practices and trained the staff on the Adverse Childhood Experiences (ACES) research. Additional administrative staff was added to support student behavior in and out of the classroom. Positive Behavior Intervention Support was continued and targeted social emotional learning groups have been added this year at the primary level. The LEA continues supporting our Multi-Tiered Student Support/SUMS work that is also being done statewide. This has helped the LEA implement evidence based practices for social emotional learning and add to the current programs we provide.

Content knowledge for teachers is as important as the student learning opportunities. Our LEA has supported many teachers in NGSS and ELA professional learning over the past year. All teachers have participated in developing project work to coordinate with cross curricular standards. All of the elementary teachers participated in an Expeditionary Learning (EL) Education conference prior to rolling out the new curriculum in 17/18. This curriculum was implemented with fidelity for the 17/18 school year in Kindergarten through Fifth grades. All staff participates in collaborative project development (curricular development) including project tuning and critiquing with their peers, creating a cohesive conversation for student expectations. Opportunities for professional learning around the implementation of the Next Generation Science Standards will continue to be a focus in future years. Through the continual support of adult learning, we plan to see improvements in our student learning.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

CAASPP data shows that our Socio-Economically Disadvantaged students are performing below other subgroups. There is a distinct difference in their status and change compared to all other subgroups. As we look at status, SED students performed 2 points above level 3 in ELA compared to 38 points above for all students. Also, the SED students performed 29 points below level 3 in math as compared to 10 points above for all students. As we look at comparisons, SED students are out performing the state averages but not making the growth we hope for at a local level.

An ongoing outreach for chronically absent students, reaching out to the families with support has had a positive effect on student academic success. All the subgroups have similar percentages of chronically absent students 2-3.8% with an overall rate of 2.3%. As attendance improves, student progress is improving. Also, our Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services each year. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom rather than out of the classroom was implemented this year. The LEA is providing staffing and resources for these tiered interventions. Research shows that student time out of class has a direct result in performance and we are attempting to keep it at a minimum.

In addition, continuous support in teacher knowledge of implementation of California Common Core Standards and Next Generation Science Standards will continue through learning opportunities and curricular choices. Particular interest and effort by the LEA was put in to increasing rigor in our PBL practices.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools within the LEA have been identified for the CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools within the LEA have been identified for the CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools within the LEA have been identified for the CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

GOAL 1:
CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1- Teacher Credentials (SARC)</p> <p>18-19 100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.</p> <p>Baseline 100% of teachers are appropriately assigned and fully credentialed.</p>	<p>All teacher are appropriately assigned and fully credentialed. The LEA continues to recruit and hire highly qualified teachers as needed.</p>
<p>Metric/Indicator Priority1-Instructional Materials (SARC)</p> <p>18-19</p>	<p>A new ELA curriculum was purchased and implemented with fidelity in the elementary school for the K-5 students. This curriculum is not only aligned with the ELA CCSS but the NGSS standards as well.</p>

Expected

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.

Baseline

100% of students have access to CCSS aligned textbooks or curricular materials.

Metric/Indicator

Priority 2: Local indicators CASS Implementation Metric

18-19

Math: 95% of teachers are at "full awareness to implementation"

ELA: 90% of teachers are at "full awareness to implementation"

Baseline

Math: 85% of teachers are at "full awareness to implementation"

ELA: 80% of teachers are at "full awareness to implementation"

Metric/Indicator

Priority1-Facilities in Good Repair (SARC)

18-19

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Baseline

SARC- 100% facility system inspections are in "good" repair

Metric/Indicator

Baseline

Metric/Indicator

Actual

All students have access to CCSS aligned materials.

Over 90% of teachers are at "full awareness to implementation" based on the local CASS implementation metric in ELA and Math.

Facility staff follows an established maintenance and repair schedule keeping the school and outdoor areas in good condition.

Bond funding will provide the LEA with the capability of new building in the near future.

99% of parents surveyed responded with a 4 or 5 on a 5 point scale that the school is clean and in food repair.

Expected	Actual
Baseline	
Baseline	
Metric/Indicator	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	All teachers are appropriately assigned and the school is fully staffed.	substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries Base 1500	1000-1999: Certificated Personnel Salaries LCFF Base 4500
		textbooks/instructional materials 4000-4999: Books And Supplies Base 1000	4000-4999: Books And Supplies LCFF Base 1500
		trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 500	5000-5999: Services And Other Operating Expenditures LCFF Base 1000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.	EL ELA curriculum is purchased and implemented with fidelity in grades K-5. This is evidence based ELA curriculum that embeds NGSS standards as well as History/Social Science standards in the ELA program.	science materials/texts 4000-4999: Books And Supplies Base 2000	4000-4999: Books And Supplies Other 40451.76
		substitute teachers - training days 1000-1999: Certificated Personnel Salaries Base 3000	3000-3999: Employee Benefits LCFF Base 3500
		trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures Base 1000	5000-5999: Services And Other Operating Expenditures LCFF Base 1500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.	Professional learning was provided for Trauma Informed Practices, Crisis response, and Restorative Practices. Student Risk Screener Scale data is collected and used for SEL interventions. Academic interventions are provided with an RTi model in reading in K-3 and push in support is provided in grades 4-8. A universal screeners is used K-8 for reading. Data is collected, analyzed and interventions are developed for student groups.	School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental 9225	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9592
		School Pyschologist benefits 3000-3999: Employee Benefits Supplemental 1550	3000-3999: Employee Benefits LCFF Supplemental and Concentration 4296

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries Base 120000	2000-2999: Classified Personnel Salaries LCFF Base 134645
		custodial & maintenance supplies 4000-4999: Books And Supplies Base 20000	4000-4999: Books And Supplies LCFF Base 20450

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS provided high quality classroom instruction, multi-tiered supports and equitable conditions of learning for all students by providing a facility that is in excellent condition, professional learning opportunities for all staff in evidence based social emotional learning, curriculum which embeds NGSS into a full ELA program, and funding curricular need to infuse excellence in project work (PBL) that is accessed by all learners. See "Greatest Successes" for further information about performance data from the Dashboard.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In providing high quality classroom instruction, quality curriculum, equitable conditions of learning, and multi-tiered supports, our SBAC results were very positive. The four year trends in ELA and Math show a steady increase of students moving into the "Met or Exceeded" category and the students have out performed state and district results. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are minimal differences between the Budgeted Expenditures and the Estimated Actual Expenses. As professional learning needs arose, the school responded with an increase in expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes that were made to this goal, expected outcomes, metrics or actions and services include the addition of professional learning in math instruction, universal screeners for math and additional paraprofessional staffing for push in math support. These can be found in Goal 1 in the "Goals, Actions and Services" section.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

GOAL 2:
CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 2: Local indicators CASS Implementation Metric</p> <p>18-19 Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "full awareness"</p> <p>Baseline Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"</p>	<p>Over 90% of teachers are at "full awareness to implementation" based on the local CASS implementation metric in ELA, Math and Science.</p>
<p>Metric/Indicator Priority 4 ELA CAASPP</p> <p>18-19</p>	<p>As reported on the Dashboard, the overall student Distance from level 3 increased by 12 to 38 points above standard and the LI increased by 10 points to 2 points above standard. This metric was met.</p>

Expected	Actual
<p>Overall maintains or improves and LI improves by 5 points.</p> <p>Baseline Distance from level 3 (15/16): Overall: 26.7 LI: -30.5</p>	
<p>Metric/Indicator Priority 4 Math CAASPP</p> <p>18-19 Overall maintains or improves and LI improves by 5 points.</p> <p>Baseline Distance from level 3 (15/16): Overall: -0.9 SD: -39.9</p>	<p>As reported on the Dashboard, the overall student Distance from level 3 increased by 5 to 10 points above standard and the LI decreased by 7 points to 29 points below standard. This metric was not met.</p>
<p>Metric/Indicator Priority 4: English language learner progress, ELPAC, Reclassification rates</p> <p>18-19 Review and track EL progress and reclassification rates at a local level.</p> <p>Baseline N/A: Summary reports are not provided for subgroups less than three.</p>	<p>EL progress has been tracked, this subgroup is less than 3. Therefore, there is no reflection on the Dashboard.</p>
<p>Metric/Indicator Priority 4/8 Local Metric- AIMSWEB/ESGI</p> <p>18-19 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p> <p>Baseline 90% of students will be progress monitored through universal screeners and multiple measures K-8.</p>	<p>100% of the students were monitored twice during the school year with an SEL and a reading universal screener.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p> <p>Materials and supplies for NGSS implementation will be provided as needed.</p>	<p>All teachers in K-5 received in person multi day training for the EL curriculum and multiple professional learning opportunities through out the year to support their implementation of the curriculum.</p> <p>STEM classes continued in K-3, robotics elective in 6-8 and an after school Robotics Club was developed.</p> <p>Materials and supplies were purchased as needed.</p>	<p>NGSS supplies 4000-4999: Books And Supplies Base 2000</p>	<p>4000-4999: Books And Supplies LCFF Base 3580</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.</p> <p>Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and</p>	<p>1.Intervention services were provided as planned.</p> <p>2. Materials for intervention services were provided as planned.</p> <p>3.Professional development was provided as needs arose.</p> <p>4.Local data tracking system was placed on hold due to staffing constraints and the need to evaluate how the new ELA program will correlate with it.</p>	<p>Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 48000</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 86900</p> <p>benefits for teacher, RTI employees 3000-3999: Employee Benefits Supplemental 29500</p> <p>Professional Development- Lexia/AIMSWEB, Linda Mood Bell, Go-Math 5800: Professional/Consulting Services</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 26145</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 68098</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 21514.12</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5915</p>

a local data tracking system will be implemented.

And Operating Expenditures
Supplemental 5000

RTI materials- Seeing Stars,
AIMSWEB, ESGI subscriptions
4000-4999: Books And Supplies
Supplemental 5000

4000-4999: Books And Supplies
LCFF Supplemental and
Concentration 5402.88

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS is ensuring student outcomes reflect access and achievement in research based and CCSS aligned instructional strategies and support programs through our planned actions and services which are almost fully implemented. All actions were implemented or being developed.

Faculty content knowledge is as important as the student learning opportunities. Our LEA has supported all teachers in collaborative project development (curricular development) Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our focus on Project Based Learning is proving to be successful in student achievement based on the four year trends in ELA and Math that show a steady increase of students moving into the "Met or Exceeded" category and the students have out performed state and district results. 2017/2018 SBAC results showed us that 71% of the students overall are in the "Standard Met or Exceeded" category in ELA and 56% of the students are in the "Standard Met or Exceeded" category in Math.

In addition, almost 98% percent of our students surveyed say they always try their best in school and feel that the adults want the student to do their best. Anecdotal evidence tells us that students are proud of their project work, particularly at Exhibitions.

Our intervention work is in its fourth year of practice. Classroom teachers work closely with the Rti teams to provide improved services as the student needs shift. A team approach to identifying targeted students and providing as many tiered services for them in the

classroom has resulted. Our local performance indicator, AIMSWEB, show that our student reading levels are above the average in California.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between Budgeted Expenditures and Estimated Actual Expenditures. Most differences were a result of increased benefit costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A shift to a using a universal screener in math and supporting added intervention for 4th -8th grade math were the result of our analysis of the SBAC scores and the Dashboard. This can be found in the Goals, Actions and Services for Goal 1 and Goal 2.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 5- Chronic Absenteeism rates

18-19

Maintain rates or decrease

Baseline

15/16

Overall: 3.9%

LI: 10.6%

Metric/Indicator

Priority 5- Attendance Rates

18-19

Attendance rate will stay above 96%.

Actual

Chronic Absenteeism rates are 2.3% overall and have maintained in that category. LI rate is 3.2% which has decreased. This metric was met.

Attendance rates were above 96.5% for the 2017/2018 school year. This metric was met.

Expected

Baseline

15/16 rates
Elementary: 96.31%
Middle School: 96.46%

Metric/Indicator

Priority 5-Drop Out rate

18-19

0% drop out rate.

Baseline

15/16 rates
0% of students drop out

Metric/Indicator

Priority 6- Suspension

18-19

Maintain rates or decrease

Baseline

LCFF Evaluation Rubric status 14/15
Overall- 1.7%
LI- 2.6%

Metric/Indicator

Priority 6- Local indicator for school climate

18-19

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

Baseline

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

Metric/Indicator

Priority 3- Local indicator for parent involvement

18-19

Actual

0% percent drop out rate, this metric is met.

Suspension rates from the Dashboard are 0.9% for the Overall Students, a decline of 1%. The LI rate is 1.6%, a decline of 2.2%. This metric has been met.

100% of the 3-8 grade students participated in a local survey based on the Healthy Kids survey. All teachers participated in the Student Risk Screening Scale data collection. This metric has been met.

145 families participated in our parent survey, close to 50% of our families.

Expected

50% of families will participate in surveys and those will be collected at conference time.

Baseline

Parents voluntarily participate in yearly climate survey.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase bus passes and non-perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.	No bus passes were needed. Non-perishable food was purchased and provided to students through the year.	non-perishable food items 4000-4999: Books And Supplies Supplemental 200	4000-4999: Books And Supplies LCFF Supplemental and Concentration 250
		bus passes 5000-5999: Services And Other Operating Expenditures Supplemental 100	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.	All classes and programs were staffed as planned.	art/music teachers 1000-1999: Certificated Personnel Salaries Base 68000	1000-1999: Certificated Personnel Salaries LCFF Base 48792
		non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries Base 89600	2000-2999: Classified Personnel Salaries LCFF Base 71760
		benefits for certificated and classified employees 3000-3999: Employee Benefits Base 35800	3000-3999: Employee Benefits LCFF Base 38970
		books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies LCFF Base 13800

4000-4999: Books And Supplies
Base 12500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.	All planned actions were completed. Incentives and staffing were implemented as planned.	Parent Liaison classified position 2000-2999: Classified Personnel Salaries Supplemental 5500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5460
		Parent Liaison benefits 3000-3999: Employee Benefits Supplemental 2000	3000-3999: Employee Benefits LCFF Supplemental and Concentration 3015
		incentives & materials 4000-4999: Books And Supplies Supplemental 1000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue supporting trauma informed practices. Provide restorative practices training for staff.	1.Trauma informed practices and response training provided to all staff and is ongoing the remainder of the school year.	Social Emotional data collection & Social.Emotional Group Lessons 2000-2999: Classified Personnel Salaries Supplemental 1500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3845
	2. Evidence based SEL curriculum is implemented K-8.	Benefits 3000-3999: Employee Benefits Supplemental 500	3000-3999: Employee Benefits LCFF Supplemental and Concentration 1790
	3. Restorative practices training provided for all teaching staff.	Lesson plan needs 4000-4999: Books And Supplies Supplemental 500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 650
	4. SRSS data collected and used to inform the "Social Support Groups" for K-8.	Professional development/ Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4800
	5. Part time counselor added after the Campfire disaster.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support personnel to implement attendance tracking and family outreach for chronically absent students.	1. Part time counselor added after the Campfire disaster to assist in family outreach.	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries Supplemental 9200	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9440
CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.	2. Planned actions and services were completed.	personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries Supplemental 5800	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6175
		Personnel benefits 3000-3999: Employee Benefits Supplemental 2800	3000-3999: Employee Benefits LCFF Supplemental and Concentration 7452
		5000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parent/community outreach and community event opportunities.	1. A parent communication plan with parent liaison was developed and implemented. Professional development was provided for parent liaison.	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 5000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5445
	2. Additional use of media outreach as needs arose.	personnel benefits 3000-3999: Employee Benefits Supplemental 2100	3000-3999: Employee Benefits LCFF Supplemental and Concentration 3015
	3. Parent information nights and daytime conversation opportunities with school staff were provided.	supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures Supplemental 1000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1012

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCDS created a supportive, safe and engaging environment for all students, parents and staff through providing engaging curricular opportunities, developing a sense of community in the student body, increasing our parent and community outreach, and supporting our attendance tracking. Also, providing adult learning in trauma informed practices, restorative practices, PBIS, SEL curriculum, and bolstering our character development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services are proving effective based on our Dashboard suspension rates, chronic absenteeism rates and local student survey results. Suspension rates have decreased to 0.9% overall. The overall group is in the blue and three of the four subgroups are in the green. The number of students suspended at least once for the 17/18 school year declined to 6 students down from 10 for the 16/17 school year. As a result of the small number of suspensions and the size of our subgroups, one or two students can make a significant impact on our colored performance level. We do see a red color performance indicator for the Students with Disabilities subgroup on the Dashboard. Of the six students suspended four of them were in this subgroup. The Chronic absenteeism rates have maintained or declined for the 17/18 school year. All subgroups are in the green or blue performance levels. Local student surveys show that over 90% of the students are happy, safe, and engaged in their school work and project work.

Students are supported through our MTSS model as we see behaviors of concern. Additional administrative and counseling staff was allocated this year as a result of the Campfire. We have provided trauma informed practices and trained the staff in ACES as well as working with students in trauma. PBIS is continued and targeted social emotional learning groups have continued this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal difference between Budgeted Expenditures and Estimated Actual Expenditures. Most differences were a result of increased benefit costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board meetings

September 12, 2018:

At this meeting, administrative team conducted an informational presentation about LCAP local indicators, goals and actions.

Parents, teachers and board members were present to discuss and provide feedback.

December 12, 2018:

At this meeting, administrative team conducted an informational presentation about LCAP local indicators, goals and actions.

California Dashboard progress was presented. Parents, teachers and board members were present to discuss and provide feedback.

February 1, 2019:

At this meeting, administrative team conducted an update about LCAP goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

March 13, 2019:

At this meeting, administrative team conducted an informational presentation about WASC goals and actions and correlations to the LCAP goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

May 8, 2019:

At this meeting, administrative team presented the draft LCAP. Parents, teachers and board members were present to discuss and provide feedback.

Parent Communications and Meetings:

August- LCAP posted on website

Fall Newsletters: The LCAP/WASC process and a review of goals and action were provided for parents. This was an informational platform.

October 17, , 2018: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input was facilitated with the group. Survey results, test scores, discipline data, attendance rates and information of the educational program was provided. Parents, teachers and board members were present.

Winter Newsletter/Eflyer: Invitations for Stakeholder meetings and information about the LCAP/WASC progress provided.

PTP General Meeting/ January 29, 2019

At this meeting, administrative team conducted an informational presentation about WASC goals and actions and correlations to the LCAP goals and actions. California Dashboard progress and the CAASPP scores were discussed. Parents were present and feedback was provided.

Staff Meetings

October 10, 2018: Staff meeting

At this meeting the CAASPP scores were discussed and grade level actions were planned.

December 12, 2018: Staff meetings

At these meetings, administrative team reviewed the LCAP goals and actions for the year. Staff provided feedback and discussion.

Surveys

March, 2019: Parent Survey and Student Survey sent out

Parents and students were provided a climate and input survey. Data gathered and analyzed by team about actions and services.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from the community and stakeholders yielded several themes that emerged resulting in reviewing the data which led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project alignment with CCSS and NGSS.- Goal 2
- Continued data driven cycles of review and revision – Goal 2
- Parent or community education in Project Based Learning and social emotional learning is needed.- Goal 3

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

GOAL 1:

CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Our unduplicated students need an environment of caring, committed adults and engaging, authentic work.
Our students need school facilities that remain safe and in excellent repair.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1- Teacher Credentials (SARC)	100% of teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority1-Instructional Materials (SARC)	100% of students have access to CCSS aligned textbooks or curricular materials.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 95% of teachers are at "full awareness to implementation" ELA: 90% of teachers are at "full awareness to implementation"	Math: 100% of teachers are at "full awareness to implementation" ELA: 95% of teachers are at "full awareness to implementation"
Priority1-Facilities in Good Repair (SARC)	SARC- 100% facility system inspections are in "good" repair	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

2018-19 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

2019-20 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development
Amount	1000	1000	1000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

2018-19 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

2019-20 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	2000	2000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies math materials/texts
Amount	3000	3000	5500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days
Amount	1000	1000	1000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

2018-19 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

2019-20 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9225	9450
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist

Amount	1500	1550	1575
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits School Pyschologist benefits	3000-3999: Employee Benefits School Pyschologist benefits	3000-3999: Employee Benefits School Pyschologist benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

2018-19 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

2019-20 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	120000	120000	145000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff
Amount	20000	20000	29600
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies
Amount			3600
Source			LCFF Base
Budget Reference			3000-3999: Employee Benefits custodial & maintenance benefits
Amount			11800

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

GOAL 2:

CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our unduplicated students need literacy and math skills based on a performance gap as seen in the LCFF Evaluation Rubrics. Increase student achievement through incorporation of CCSS and NGSS into project design.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		NGSS: 75% of teachers are at "awareness"	NGSS: 75% of teachers are at "full awareness"	NGSS: 75% of teachers are at "full awareness to implementation"
Priority 4 ELA CAASPP	Distance from level 3 (15/16): Overall: 26.7 LI: -30.5	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4 Math CAASPP	Distance from level 3 (15/16): Overall: -0.9 SD: -39.9	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4: English language learner progress, ELPAC, Reclassification rates	N/A: Summary reports are not provided for subgroups less than three.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.
Priority 4/8 Local Metric- AIMSWEB/ESGI	90% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore, content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

2018-19 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

2019-20 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	5000
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Engineering supplies grades K-3	4000-4999: Books And Supplies NGSS supplies	4000-4999: Books And Supplies NGSS, Engineering, math supplements supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

2018-19 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

2019-20 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48000	48000	48000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher, School Counselor
Amount	86000	86900	48500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches
Amount	28000	29500	75000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees

Amount	5000	5000	54608
Source	LCFF Supplemental and Concentration	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell, Go-Math	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,
Amount	5000	5000	5000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions
Amount			2500

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our students need social-emotional skills to be ready to learn, to be on time and attend school every day and have positive support and effective discipline.

Families need to feel welcome and connected to support the educational success of their students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Chronic Absenteeism rates	15/16 Overall: 3.9% LI: 10.6%	Chronic absenteeism rates will decrease by 2% in socioeconomically disadvantaged subgroup.	Maintain rates or decrease	Maintain rates or decrease

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Attendance Rates	15/16 rates Elementary: 96.31% Middle School: 96.46%	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.
Priority 5-Drop Out rate	15/16 rates 0% of students drop out	0% drop out rate.	0% drop out rate.	0% drop out rate.
Priority 6- Suspension	LCFF Evaluation Rubric status 14/15 Overall- 1.7% LI- 2.6%	Maintain rates or decrease	Maintain rates or decrease	Maintain rates or decrease
Priority 6- Local indicator for school climate	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.
Priority 3- Local indicator for parent involvement	Parents voluntarily participate in yearly climate survey.	40% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

2018-19 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

2019-20 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200	200	200
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items
Amount	300	100	100
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

2018-19 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

2019-20 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	65000	68000	89500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art, music, STEM teachers

Amount	88200	89600	72500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers
Amount	35800	35800	35800
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees
Amount	12500	12500	12500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

2018-19 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

2019-20 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5500	2825
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position
Amount	2000	2000	1645
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

2018-19 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

2019-20 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons
Amount	500	500	500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	500	500	500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs
Amount	5000	5000	5000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

2018-19 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

2019-20 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9200	9725
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students
Amount	5600	5800	6075
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager
Amount	2700	2800	7410
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase parent/community outreach and community event opportunities.	Increase parent/community outreach and community event opportunities.	Increase parent/community outreach and community event opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	2825
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison
Amount	2000	2100	1640
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits
Amount	1000	1000	1200
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

The LEA will improve services in the following ways.

1. LEA will continue with Multi-Tiered Support Services (MTSS) that have been in place for the past two years. In looking at our data and completing a Swift Fidelity Implementation Analysis (FIA), areas of need were that of fully tracking our interventions in both behavior and academics. LEA will increase staffing by retaining a part time counseling position school wide.
2. LEA will increase and/or improve services to our students by implementing a universal screener and benchmark for math in K-8.
3. LEA will provide support in math instruction for our classroom staff through professional development.
4. LEA will retain an intervention paraprofessional for support in middle school math.
5. LEA will provide improved and effective instructional strategies in Project Based Learning through fully supporting project work and exhibition with a focus on literacy and science.

The LEA expenditures in the LCAP are available broadly, but the services are principally directed towards its unduplicated students. Being a small charter school and our own LEA, we warrant a school-wide approach, which allows for targeted support while retaining

some economy of scale and site flexibility. Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$167635	2.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.

- 2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by retaining personnel to teach STEM and continuing a broad base of electives and professional development.
- 3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

The actions and services from 2018/2019 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 2%. In addition, 100% of students have participated in social emotional evidence based program/curriculum this school year. The services are the most effective use of the funds to meet the goals of our subgroups and local priorities given all students have equal access to the services. By being provided theses services, students will develop social-emotional skills and, as research has shown, improve in achievement. (CASEL, 2008)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$157259	3.91%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.
2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by adding personnel to teach engineering and continuing a broad base of electives and professional development.
3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

The actions and services from 2017/2018 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 3.9%. In addition, 90% of students have participated in some kind of social emotional evidence based program/curriculum this school year.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	589,275.00	583,560.76	578,300.00	584,275.00	703,578.00	1,866,153.00
	5,000.00	0.00	0.00	0.00	14,300.00	14,300.00
Base	356,900.00	0.00	4,000.00	4,000.00	2,000.00	10,000.00
LCFF Base	0.00	343,997.00	350,500.00	352,900.00	398,000.00	1,101,400.00
LCFF Supplemental and Concentration	0.00	199,112.00	205,500.00	203,575.00	274,793.00	683,868.00
Other	0.00	40,451.76	0.00	0.00	0.00	0.00
Supplemental	227,375.00	0.00	18,300.00	23,800.00	14,485.00	56,585.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	589,275.00	583,560.76	578,300.00	584,275.00	703,578.00	1,866,153.00
	5,000.00	0.00	0.00	0.00	14,300.00	14,300.00
1000-1999: Certificated Personnel Salaries	138,925.00	98,469.00	135,500.00	138,925.00	163,675.00	438,100.00
2000-2999: Classified Personnel Salaries	314,300.00	295,428.00	311,300.00	314,300.00	279,225.00	904,825.00
3000-3999: Employee Benefits	74,250.00	83,552.12	72,500.00	74,250.00	127,170.00	273,920.00
4000-4999: Books And Supplies	44,200.00	87,884.64	46,200.00	44,200.00	56,800.00	147,200.00
5000-5999: Services And Other Operating Expenditures	1,100.00	18,227.00	1,300.00	1,100.00	1,300.00	3,700.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00	0.00	11,500.00	11,500.00	61,108.00	84,108.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	589,275.00	583,560.76	578,300.00	584,275.00	703,578.00	1,866,153.00
		5,000.00	0.00	0.00	0.00	14,300.00	14,300.00
1000-1999: Certificated Personnel Salaries	Base	72,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	53,292.00	68,000.00	71,000.00	95,000.00	234,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	45,177.00	57,000.00	57,225.00	67,175.00	181,400.00
1000-1999: Certificated Personnel Salaries	Supplemental	66,425.00	0.00	9,000.00	9,200.00	0.00	18,200.00
2000-2999: Classified Personnel Salaries	Base	209,600.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	206,405.00	208,200.00	209,600.00	217,500.00	635,300.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	89,023.00	97,500.00	98,900.00	55,650.00	252,050.00
2000-2999: Classified Personnel Salaries	Supplemental	104,700.00	0.00	5,600.00	5,800.00	6,075.00	17,475.00
3000-3999: Employee Benefits	Base	35,800.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	42,470.00	35,800.00	35,800.00	39,400.00	111,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	41,082.12	34,000.00	35,650.00	80,360.00	150,010.00
3000-3999: Employee Benefits	Supplemental	38,450.00	0.00	2,700.00	2,800.00	7,410.00	12,910.00
4000-4999: Books And Supplies	Base	37,500.00	0.00	2,000.00	2,000.00	0.00	4,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	39,330.00	37,500.00	35,500.00	45,100.00	118,100.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	8,102.88	5,700.00	5,700.00	10,700.00	22,100.00
4000-4999: Books And Supplies	Other	0.00	40,451.76	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	6,700.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	2,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	15,727.00	1,300.00	1,100.00	1,300.00	3,700.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,100.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	0.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	10,000.00	5,000.00	59,608.00	74,608.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	10,000.00	0.00	0.00	5,000.00	0.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	159,775.00	221,434.76	161,500.00	159,775.00	212,525.00	533,800.00
Goal 2	176,400.00	130,655.00	174,000.00	176,400.00	238,608.00	589,008.00
Goal 3	253,100.00	231,471.00	242,800.00	248,100.00	252,445.00	743,345.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					



Chico Country Day School Charter Petition Renewal 2020-2025



102 W. 11th Street
Chico, California 95928

A California Public Charter School
Chico Unified School District
July 2019

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Acknowledgements

The school's teachers, its staff, Board of Directors, Parent-Teacher Partnership (PTP) members, among others, play key roles in facilitating dialogue. Chico Country Day School builds on strong examples of effective practice and actively seeks new research and additional learning opportunities for students and teachers alike. This push to excel as a teaching/learning model in the community has helped forge new partnerships, as well as strengthen the school's internal sense of family.

Special recognition is due to the following students, teachers, staff, parents, and community partners who've invested their time, energy, and passion to improve our school through this ongoing cycle of review, assessment, and growth.

Renewal Leadership Team

Wendy Fairon (administrator)

Amie Parent (administrator)

Colly Fischer (administrator)

Margaret Reece (administrator)

Karin Daverson (teacher)

Lisa Hoppe (staff)

Ann Nikolai (parent)

CCDS Board of Directors

Jessika Lawrence (Chair)

Lowell Daun (Vice Chair)

Michele Mitman (Treasurer)

Chris Constantin (Secretary)

Brian Ausland (member)

Suzanne Zivnuska (member)

Charles Thompson (member)

Letter to CUSD Board

Members of the Board
Chico Unified School District
1163 East Seventh Street

Chico, CA 95928-5999

RE: Chico Country Day School Charter Renewal Petition

Dear Board Members,

Enclosed please find one original copy and five (5) binders with hard copies of **Parts A and B** of Chico Country Day School's 2020-2025 Charter Petition Renewal with inclusion of content by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. Also included in this packet are five copies of the school's performance report.

The 2020-2025 Charter Petition Renewal includes evidence of consistent student achievement, effective governance with legal compliance, highly qualified staffing, fiscal soundness, facilities plans, and an unqualified audit. The stakeholders of Country Day strongly believe this petition renewal demonstrates the school's accomplishments and ability to meet all requirements of the charter law. It has been reviewed, revised, and approved by the CCDS Board of Directors, Teacher-Parent-Partnership leadership, staff, and legal services. It has also been widely circulated among staff and faculty and made available on the web to families and members of the community for comment and input.

We hereby present Chico Country Day School's petition for charter renewal for a five-year period starting **July 1, 2020** with the understanding that an initial public hearing will be held within 30 days of submission. We, the Board of Directors, respectfully request that the staff and governing board of the Chico Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code Section 47605. Please do not hesitate to contact me if you have any remaining questions or concerns. If at all possible, we would like to meet to discuss this proposal further and as necessary to resolve or answer any outstanding questions or concerns prior to the hearing.

Sincerely,

(Sign. lines for all Board Members here)

cc: Kelly Staley, District Superintendent

Board of Director's Message: Focus on Equity & Diversity

(Request letter from Jessika Lawrence)

Parent Teacher Partnership: Promoting Enrichment Opportunities through Family Engagement

At Chico Country Day School the PTP, Parent-Teacher-Partnership, seeks to aid students by providing support for their educational and recreational needs through fundraising. The PTP is also the voice of the families, encouraging open communications between the administration, teachers and parents. This type of translucent communication really establishes a “community” within and through out our school. PTP membership is open to all Chico Country Day School Families.

The PTP is led by the Executive Board of eight officers. The officers of the PTP will have general meetings once a month as needed to inform the community and to discuss ideas for upcoming fundraisers, or address any questions or concerns the community may have. The PTP Executive Board is responsible for gathering volunteers for events and fundraisers, that benefit the Community at Chico Country Day School. Last year, the PTP raised more than \$75,000, primarily from the school's annual auction dinner. This year we have raised \$50,000, even though our community was hit hard with one of the most devastating wildfires in California.

Our Community works hard volunteering so we can effectively fundraise to enrich our School's amazing programs. Chico Country Day School is highly regarded in the community, evidenced by long waiting lists, small classroom size, intense parent participation, community events, and the faculty and staff commitment to excellence and creative leadership. Being a part of CCDS community feels like the connection of investing into your child's future. As President, I am honored to be a part of a parent community that genuinely cares about its children's education, the welfare of the extraordinary staff, and who welcome parents to be apart of the process. I have learned so much being part of such a welcoming and amazing community. The community will rally to get the job done for, everything we do is to benefit the children and the staff at Chico Country Day School.

Sincerely,
Kerry Hermann
PTP President

Historical Context

School Setting

Chico Country Day School is located at 102 West 11th Street and 1054 Broadway in Chico. It is the gateway for the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. The school was founded over 21 years ago in 1996 by teachers, parents, and community members for the purpose of providing families with greater choices within the public school system in the Chico area. The charter was written to provide guidelines for the goals, methods, structure, and philosophy that define the school, and is one of the oldest charter schools in the state of California. Chico Country Day School began as a dependent charter school of the Chico Unified School District and later became an independent 501(c) (3) corporation and charter school in 2004. The original charter was renewed in 1998 and has been renewed every five years since. Chico is typical of many California communities in its rapid growth over the past 20 years. As housing prices and the cost of living in California's metropolitan areas soar, Chico's population continues to grow, now at 93,293 a 7.6% increase since 2010 (<https://www.census.gov>). The median household income is \$43,148 per year and the mean household income is \$61,193. The recent Camp Fire disaster will have long term and unpredictable effects on the city and its demographics.

The School

With more than [21 years of experience](#) serving the educational needs of the greater Chico and Butte County areas, Chico Country Day School has become a local leader in K-8 education. Over the past three years, the school has completed a transition to a Project Based Learning (PBL) educational methodology, demonstrating its flexibility in growing with the latest research and responding in ways that support student success. At Chico Country Day School, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed at school where students are able to receive critical feedback and collaborate with classmates. Students in all grades are completing in-depth projects that stretch their understanding of real-world issues. In so doing, our students will often discover interests they want to pursue outside of school. At home, we encourage these extension inquiries as a great way to motivate continuous learning.

Our Community

Chico Country Day School, along with various businesses and nonprofits in the neighborhood, is an active participant in collaborative efforts taking place in the community. Many of our staff and parents volunteer at the Jesus Center and help with special events there, especially during the holidays. The Leadership elective hosts a canned food drive for the Jesus Center every November, and the CBO sits on the neighborhood impact committee. Each year, the school adopts a family through the Northern Valley Catholic Social Services and Chico Rotary Club and assists with service projects in the area. The Chief Business Officer is also part of an advisory group for local non-profit CEOs, including the Boys & Girls Club, Chico Natural Foods, Butte Environmental Council, Passages Adult Resource Center, and Chico Area Recreation Department (CARD), among others. Chico Country Day School is a member of the Barber Neighborhood Association and hosts various meetings on issues concerning the area. The Chief Business Officer is also an active member of the Chico Rotary Club. The school hosts meetings of the Barber Neighborhood association and meetings that are of importance to the neighborhood, such as meetings with developers regarding empty space.

Fulfillment of Statutory Purposes

Governing Law Education Code Section 47601

Chico Country Day School is dedicated to fulfilling the intent of the legislature as listed in Education Code 47601. Each area of fulfillment will be further explored in the continuing narrative of this 12 charter renewal petition.

Improve Pupil Learning

Chico Country Day School weaves California Common Core State Standards throughout integrated thematic units which reflect state standards. Lessons are differentiated and reflect the multiple intelligences in order to reach the various learning styles. We are now in the process of implementing Project Based Learning encouraging students to be independent workers, critical thinkers, and lifelong learners. Special emphasis is placed on high academic standards, public service, the arts, leadership training, and the application of learning for continuous improvement.

Encourage the use of different and innovative teaching methods

Chico Country Day School has implemented an innovative instructional program originally based on the research of Susan Kovalik and the Highly Effective Teaching (HET) model. Teachers continue to use the HET model, current brain research, and Project Based Learning to create and implement powerful lessons.

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

Chico Country Day School uses smaller class sizes, parent volunteers, flexible groupings, and intervention/enrichment groups in order to differentiate instruction for all students. Special emphasis on expanded learning experiences is given to both low- and high-achieving students. Universal screening in the area of reading is completed with all students (grades K through 8) three times per year to monitor student progress. Students identified with skill area deficits are provided interventions through re-teaching sessions or through the school's Response to Intervention (RtI) program. Furthermore, students who participate in the RtI program are frequently monitored for progress in the skills they are working on.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

In order to ensure continuity and a comprehensive learning program through collaborative instruction and ongoing assessment of the stakeholders at the school, there is extensive teacher, staff, and parent training, with a focus on data and accountability in regard to clear, measurable objectives. Teachers collaborate weekly, by grade level, and frequently across grade levels. Teachers play a critical role in the development of the curricular program and are responsible for its development and implementation. They are given the power to create and develop new ideas for student learning based on individual student needs. Teachers attend a variety of professional development opportunities and share back with colleagues. Teachers have applied and been awarded grants that provide the opportunity to increase their skill set in design and implementation of brain-friendly curriculum through Project Based Learning (PBL).

Charter School Intent & Requirements

Education Code Section 47601 provides as follows:

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes; provide the schools with a method to change from rule-based to performance based accountability systems
- (g) Provide rigorous competition within the public school system to stimulate continual improvements in all public schools

The following provisions of this charter petition renewal coincide with the requirements of Section 47605 of the Act and are presented in the order provided in the State Board of Education recommended model application format.

Affirmation & Assurances

As the authorized representatives of the applicant, we, **Jessika Lawrence, Charles Thompson, Chris Constantin**, of hereby certify that the information submitted in this application for the renewal of the charter for Chico Country Day School, situated within the boundaries of the Chico Unified School District, are true to the best of our knowledge. We also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a renewed charter, Country Day:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other stateside standards authorized in statute, or student assessments applicable to student in non-charter public school. Education Code Section 47605(c)(1)
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposed of the Educational Employment Relations Act. Education Code Sections 47605(b)(5)(O), 47611.5(b)

Commented [1]: Add new board members names after the meeting in June

- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Education Code Section 47605(d)(1)
- Will not charge tuition
- Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of application that there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. Education Code Section 47605(d)(2)
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. Education code Section 47605(b)(5)(G)
- Will adhere to all provisions of federal law related to students with disabilities

ELEMENT A: Educational Program

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code Section 47605(b)(5)(A)

Our Mission

To provide a safe, joyful community, where all learners are inspired to achieve their personal best.

Core Purpose

Our core purpose at CCDS is to educate students toward becoming engaged and thriving learners. By **educate**, we mean that it is our job to teach the knowledge, skills, and values that come with academic rigor and character development. We are accountable for ensuring that students meet competency standards for their grade level. By **engaged**, we mean learning should be interesting, challenging, and joyful. Learners should see the value of what is being taught and be active participants throughout the learning experience. By **thriving**, we mean that students can start where they are and do their best, know they matter, and feel safe and free to be their best selves.

Core Values

1. **Collaboration:** We believe all people have a voice, and that collaboration between teachers, parents, students, and staff will produce the best results for our students.
2. **Deeper Learning:** We believe in utilizing innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.

3. **Joyful Learning:** We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the joy of learning from demonstrations on how we lead and teach.
4. **Responsiveness:** We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better.
5. **Community Connection:** We value connection to each other, to the broader community of Chico, and to the world.

We Believe... ([Click here to view our We Believe Video](#))

- We believe that education should both engage students and build their character
- We believe in innovation and not in maintaining the status quo
- We believe the best learning environment is one where each student's needs are addressed
- We believe in being good to each other and doing work that matters
- We believe that everyone is a learner, including teachers, students, staff, and parents
- We believe in the power of community and collaboration
- We believe in celebrating successes
- We believe in taking risks, even when you fail, because failing is a key part of learning
- We believe in preparing students to meet the world they will enter as adults
- We believe students should have a voice in their own learning

Whom the School is Attempting to Educate (Target Population)

Students Served Chico Country Day School attracts a wide variety of students from all over the City of Chico and surrounding communities and shall admit all students who wish to attend subject to capacity. A Material Revision to our charter was submitted in 2106 to give priority in our Random Selection Process to students living in the Barber neighborhood, Chapman, and Citrus areas of Chico as a means to increase diversity within our school. We have adjusted this strategy to further increase our diversity, explained in more detail through *Element H*. CCDS's intensive collaboration among teachers and across grade levels enables the school to remain flexible and adapt quickly to innovations in pedagogy and technology. The school is particularly well suited for students whose academic needs require a smaller school environment with personalized attention and is designed to accommodate parents who want their children to participate in a multicultural, arts-integrated curriculum. We also structure our learning to interweave lifeskills and habits of scholarship throughout learning opportunities for students. The CCDS program identifies and builds on the strengths of its students, their parents and guardians, and the local communities.

Social Equity: A fair, safe, and healthy school environment will be sustained through a policy of positive discipline, civic and character education, engaging facilities, access to adult mentors and counseling, and school and community health and social services.

Ethnicity

The composition of students at CCDS more closely reflects that of Butte County than of the Chico Unified School District, where 63% of students are White. In contrast, 76% of the students at CCDS are White. We have worked hard to bring our school population more in balance with the Chico

Unified School District by revising our application and selection processes, expanding outreach in multiple languages to more diverse communities, and by admitting more students from the three most economically-disadvantaged neighborhoods in Chico. Also, by translating all of our advertising and enrollment materials into Spanish and Hmong, and by distributing these materials more widely, we hope to see the statistics around diversity change to reflect a more inclusive and equitable campus.

Enrollment Comparisons by Ethnicity

	Total Enrollment	African American	American Indian	Asian/Filipino	Hispanic	Two or More Races	Pacific Islander	White
15-16	559	2%	2%	4%	11%	4%	0.10%	78%
16-17	561	2%	1.50%	4%	10%	5%	0.20%	77%
17-18	557	2%	1.30%	4%	10%	5.50%	0.20%	77%

Of the 93,293 people in Chico, 82% are White. Hispanic/Latino make up 17% of the local population, compared to 2% Black/African-American, 5% Asian/Pacific Islander, 5% “two or more races,” and 1% American Indian/Alaskan Native. (United States Census Bureau Quickfacts: <https://www.census.gov/quickfacts/fact/table/chicocitycalifornia>)

Socioeconomic Status

Chico Country Day School is not as socioeconomically diverse as Chico Unified, but through expanded outreach efforts, CCDS has made inroads in three socio-economically depressed neighborhoods by accepting a majority of its students from these areas. The change in admission policy required an amendment to the school charter. An impacted enrollment and long waiting lists make it difficult to move the needle on the composition of students; however, with this change the school has seen a growth in the numbers of students from lower socioeconomic levels, from 17% to 22% from last year to this year. The racial composition and ethnicity of the student body remains about the same over the last three years.

Ethnicity Data CCDS recognizes the importance of achieving a racial and ethnic balance among its students that is reflective of the territorial jurisdiction of the District and has adjusted student recruitment strategy to include, at a minimum, the following elements or strategies. The elements are: think locally, think multi-culturally, think visually, and think strategically. These strategies are described in more detail in *Element G: Racial and Ethnic Balance*.

The School will serve students in grades TK-8, with classrooms of 22 students in grades TK-3, and classrooms with 32 students in grades 4-8. On our current site, our enrollment is 560 students.

Attendance

Chico Country Day will offer the same instructional minutes as set forth in the Education Code 46201 for the appropriate grade levels and will operate at least for the required minimum of 175 days. CCDS

expects that students will attend school daily and will follow Education Codes 48620, 48261, 48262, 48263, and 48291. Attendance metrics used for our LCAP report include goals to maintain a 96% or higher yearly attendance rate and decrease our chronic attendance rates have been met each year.

What it Means to be an Educated Person in the 21st Century

A current dilemma in education is how to prepare students for a quickly-changing world and job market. Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

CCDS students will acquire the following skills toward becoming an educated person in this century by the time they complete grade 8:

- Reading, writing, verbal, and math skills that demonstrate proficiency of the Common Core State Standards;
- Exposure to Science, Technology, Engineering, Art, and Math (STEAM) through integrated lessons led by iSTEM trained faculty
- Core knowledge common to well-educated Americans, including emotional maturity, empathy, the willingness to be responsible for personal actions, and a clear understanding of the responsibilities and rights of their peers, staff, faculty, family members, community, country, and world around them;
- High level of comfort and familiarity with critical thinking, leadership, business principles, technology, and community service—all of which is infused into the curricula;
- Skills that highlight the present and future role of technology in our daily lives
- Self-motivation, competency, and commitment to life-long learning.

How Learning Best Occurs at Chico Country Day

A Project Based Learning pedagogical approach creates an added layer of excitement and joy for learning, while also asking students to venture into unknown territory, and asking kids to learn in ways that are likely quite a bit different from the ways we learned in school. Our students are problem-solvers, questioners, and deep-thinkers. To quote Ron Berger, long-time educator and author of *An Ethic of Excellence*, “our students are ‘craftsmen’—students whose work is strong, accurate, and beautiful; students who are proud of what they do and respect themselves and others.”

Instructional Design

At Chico Country Day School, you will find students engaged in Project Based Learning. Teachers, as facilitators, lead students through inquiry projects based on open-ended, essential questions. These open-ended questions allow students to access content at different levels and explore real-world implications for their work. As students progress through a project, they learn and practice skills like collaboration, teamwork, critical thinking, and problem-solving. Their projects culminate with an Exhibition of Learning, where an audience of parents, board members, and community friends are invited to interact with the students and hear about their learning.

Project-Based Learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials

Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Chico Country Day School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School aims to ensure educational equity for ELs, which means that each child receives what he or she needs to develop his or her full academic and social potential.

The Charter School practices a full inclusion model for all students including ELs. California Education Code Section 305 requires that all students be placed in English language classrooms, except by parental waiver. At CCDS, teachers engage students in deeper learning through project-based curriculum. Embedded within this curriculum are many pedagogical practices which are aligned with theories behind English Language Acquisition. These include meaningful work, embedded academic language and creating an environment for lowering the affective filter. In addition to the pedagogical practices, the school provides additional personalized support where necessary through our “academic coaches” who provide extra support for students as determined by an intervention team.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All identified students will take the Initial ELPAC or Summative ELPAC as required. Parent notification will align with all state requirements.

Reclassification Policy

Reclassification is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and charter. Chico Country Day School has developed student reclassification policy and procedures based on criteria set forth by California Department of Education (CDE) guidelines. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

1. Performance on the English Language Proficiency Assessments for California (ELPAC) is Overall Performance Level (PL) 4.
2. Teacher evaluation of academic performance.
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skill based on the performance of English proficient students of the same age.

All English Learners who meet each of the Reclassification criteria will be Reclassified. When one of the prescribed criteria items cannot be met, the Administrator may recommend Reclassification and support services. English Learner students with special needs may not be able to meet the Charter's Reclassification criteria but can be recommended by the IEP Team for Reclassification based upon results from an alternate assessment. The IEP team would review the criteria and then make a team decision.

Plan for Serving Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").

The Charter School agrees to adhere to the policies, procedures and requirements of the El Dorado County Office of Education Charter Local Plan for Special Education.

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The Charter School and Board of Trustees recognizes the need to identify, evaluate and serve students with a 504 accommodation plan. Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") no disabled individual shall be excluded, solely on the basis of his or her disability, from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of Chico Country Day School. These protections extend to individuals who have a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having an impairment. Any student who satisfies the Section 504 criteria is eligible for accommodations by the Charter School. Protections for these students are provided for elsewhere under Charter Board Policies and Regulations, state and federal law.

A 504 team will be assembled by the 504 coordinator or designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social, and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, then the Section 504 Service Plan team members shall develop a written Section 504 Service Plan for the student. The 504 team is responsible for determining what, if any, accommodations are needed in order to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 plan, the team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's

professional staff. The parent or guardian shall be invited to participate in 504 meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student's education, including substitutes, and tutors, must have a copy of each student's 504 Plan. The 504 coordinator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 plan. (A Section 504 Board Policy and Procedure and Student Rights are attached as an Exhibit.)

Services for Students under the "IDEA"

Chico Country Day operates as a Local Educational Agency ("LEA") under the El Dorado County Office of Education ("EDCOE") Charter Special Education Local Plan Area ("SELPA") pursuant to Education Code Section 47641(a). As an LEA, the school will be solely responsible and liable, the same as a district, for providing special education instruction and related services in accordance with the IDEA Education Code requirements and applicable policies and practices of the EDCOE Charter SELPA. As an independent LEA, Country Day is a member of the EDCOE Charter SELPA for purposes of Special Education pursuant to Education Code Section 47641(b).

CCDS will be accountable for compliance monitoring and reporting through the SELPA, and will comply with any internal requirements of its authorizer related to IDEA. As an independent Charter of Chico Unified School District, CCDS provides special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413. Country Day will follow the EDCOE Charter SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The school will comply with EDCOE Charter SELPA protocol in providing special education instruction and related services to identified pupils. The special education director or designee will attend EDCOE Charter SELPA meetings to review special education policies, procedures, protocols, and forms of the EDCOE Charter SELPA.

Staffing

All special education services at Chico Country Day School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Chico Country Day School will be responsible for the hiring, training, and employment of qualified site staff necessary to provide special education services to its students, including without limitation special education teachers, paraprofessionals, and resource specialists.

Independent Study

The Charter School has created an Independent Study (IS) work for short term periods. All Independent Study requests must be made in writing and adhere to the following:

- An acceptable reason for requesting independent study.
- Evidence that the student will work independently to complete the program.
- Availability of experienced certificated staff with adequate time to supervise the student effectively.
- A written statement indicating educational objectives, how the objectives will be accomplished, and how progress toward the objectives will be measured.
- All forms of Independent Study require a signed Agreement between the school and the parent/guardian or caregiver.

All Independent Study Enrollment Agreements will contain all of the provisions required by the Education Code. Pursuant to Education Code 51747, all students participating in IS will have a written Independent Study Enrollment Agreement. The curriculum must meet all state standards for grade level, and must be in accordance with the grade's general curriculum.

Annual Goal and Outcomes

State Priority 1: **BASIC SERVICES:** Providing all students with access to credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

State Priority 2: **IMPLEMENTATION OF STATE STANDARDS:** Implementation of California's academic standards, including the CCSS in English language arts and math, NGSS, English language development, history social science, among others as applicable.

Annual Goal #1	Actions	Measurable Outcomes
CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed.
	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.	100% of students have access to CCSS aligned textbooks or curricular materials.
	Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"

	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	SARC- 100% facility system inspections are in "good" repair
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State Priority 2: IMPLEMENTATION OF STATE STANDARDS: Implementation of California’s academic standards, including the CCSS in English language arts and math,NGSS, English language development, history social science, among others as applicable.

State Priority 4: STUDENT ACHIEVEMENT: Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

State Priority 8: OTHER PUPIL OUTCOMES: Measuring other important indicators of student achievement.

Annual Goal #2	Actions	Measurable Outcomes
CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.	<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore,content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p> <p>Materials and supplies for NGSS implementation will be provided as Needed.</p> <p>Interventions services will be coordinated, delivered and improved upon through best practice in a tiered model of academic and behavior instruction provided by credentialed staff and academic coaches.</p>	<p>100% of students have access to CCSS aligned textbooks or curricular materials.</p> <p>Metric/Indicator Priority 4 ELA CAASPP Overall student performance maintains or improves and socio-economically disadvantaged improves by 5 points. (Appendix B)</p> <p>Metric/Indicator Priority 4 Math CAASPP Overall student performance maintains or improves and socio-economically disadvantaged improves by 5 points. (Appendix B)</p>

	<p>Materials and professional development will be provided for classroom teachers to improve evidence based RtI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.</p>	<p>Metric/Indicator Priority 4: English language learner progress, ELPAC, Reclassification rates Review and track EL progress and reclassification rates at a local level.</p> <p>Metric/Indicator Priority 4/8 Local Universal Screeners 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p>
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State Priority 3: **PARENTAL INVOLVEMENT:** Schools will make efforts to seek input from all parents and to seek parental involvement, including efforts to promote parent participation in programs that meet the needs of their students and all students.

State Priority 5: **STUDENT ENGAGEMENT:** Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

State Priority 6: **SCHOOL CLIMATE:** Highlighting school climate through a variety of factors that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

Annual Goal #3	Actions	Measurable Outcomes
CCDS will create a supportive, safe and engaging environment for all students, parents and staff.	<p>Increase parent/community outreach and community event opportunities.</p> <p>Support personnel to implement attendance tracking and family outreach for chronically absent students.</p> <p>Continue to implement and expand high-interest and inquiry based programs and electives school-wide like</p>	<p>Metric/Indicator Priority 3- 40% of families participate in surveys.</p> <p>Metric/Indicator Priority 5- Chronic Absenteeism rates will maintain or decrease from baseline levels of 3.9% overall and 10.6% for socioeconomically disadvantaged subgroup. (Appendix C)</p>

	<p>Engineering, Choir, classroom music and art, Theater, and Band among others.</p> <p>Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.</p> <p>Continue supporting trauma informed practices. Provide restorative practices training for staff.</p> <p>CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.</p>	<p>Metric/Indicator Priority 5: Attendance Rates maintain or increase from baseline level or 96%.</p> <p>Metric/Indicator Priority 5: Drop Out Rate will maintain at baseline level of 0%.</p> <p>Metric/Indicator Priority 6- Suspension Rates will maintain or decrease from baseline level of 1.7% overall and 2.6% socioeconomically disadvantaged. (Appendix C)</p> <p>Metric/Indicator 90% of students in grades 4-8 participate in a student survey based on Healthy Kids Survey. (Appendix D)</p>
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Element B: Measurable Outcomes

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. --California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b) (5) (C)

Our purpose at CCDS is to educate students toward becoming engaged and thriving learners. Our students will be able to explain their learning goals and purpose behind their work, apply their skills and content knowledge to produce purposeful, meaningful work, understand real world connections, and rely on reflective thinking. CCDS Student Learner Outcomes are as follows:

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and skills to authentic applications.
2. Connected students at CCDS build character and become responsible citizens by authentically applying life skills, making conscientious choices locally and globally, and serving their community.

3. Innovative students at CCDS are skilled inquirers and creative problem-solvers, who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

Chico Country Day School measures the extent to which all pupils demonstrate that they have attained the skills, knowledge and attitudes that the School has set as goals in its educational program. Moreover, to the extent not already accomplished, CCDS will seek to align pupil outcomes with the applicable state priorities. Further, the School's students will also meet the academic standards adopted by the State Board of Education (SBE) that are applicable to charter schools.

Critical Learner Needs (2019) WASC Mid-cycle 2019

Identifying Critical Learner Needs (CLN) continues to be a natural outgrowth of our self-study process. Critical Learner Needs correlate with all three Student Learner Outcomes in different ways. Supporting math, the EL curriculum, and PBL will push learners to strive for academic excellence through rich and engaging work. Students will work towards "Deeper Learning" competencies like mastering core academic content thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets through the curriculum as well as project work.

Improving our new teacher preparation in Project Based Learning will allow new hires to quickly delve into project work which, in turn, helps students build character and learn about conscientious choices or serving their community as they do the project work. This will affect students as they produce purposeful work.

Social-emotional learning plays an integral part in each of the Student Learner Outcomes. Fostering the well-being and emotional growth of students will provide the base to achieve each of these outcomes to the best of their ability. CCDS will use the SWIFT Fidelity of Implementation Tool (SWIFT-FIT) or a similar tool to measure growth and maturation of the school's inclusive educational practices and to help with decision making about improving practices within our Multi- Tiered System of Support (MTSS).

Description	Action Steps
Seek improvement in math curriculum and instruction	<ul style="list-style-type: none"> • New math adoption sometime in the next three years • Teachers will take the online Jo Boaler course to help supplement their math knowledge • Three of our teachers have been involved with a math grant at Chico State: they will have time to share their

	learning and teach other teachers at our site
Seek improvement in the process of onboarding new teachers	<ul style="list-style-type: none"> • Two day introduction to Project Based Learning before all staff return in August • Selected texts to be read prior to the school year starting: Ethic of Excellence, Leaders of their Own Learning • Project Partners with veteran PBL teachers to check in about project planning • As possible, attend an off-site PBL training in year 1 or 2 with CCDS • Pre-tuning meeting with a Project Partner or administrator before tuning projects
Seek further development of our multi-tiered system of support (MTSS), guaranteeing ALL students access to an equitable inclusive education focused on the whole child, increasing their behavioral, academic, physical and social-emotional strengths.	<ul style="list-style-type: none"> • Student Risk Screening Scale (SRSS) Data collected three times a year • Use Second Step curriculum with fidelity • Strengthen our Middle School Advisory program with training and coordinated planning. • Maintain flexibility to respond to student needs in procedures and protocols • Search for funding sources to expand mental health and counseling services • Develop clear written decision rules based on screening data and progress monitoring data for academics and behavior. • Train staff as needed
Seek support in the implementation of new EL Curriculum Implementation	<ul style="list-style-type: none"> • Teachers attend Starting Strong curriculum implementation planning • PD time set aside each month for planning and grade level collaboration • Copies of Your Curriculum Companion for each teacher and administrator on staff • Purchase consumable student materials each year to support the curriculum • Administrators and support teachers utilize the EL lesson observation frameworks

Student Achievement

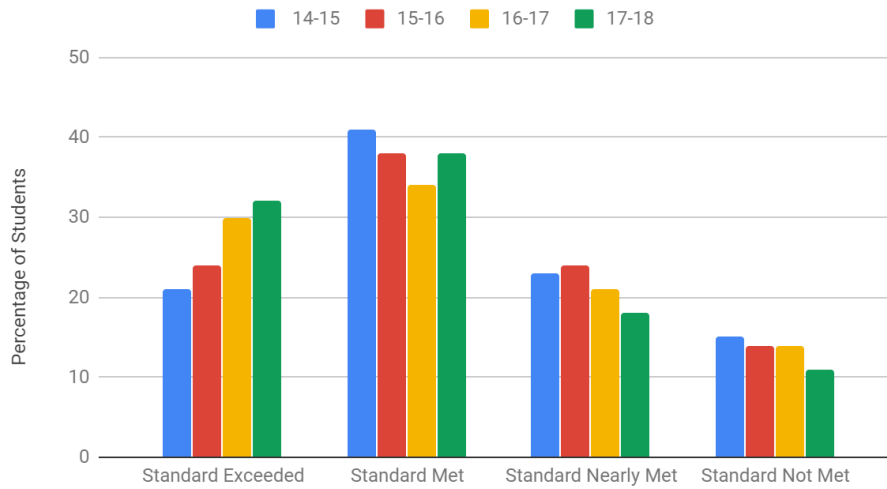
With the focus on rigorous and engaging project work since 2016, student achievement has shown an upward trend on the California Assessment of Student Performance and Progress (CAASPP) exam. CAASPP scores for 2018 show continual improvement with 71% of our students having met or exceeded standards in ELA and 56% having done the same in mathematics. Significant increases were also realized in non-White student populations and socioeconomically-disadvantaged groups.

In looking at multiple measures, CCDS' statewide ranking, which is a measure of the school's average on Distance from Standard [compared to other schools across the state](#), grew from 8 out of 10 in 2016 to 9 out of 10 in 2018. (Appendix A) The increase across student populations also speaks to the strengths of our new curriculum and the extent to which students are absorbing and retaining what they learn. With this academic success, comes the pride that students, staff, and families feel being learners at CCDS, in addition to solidifying our commitment to Project Based Learning.

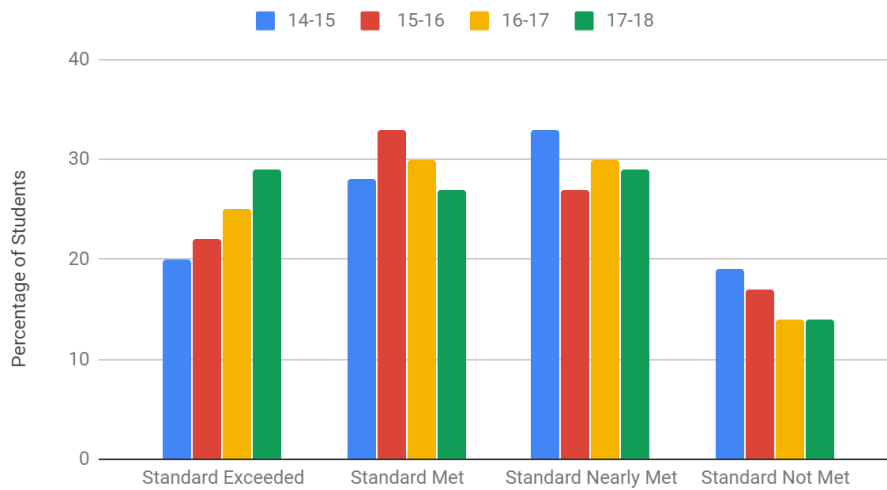
Over a four-year period, CCDS students who exceeded ELA standards grew from 21% in 2014-15 to 32% last year (2017-18). Similarly, in mathematics, students who exceeded standards increased from 20% in 2014-15 to 29% last year. The number of students who did not meet the standard fell in both areas from 15% to 11% for ELA in the same time period; and from 19% to 15% for mathematics in the same three-year period. Our CAASPP data and California Dashboard data shows that CCDS has academically out performed the state, surrounding charter schools and many of the schools within Chico Unified in recent years, including subgroups that are significantly represented in the School's data. (Appendix B, F) These positive changes reinforced our commitment to Project Based Learning as an effective educational methodology.

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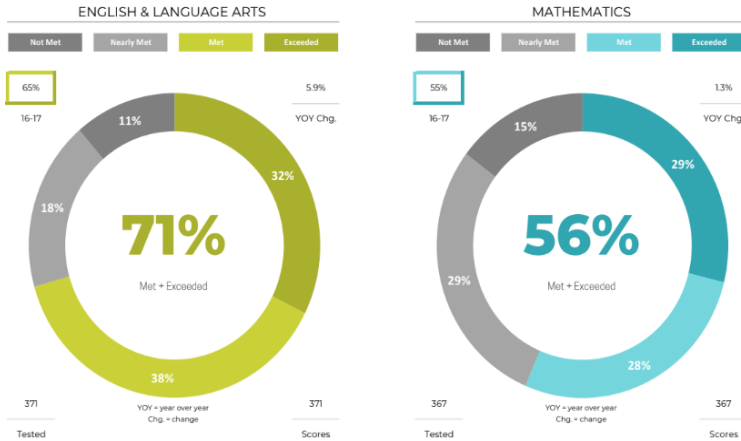
CAASPP 4 Year Comparison ELA



CAASPP 4 Year Comparison Math



OVERALL



The Smarter Balanced Summative Assessment is the official end-of-grade assessment for the state of California -- measuring student performance in grades 3-8 and 11. Specifically, this end-of-grade assessment is a computer adaptive test (CAT) that measures student mastery of the Common Core state standards in English & language arts (ELA) and mathematics. To measure preparedness for college and career with precision, the test not only gauges one's competency in the subject matter, but extends testing beyond conceptual knowledge into the areas of critical thinking, analytical writing, and problem solving.

In 2017-18, Chico Country Day's student achievement increased by 5.9% in ELA and 1.3% in mathematics. Overall, of the students who participated in the state test and received a valid score, 71% met or exceeded the standard in ELA and 56% in mathematics.

Chico Country Day (Chico, CA) Chico Unified

Reporting Year: 2018

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

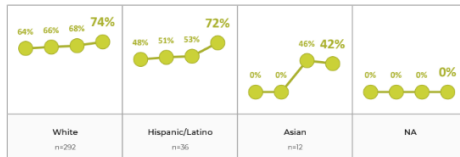
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Green	None	None	Green	Orange
Students with Disabilities	Green	Red	None	None	Yellow	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Green	None	None	Blue	Blue
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	None	None	Green	Green
Two or More Races	Blue	Blue	None	None	None	None

ETHNICITY | GENDER | COHORT

ENGLISH & LANGUAGE ARTS

BY ETHNICITY

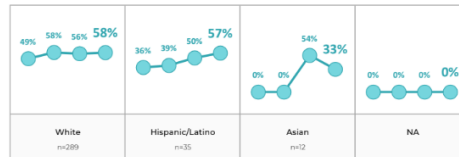
% Met + Exceeded Across 4-Years



MATHEMATICS

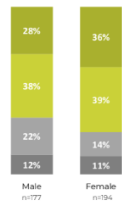
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% Met + Exceeded Across 4-Years



BY GENDER

7-18 Achievement Results



COHORT ANALYSIS

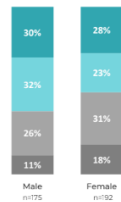
% Met + Exceeded

Grade	14-15	15-16	16-17	17-18	Avg. Change
4th			73%	71% ▼	-1.6% ▼
5th		60%	61% ▲	63% ▲	1.5% ▲
6th	72%	64% ▼	67% ▲	67% ▼	-1.6% ▼
7th	68%	80% ▲	80% ▲	83% ▲	5.0% ▲
8th	48%	53% ▲	53% ▲	74% ▲	8.7% ▲

*n = number of students tested

BY GENDER

7-18 Achievement Results



COHORT ANALYSIS

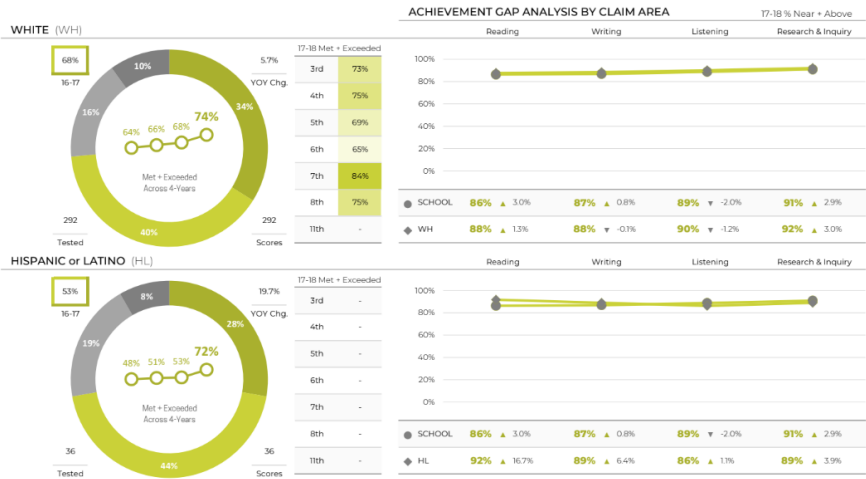
% Met + Exceeded

Grade	14-15	15-16	16-17	17-18	Avg. Change
4th			71%	63% ▼	-8.1% ▼
5th		77%	57% ▼	49% ▼	-13.9% ▼
6th	64%	65% ▲	57% ▼	52% ▼	-4.1% ▼
7th	57%	51% ▼	62% ▲	63% ▲	1.9% ▲
8th	31%	37% ▲	37% ▲	41% ▲	3.3% ▲

*n = number of students tested

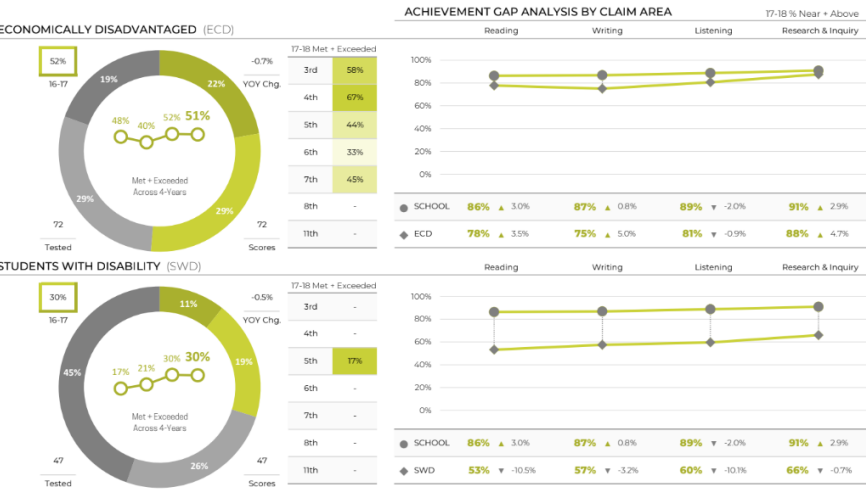
SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS



SUBGROUP ANALYSIS

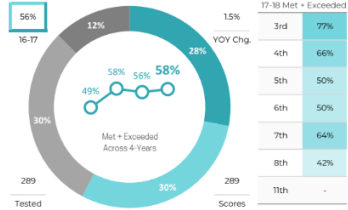
ENGLISH & LANGUAGE ARTS



SUBGROUP ANALYSIS

MATHEMATICS

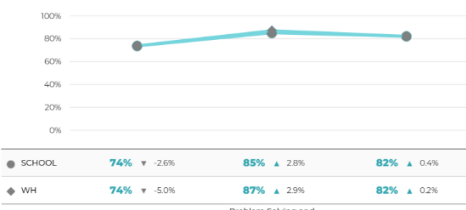
WHITE (WH)



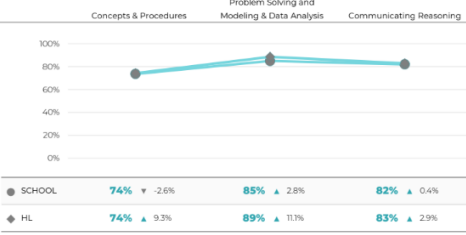
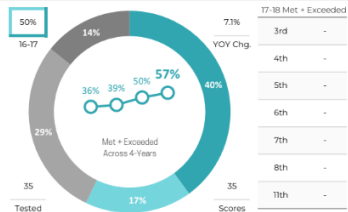
ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

17-18 % Near + Above

Concepts & Procedures Problem Solving and Modeling & Data Analysis Communicating Reasoning



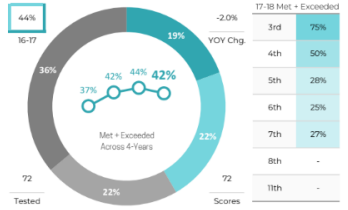
HISPANIC or LATINO (HL)



SUBGROUP ANALYSIS

MATHEMATICS

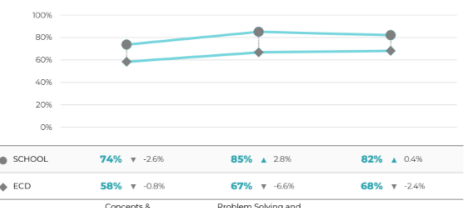
ECONOMICALLY DISADVANTAGED (ECD)



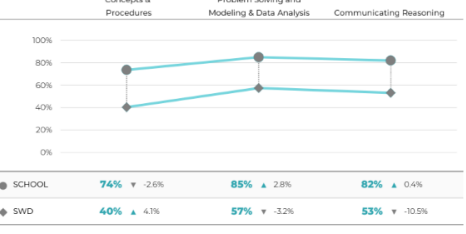
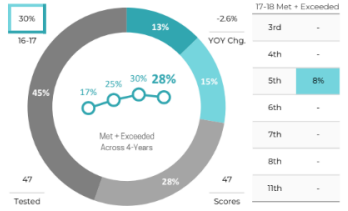
ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

17-18 % Near + Above

Concepts & Procedures Problem Solving and Modeling & Data Analysis Communicating Reasoning



STUDENTS WITH DISABILITY (SWD)



Element C: Method for Measuring Outcomes

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. --California Education Code Section 47605(b)(5)(B)

CCDS recognizes that assessment is a critical element for student success and this data will provide the information necessary to create strategic instructional programs to meet student needs; therefore, student assessment will include diagnostic, summative, formative and cumulative assessments. CCDS uses data-driven decision making to support our educational program. CCDS will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), to all student required to take each battery of tests. This includes:

- California Assessment of Student Performance and Progress (CAASPP)
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)

Overview of CCDS Assessments

The Charter School implements a wide assortment of ongoing authentic assessments. The assessments are linked to the standards for literacy, mathematics, science, and history-social science. The goals of assessment is to provide information for:

- Curriculum planning, determining and planning instructional practices.
- Special needs and interests of students.
- Feedback to students regarding their individual progress.
- Program evaluation and accountability.
- Students to be self-assessors of their own work.
- Communication to parents and the larger community.

In addition to standardized testing, CCDS implements performance-based assessment in ways that enable students to demonstrate what they know and what they are able to do in meeting statewide standards. Performance-based assessments include, but are not limited to:

- *Exhibits, Demonstrations and Presentations of Learning:* These projects represent a culmination of the student's learning in curricular areas; they may reflect interdisciplinary themes applied to core curriculum.
- *Classroom Assessments:* Teacher assess students regularly in reading, writing, and mathematics.
- *Formal Assessment Reports to Parents:* A formal progress report or report card is sent to parents two times a year. Students are assessed in all academic areas.
- *Conferences:* A variety of conferences are conducted throughout the school year and include:
 - Student Led Conferences: At these conferences students share their goals and progress.
 - Parent/Teacher/Student Conferences: At these conferences, teacher reports academic and social progress and team discusses goals, expectations and concerns.

[Assessments used at Chico Country Day School](#)

<u>Name of Assessment</u>	<u>Date Administered</u>	<u>Purpose for Administering</u>
<u>AIMSWEB (Universal Benchmark)</u>	<u>Three times per year (Fall, Winter, Spring)</u>	<u>Local benchmark for assessing student academic progress</u>
<u>CAASPP/CAST</u>	<u>Spring</u>	<u>Tests student proficiency of the California Common Core State Standards</u>
<u>California Alternative Assessment</u>	<u>Spring</u>	<u>Students with Significant Cognitive Disabilities which prevents them from taking CAASPP</u>
<u>Physical Fitness Test</u>	<u>Spring</u>	<u>Required by the Federal Government to 98 ensure students are physically fit</u>
<u>ELPAC</u>	<u>Fall (Initial) Spring (Summative)</u>	<u>To assess English Language proficiency</u>
<u>School-wide Exhibition</u>	<u>Two times per year</u>	<u>Demonstrate presentations of learning to teachers, parents, and community</u>
<u>Student Led Conferences</u>	<u>Springtime</u>	<u>Students facilitate a meeting with their teacher and parent or guardian in order to articulate their successes and growth areas for the year</u>
<u>Student Risk Screening Scale- IE</u>	<u>Three times per year (Fall, Winter, Spring)</u>	<u>Screen student for internalizing and externalizing behavioral challenges</u>

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Use and Reporting of Data

CCDS will collect, analyze, and report student achievement in a continuous manner. The school makes use of student performance data to inform instructional practices. Students will be assessed using norm referenced, research based measures to determine academic needs and progress. Staff analyzes data and plans for student learning. Smarter Balanced Assessment Consortium (SBAC) assessments will be analyzed once results are received from the state. Teachers are provided with collaboration

time to review their students' scores, class scores, as well as the scores for the upcoming year's class to stimulate long-range curricular planning.

Using a continuous cycle of improvement model for ongoing planning, review, and growth, CCDS has streamlined the efforts required for planning and reporting by establishing long-term goals which reflect LCAP priorities, critical learner needs and student outcomes.. The goal-setting required by WASC for the Schoolwide Action Plan informs and targets the annual LCAP reports. Regular "Professional Learning" days provide opportunities to highlight strengths and identify areas for improvement. Bi-annual "Information Sessions" invite all stakeholders to participate in focus group sessions on WASC Critical Areas for Follow-up and LCAP goals where data is shared. In addition, parent and student input is collected through surveys each year. From these data review sessions, information is gathered and evaluated, which helps inform the direction of the school.

Independent Performance Evaluation

CCDS received its full accreditation by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) in 2010. [This process entails a school to assess their program and the impact on student learning with respect to the ACS WASC criteria and other accreditation factors.](#) Since then, the charter received an additional six-year term in 2016, extending accreditation through 2022. Recently, the School successfully completed a mid-cycle review with an excellent report. (Appendix E) The Charter School will continue with the accreditation cycle in the spirit of continual improvement.

School Accountability Report Card

The final use of the data will be to create a School Accountability Report Card in order to report school performance to the community at large. The SARC will be produced on a yearly basis.

Visitation

CCDS and CUSD will jointly develop a continued visitation process to enable the CUSD to gather information needed to validate the school's performance and compliance with the terms of this charter. However, CCDS agrees to and submits to the right of the authorizing district to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code Section 47607.

Response to Requests for Information

Pursuant to Education Code Section 47604.3, the CCDS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from CUSD, the Country Office of Education, and the State Superintendent of Public Instruction.

Element D: Location

Chico Country Day School has two campuses divided by grade level. The main office and elementary grades TK-5 are located on a former CUSD school site at 102 West 11th Street, Chico, CA 95928. The business office and grades 6-8 are located directly across the street at 1054 Broadway, Chico, CA 95928. CCDS renovated the district facility on 11th Street in 2014 after being awarded a grant/loan through Proposition 1D. The elementary side of campus consists of 13 “Gen 7” classrooms, 7 modular classrooms, and a gymnasium, as well as play areas. The middle school campus which is 12,000 square feet, was purchased privately in 2011 and renovated to include 6 classrooms, a resource room and several offices, as well as a common area, an outside area and a parking lot. Utilizing Measure K Bond funding, CCDS plans to remodel several classrooms on the elementary campus over the next few years and is currently developing those plans to replace the modular classrooms. In 2019, CCDS purchased the adjacent lot located at 1030 Broadway. Plans for that property are currently being developed and will serve as temporary parking while renovations of the elementary campus occur. All buildings meet either DSA requirements or city building codes. CCDS has an annual fire inspection as well as an insurance

inspection every two years. CCDS also sets aside routine maintenance funding in the annual budget.

D: Element E: Governance Structure/Parental Engagement

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California

Education Code Section 47605(b)(5)(D)

Legal

While the School intends to collaborate with CUSD, the School shall operate as a separate legal entity, independent of CUSD. The School will be operated as a duly constituted California nonprofit public benefit corporation and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the school will be governed by the Board of Directors of Chico Country Day School, whose members have a legal fiduciary responsibility for the well-being of the School. CCDS will comply with the applicable sections of the Ralph M. Brown Act and California Public Records Act as well as Government Code Section 87100 and applicable conflict restrictions required by the Corporations Code.

The School will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.

Pursuant to Education Code Section 47604(c), CUSD in performing its oversight of the School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School.

Governance

The school will be governed by the Board of Directors of Chico Country Day School (the CCDS Board). The number of people serving on the Board of Directors of CCDS and the length of term is specified in the CCDS Board of Director Bylaws. The Board will always consist of at least the following members: five (5) and no more than fifteen (15) members nominated by the Board Development Committee and elected by the Board of Directors. The Board may

elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees: These members will consist of at least three (3) parents of an active CCDS student and at least one (1) community member, nominated and elected in accordance with the bylaws. No interested party or staff member will be members of the Board of Directors. The Board of Directors reserves the right to amend the by-laws to increase the number of directors at any regularly scheduled board meeting. A quorum by the Board shall be a majority of the voting members.

The Board of Directors is responsible for making collaborative decisions about the school's governance, through the establishment of operating policies and procedures and CCDS Board of Director By-laws. Major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, selecting the audit firm, and overseeing fundraising activities.

The CCDS Board of Directors has a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh the input and opinions, carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The CCDS Board will meet regularly and as needed, and will be responsible for carrying out Board responsibilities, including, but not limited to, the following:

- Hiring and evaluating the Administrative personnel, inclusive of but not limited to the Dean of Students, the Director of Education, the Special Education Director and the Chief Business Officer of the School.
- Approving and monitoring the implementation of general policies of the School, including personnel policies for career growth and compensation of staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the School's annual budget.
- Acting as fiscal agent.

- Approving the annual school calendar
- Contracting an external auditor for an annual financial audit according to generally accepted accounting practices.
- Monitoring of student achievement.
- Development of Board policy and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual audits.
- Approval of personnel discipline policies
- Creation of committees as needed, including an audit committee.
- Expulsion policies.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purpose for which the School is established.

Any Board member who has a conflict of interest or whose child is before the Board for disciplinary reasons, must abstain from voting.

Commented [2]: need to check on this. not sure

Modifications to CCDS policies previously adopted by the CCDS Board must be approved by the Board. Specific procedures will be addressed in the operating policies and procedures and the Board of Director Bylaws. The CCDS Board of Directors and the CUSD Board of Trustees must approve all material changes to the CCDS Charter.

CCDS and Chico Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

As it currently operates, the school functions as its own LEA for purposes of providing special education and related services pursuant to Education Code Section 47641(a). During each school year which the school operates, CCDS is responsible for the delivery of all required Special Education services to eligible CCDS students.

CCDS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national

origin, gender, or disability.

Role of Parents/Guardians in Student Education

Parents

Parents are a vital resource at CCDS, and their participation is crucial. They serve as instructional partners in classrooms and as volunteers for a variety of special events and projects. Additionally, the financial support they provide through donations greatly enhances our students' extracurricular experiences, augments school supplies, and helps fund field study trips. Most importantly, our parents contribute to our strong sense of community.

The Parent-Teacher-Partnership (PTP) provides support for academic programs by organizing volunteer and service activities. These activities focus on fostering community spirit, facilitating the transition of new families into the school, promoting CCDS in the larger community, and fundraising. The Parent & Student Handbook is distributed to families and caregivers every year. It is also available on the school's website. The handbook outlines the central role of families at CCDS in a variety of capacities: helping students with homework, assisting in the classroom, and/or joining a committee and becoming more involved. The 2019-20 Parent & Student Handbook is included in Addendum

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Element E: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the School—California Education Code Section 47605(b)(5)(E)

Administrative Qualifications

The Administrators of CCDS should possess leadership abilities, a comprehensive educational vision that is consistent with school's mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, as well as and, if possible, business, HR and legal experience.

The key employees at CCDS within the administrative structure and accountable to the Board of Directors is the Director of Education, the Dean of Students, the Special Education Director, and the Chief Business Officer.

The minimum criteria for administration candidates include: a B.A. degree or its equivalent, a California Teaching Credential with a Masters and Administrative Credential preferred, and at least five years of teaching and/or administrative experience for the Director of Education, the Dean of Students, the Director of Special Education and other instructional leaders; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school. The Chief Business Officer is considered a classified employee and is not required to have a teaching credential or experience

teaching. This position should have training in school business management, HR management, a BA degree or equivalent, and preferably a masters degree. All job descriptions are included in addendum...

Teacher Qualifications

The School shall adhere to CA Education Code Section 47605, all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculties for the School for Core Subject areas.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605.

The School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities, such as music, drama, band, physical education, and various electives.

Non-Instructional Staff

All non-instructional staff such as clerical, custodial and other “classified” personnel must possess experience and expertise appropriate for their position.

Qualifications of all Staff

All staff of the School, prior to employment by the School, must be cleared through the Department of Justice using the LiveScan process.

Chico Country Day School shall be considered the employer of record, the employer of all employees. Certificated employees will be employed by the School on an annual contract. Non-certificated employees will be employed by the School in an at-will capacity consistent with the Personnel Policies of the School.

In the event of disciplinary action, employees will be protected by due process pursuant to written school policies. Most disciplinary matters will be dealt with by the immediate supervisor in accordance with school policies.

Substitute teachers will be drawn from the CCDS substitute teacher pool.

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The teacher will be in charge of the class at all times and will be responsible for meeting all administrative requirements. Curriculum will be developed by the teaching staff and will be modified as appropriate to adhere to California State Educational Standards and to School’s educational philosophy.

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Staff Recruitment & Hiring Process

CCDS has developed Staff Recruitment & Hiring Guidelines that are followed by the administrators and supervisors for the recruitment and hiring of all CCDS staff. The policy is employed when a position is vacated or when a position is created and vacant. The guidelines include the posting

procedures, the application process for both internal and external candidates, the interview process, the holding of applications, the selection and offering of a position, orientation and the notification of candidates not selected. It also includes a non-discrimination clause. This policy is in Addendum . CCDS also has policies regarding voluntary transfers, staff reduction, and outside employment, which are included in the addendum.

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Once staff is hired, the supervisor for that staff member is responsible for the development of the employee as well as the evaluation of that employee. This is illustrated in the organizational chart, addendum

The Board of Directors leads the process for the recruitment and hiring of the administrative team members of the School, which is coordinated by the Human Resources Office of the School. The Board of Directors is responsible for the development, support and evaluation of administrative staff.

Professional Development

CCDS invest heavily in professional development for our staff. Collaboration time will be the cornerstone of the professional development action plan. Staff participates in organized professional development activities. The Director of Education~~Principal~~ will plan staff development based on analysis assessment data, and staff feedback. Any newly adopted curriculum~~textbooks~~ will also include faculty development to ensure full implementation.~~of the text.~~

Element F: Health & Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237

CCDS will meet all local building codes for non-district owned facilities occupied and all applicable safety regulations. This will include adherence to local fire regulations, safety inspections, earthquake drills, visitor control, and the CCDS disaster plan. In addition, The School Facility Manager will conduct periodic classroom and grounds safety inspections which will be reported to the School Board of Directors and the Safety Committee, which consists of teachers, parents, administrators and board members.. The safety committee will have the authority to make recommendations to the Board of Directors regarding changes necessary to improve safety and will adhere to the safety plan adopted by the CCDS Board of Directors.

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The CCDS Board of Directors has adopted and implemented a comprehensive set of health, safety, and risk management policies included in the CCDS Comprehensive School Safety Plan. These policies were developed in consultation with the school's insurance carriers and at a minimum address the following topics:

- A requirement that all enrolling students~~ss and staff~~ provide records documenting immunizations as required by Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.
- Policy for Tuberculosis Risk Assessment and Examination whereas employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

- Policies that state that CCDS will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that staff receive training in emergency and first aid response.
- Policies relating to the administration of prescriptions drugs and other medicines as required by Education Code Section 49423
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, or district-owned facilities.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and volunteer of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.
- A Code of Conduct that all employees must adhere to.
- Required Role as Mandated Child Abuse Reporters
 - All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

These policies will be incorporated into the school's student and staff handbooks for CCDS and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. At the beginning of each school year, and throughout the year at various times, staff is trained in school safety protocols and procedures and these are reviewed regularly with all staff, and drills performed with students and staff.

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All volunteers at CCDS must be professional in their conduct. All confidential items will only be handled by certificated or classified personnel entitled to have access to those materials. All volunteers that have contact with students on campus or in the classroom must also submit to a criminal background check as required of employees of the school.

Element G: Racial & Ethnic Balance

Governing Law: CA Education Code 47605(b)(5)(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. CCDS recognizes the importance of achieving a racial and ethnic balance among its students. CCDS will implement a student recruitment strategy that includes, at a minimum, following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the district.

Updated Admissions Policy and Processes to Reach More Diverse Student Populations

The school will, at a minimum, do the following as it strives to achieve a racial and ethnic balance of students that reflects the general population of the entire district.

- Announce the School's interest in seeking applications through our website, banners, advertising, and
- Expend at least 20 hours in staff time annually in community outreach efforts, including presence at events
- Expend at least \$1000 annually on print and electronic media, flyers, and direct mail to recruit applicants of diverse backgrounds

The school will establish an application period of at least 60 consecutive days each year within the months of November through March. Information about the application period, the admissions process, and the lottery will be made available to the public in student recruitment materials, advertising and forums, and on the School's public website.

The School will maintain auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment information will include the following information about admission requirements.

Element H: Admissions Requirements

Governing Law: CA Education Code 47605(b)(5)(H)

Admission requirements, if applicable.

Applicants new to the School

For applicants to qualify for admission:

- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline before the end of the open enrollment period
- The student and a parent or guardian must sign a statement that they are familiar with the and agree to abide by all policies and procedures set forth in the Parent and Student Handbook

Admissions Priorities

If more students apply and qualify than can be admitted, priority admissions shall be assigned in the following order:

1. Returning and existing students in good standing
2. Children of employees or board members of Chico Country Day School. This priority is capped at 10% in accordance with the California Department of Education guidelines on charter school admission policies
3. Siblings of students currently attending Chico Country Day School
4. All other students permitted by law

Admissions Lottery

If Chico Country Day School receives more applications than there are spaces available, a public, computerized lottery will be held to assist in determining admissions. Notification of the lottery date will be made public and all members of the public will be able to witness the lottery computerized process. Within the context of the admission process, CCDS will seek to deliver on the spirit and intent of *Brown vs Board of Education* by using legally-permissible means to enroll a profile of students representative of the racial, ethnic, and socioeconomic diversity of the local district. In this regard,

CCDS will employ a certain weighting mechanisms in relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and SES will be employed as described below.

Geographic Weighting

- 40% of students from the Barber Neighborhood
- 20% from the Citrus Elementary boundary
- 20% from the Chapman Elementary Boundary

The Use of Weighting to Ensure Socio-Economic Diversity

Similar to the neighborhood weightings, weightings will be implemented to encourage socioeconomic status (SES) diversity. Weightings for SES are designated to aspire toward approximately 40% of enrolled students are receiving free and reduced price meals under the NSLP - a number roughly approximating the percentage of school-aged children in California who receive free or reduced priced meals under NSLP.

Acceptance, Notification, and Waiting Pool

Once the initial openings have been filled using the procedures described above, Chico Country Day School will notify chosen applicants and inform them of their option to enroll in the School. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with the Chico Country Day School admission policies delineated above. When names are drawn, Chico Country Day School will notify they have the option of enrolling in the school. Notifications will give applicants 24 hours to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter or email, Chico Country Day School will eliminate the applicant from consideration and drawn another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the Board of Directors of Chico Country Day School.

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Commented [10]: I think keeping the Barber neighborhood geographic weighting is important but not the others. Then add the FRL. It is important to serve the neighborhood I think.

Element I: Financial Audit Processes

Governing Law: CA Education Code 47605(b)(5)(I)

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

CCDS is a nonprofit public benefit corporation, and CCDS will comply with all state laws pertaining to financial reporting to CUSD and the State of California. As a non-profit corporation, the CCDS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's financial affairs.

An annual independent financial audit will be conducted by a certified public accountant and will use generally accepted accounting principles. The Chief Business Officer of CCDS will be responsible

for contracting and overseeing the independent audit, and CCDS will provide the audit to the State Comptroller, CUSD, the State Superintendent and the Department of Education by December 15 of the following school year. CCDS' Business Officer, along with the Board of Directors, will review any audit exceptions or deficiencies and the CBO will report to the Board of Directors regarding recommendations on how to resolve any deficiencies or exceptions. CCDS will resolve audit exceptions and deficiencies in a timely fashion and reports will be submitted to the District and the County Office of Education describing how the exceptions and/or deficiencies have been or will be resolved. The Board of Directors and the School will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

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CCDS may receive funding in accordance with Education Code, Charter School Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, Average Daily Attendance (ADA); LCFF; the California State Lottery; supplemental instruction funding; categorical block and non-block grants; parcel taxes; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available sources of funding for programs. When applicable, the School may seek equitable distribution of local sales taxes and other similar funding sources.

CCDS has provided a Multi-Year projection budget in Exhibit E of this Charter. CCDS will provide CUSD with financial reports in accordance with all current law, including an Annual Budget, Unaudited Actuals, First and Second Interim Budgets. In addition, CCDS will compile and provide to the district an Annual Performance Report.

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Element J: Suspension & Expulsion Policies

*Governing Law: CA Education Code 47605(b)(5)(I)
The procedures by which pupils can be suspended or expelled.*

Charter schools, like CCDS, are generally exempt from most provisions of the Education Code that apply to school districts, including those provisions relating to student suspension and expulsion. Procedures for suspension and expulsion of students shall nonetheless be consistent with all applicable federal and state statutes and constitutional provisions. This charter school voluntarily considers some of the grounds for suspension and expulsion applicable to district-operated schools, as well as additional grounds as identified below. As a charter school, we may revise this non-exhaustive list at any time.

CCDS shall enforce disciplinary rules and procedures fairly and consistently among all students, and will regard suspension and expulsion as a last resort. Students will be afforded due process, including the option of a hearing and right of appeal, as described below.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal law or special education local plan area (“SELPA”) policies require additional or different procedures.

I. Grounds for Suspension (Non-Exhaustive List)

Students may be suspended for any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person.
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object.
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property.
5. Damaged school or private property including, but not limited to attempting to cause such damage.
6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4.
7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of “cyber-bullying.”
8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties.
10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating.
11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in

another's portfolio, folders or files, concealing or misrepresenting one's identity while using CCDS' systems.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Any other serious violation of CCDS rules or behavioral expectations.

II. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. *Suspension Notice*

The Dean of Students (or his/her designee) has the authority to suspend students. If the Dean of Students (or his/her designee) determines that a student is to be suspended, the Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice").

Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue and stating how the student intends to move forward or some other form of restorative process as CCDS may determine in its sole discretion.

2. *Optional Discipline Review Meeting*

If a student is placed on a suspension, the school may call for a Discipline Review Meeting with the parents and/or guardians. This Discipline Review Meeting may be scheduled preceding the suspension or after the completion of the suspension. During the course of the Discipline Review Meeting, the Dean of Students (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and (3) next steps, which may include remedial strategies to support the student. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference scheduled by CCDS school officials.

3. *Appeal of Suspension*

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon receiving a Suspension Notice, a parent may appeal the suspension decision in writing to the Dean of Students. The Dean of Students (or his/her designee) shall review the appeal and any other evidence provided by the parent and

make a determination within two (2) school days. The Dean of Students' (or his/her designee's) determination shall be final.

4. *Suspension Pending Expulsion Review*

If the Dean of Students (or his/her designee) determines that an expulsion may be warranted, the Dean of Students (or his/her designee) may impose a suspension pending a review to determine if expulsion is warranted. The Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension pending expulsion review. If the Dean of Students (or his/her designee) decides to make a recommendation for expulsion, he or she shall provide notice as described in Section IV(1) of this policy.

Discipline Review Meeting

III. Grounds for Expulsion (Non-Exhaustive List)

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person.
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object.
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property.
5. Damaged school or private property including, but not limited to attempting to cause such damage.
6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4.
7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of "cyber-bullying."
8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties.
10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating.
11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in

another's portfolio, folders or files, concealing or misrepresenting one's identity while using CCDS' systems.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Any other serious violation of CCDS rules or behavioral expectations.

IV. Expulsion Procedure

A student may be recommended for expulsion by the Dean of Students. Unless a hearing is timely requested by the student's parent or guardian, the Dean of Students' determination is final. If the student's parent or guardian timely requests a hearing, the student may be expelled only following an evidentiary hearing before the Director of Education or designee acting as the "Hearing Officer." The Hearing Officer may recommend expulsion for any student found to have committed an expellable offense. The hearing shall be held in a private, confidential setting.

1. *Notifying Parents of Expulsion Recommendation and Request for Hearing*

The Dean of Students (or his/her designee) shall provide written notice to the parent(s) of a recommendation of expulsion that includes reason(s) for the recommendation for expulsion ("Expulsion Notice").

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The Expulsion Notice shall also inform parents that they have ten (10) school days from the issuance of the Expulsion Notice to file a written request for a hearing. If no hearing is requested, the expulsion determination is deemed to be uncontested and the expulsion becomes final as of the 11th day following the Dean of Students' recommendation for expulsion. If requested and unless postponed for good cause, the expulsion hearing shall be held within twenty (20) school days after the parent(s) submit their written request for hearing.

2. *Written Notice of Expulsion Hearing*

If a hearing is timely requested, CCDS staff shall provide written notice of the hearing at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served on the student and his/her parent(s)/legal guardian(s). The notice shall include the following information:

- a) The date and place of the expulsion hearing;

b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

c) Explanation of how student violated CCDS policy;

d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e) State the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

f) State the right to inspect and obtain copies of all documents to be used at the hearing;

g) State the opportunity to confront and question witnesses who testify at the hearing;

h) State the opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

3. ***Record of Hearing***

A record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. The record shall include all written evidence presented.

4. ***Presentation of Evidence***

While technical, court-like rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence upon which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer to expel must be supported by evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses for whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

5. ***Findings***

The decision of the Hearing Officer shall be in the form of written findings of fact and a written determination on the expulsion. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

6. ***Written Notice of Expulsion***

Following a decision of the Hearing Officer to expel, the Dean of Students (or his/her designee) shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expulsion status. The written notice shall also inform the student's or parent/guardian of the right to appeal the expulsion.

7. ***Appeals***

Within five (5) calendar days from issuance of notice of the decision to expel, the student's parent/guardian may submit a written request to the Director of Education to appeal the determination. The appeal will be considered by an Administrative Panel to be assigned by the Director of Education. The Administrative Panel should consist of at least one member who is certificated and not a teacher of the pupil. The Administrative Panel shall act on the appeal at its earliest opportunity, although not later than thirty (30) school days from issuance of notice of the decision to expel. The Administrative Panel shall consider the findings of fact and record of the hearing; however, the appeal is not a second hearing, so no additional evidence or testimony is taken or heard. If the Administrative Panel overturns the expulsion on appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal, and the parent(s) shall be promptly notified.

Element K: Employee Benefits

Governing Law: CA Education Code 47605(b)(5)(K)

The manner by which staff members of the charter School will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security.

CCDS has the responsibility to provide retirement benefits to its employees. Non-certificated staff at CCDS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the CCDS Board of Directors and adopted as the school's employment policies. CCDS ~~retains the option for its board to elect to~~ participates in the State Teachers Retirement System, CalSTRS and ~~or~~ Public Employees Retirement System, CalPERS, and coordinates such participation, as appropriate, with the social security system, ~~or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality of certificated and classified staff.~~

All employees who are not members of STRS, PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law. CCDS will make all employer contributions as required by STRS, PERS, and federal social security laws. CCDS will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Element L: Attendance Alternatives

Governing Law: CA Education Code 47605(b)(5)(L)

The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school.

No student may be required to attend CCDS. Students who opt not to attend CCDS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Chico Unified School District or their county of residence.

Attendance Message: It Matters!

One of the most important things a child can do to achieve academic success is also one of the most basic: going to school every day. Research shows that a child's attendance record may be the biggest factor influencing his/her academic success. In 2017, CCDS implemented a grade-level challenge in which the least amount of tardies earned rewards. The catch phrase for this initiative is "Earn a party, don't be tardy!" We also increased our communications about [attendance in the monthly newsletter](#), with links to articles/videos, like [Attendance Works: Tips for Parents](#) on why good attendance matters. Greater promotion of Independent Study, with [links to forms](#), appointment calendars, and clarifying points on what are excused versus unexcused absences are also communicated regularly.

Impact: As a result of these communications and links to helpful resources, CCDS' record on attendance has improved and is far above the state averages. By designating a team of staff members to report and communicate with families, all aspects of attendance from tardies to chronic absenteeism have improved. Directly addresses **Schoolwide Critical Area for Follow-up #5: Accountability for Student Attendance & Reporting**.

Accountability for student attendance and reporting

Evidence: Many improvements have been realized over the past three years in tracking and reporting attendance. Not only were new policies implemented over this time span, but new systems of communication with parents about attendance have been added. Through better outreach and correspondence, we have been able to target families in need of help regarding their student's absences and related academic success. Parents are now contacted personally by the Dean of Students about attendance issues, demonstrating a sincere concern and offering solutions through education and problem-solving. Overall, this has been a successful and positive way to address attendance issues. Attendance metrics were also developed three years ago for our LCAP report. These goals to maintain a 96% or higher yearly attendance rate and decrease our chronic attendance rates have been successfully met each year. This data is collected, measured and reported to our stakeholders and the state.

Element M: Employee Return Rights

Governing Law: CA Education Code 47605(b)(5)(M)

A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.

CCDS staff that has left permanent status employment in the district to work at CCDS shall not have the right to return to a comparable position in the district

Element N: Dispute Resolution Procedures

Governing Law: CA Education Code 47605(b)(5)(N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of CCDS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within CCDS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board or Principal of CCDS for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes Between CCDS and CUSD

Any Dispute between the District and the Charter School shall be resolved in accordance with the procedures set forth below:

- (1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written

Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

To District:

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element O: School Closure Procedures

Governing Law: CA Education Code 47605(b)(5)(P)

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Close-Out Process:

Documentation of Closure Action

The decision to close the charter school, for any reason, will be documented by an official action of the Board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notification to the California Department of Education and District Office of Education

The charter authorizing entity will send a notice of the school closure to the Charter School Unit at the CDE and to the District Office of Education. The notification will include the following information:

- a) Charter school name, charter number, and CDS code
- b) Date of closure action
- c) Effective date of the closure, if different
- d) Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)

Notification to Parents and Students

Parents and students of the charter school will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school.

Notification to Receiving Districts

CCDS or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the CCDS charter school so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

CCDS and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate School and facilitate the transfer of all student records.

The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close-Out

CCDS and/or its authorizing entity will have an independent audit of the School completed within 6 months after the closure of the School. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

In addition to a final audit, CCDS will submit any required year-end financial reports to the CDE and the district in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, CCDS will wind down the affairs of the corporation pursuant to the requirements of Corporations Code Section 6710 et seq. and its Bylaws, including repayment of any liabilities, or the disbursement of any remaining assets of the charter school.

To the extent feasible, any assets of the CCDS will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the CCDS may be transferred to the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

Parent Notification Regarding Credit Transferability

At the discretion of the ~~Director of Education~~^{Principal}, the school plans to accept all courses or grade completion by the student. Due consideration will be given to assessment and recommendations by the teacher from the previous school, if possible to attain records. If a child is deemed by the ~~Director of Education~~^{Principal} and teacher to be significantly behind in grade-level achievement, appropriate steps will be taken including but not limited to parent conferences, interventions, or referral to a Student Study Team.

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

CDS #: 04-61424-6113773

Charter Approving Entity: Chico Unified School District

County: Butte

Charter #: 112

Fiscal Year: 2019/20

☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2019/20		Totals for 2020-21	Totals for 2021-2022
		Unrestricted	Restricted		
ADA Assumptions	ADA			540.00	552.00
	Undup Pupils			128.00	128.00
REVENUES					
1. Revenue Limit Sources					
Local Control Funding Formula	8011	2,626,604.00	0.00	2,626,604.00	2,862,086.00
Education Protection Act Funds	8012	799,735.00	0.00	799,735.00	817,507.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, Revenue Limit Sources		3,426,339.00	0.00	3,426,339.00	3,679,593.00
2. Federal Revenues					
No Child Left Behind	8290	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	70,000.00	70,000.00	72,500.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	10,000.00	10,000.00	10,000.00
Total, Federal Revenues		0.00	80,000.00	80,000.00	82,500.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480	0.00	0.00	0.00	0.00
Special Education - State	StateRevSE	0.00	281,880.00	281,880.00	285,000.00
All Other State Revenues	StateRevAO	90,186.00	28,567.00	118,753.00	121,405.00
Total, Other State Revenues		90,186.00	310,447.00	400,633.00	406,405.00
4. Other Local Revenues					
Charter Schools Funding in Lieu of Property Taxes	8780	1,182,950.00	0.00	1,182,950.00	1,182,950.00
All Other Local Revenues	LocalRevAO	427,900.00	21,200.00	449,100.00	489,100.00
Total, Local Revenues		1,610,850.00	21,200.00	1,632,050.00	1,672,050.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

5. TOTAL REVENUES						
		5,127,375.00	411,647.00	5,539,022.00	5,838,548.00	5,980,454.00
EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,593,700.00	103,000.00	1,696,700.00	1,825,150.00	1,856,670.00
Certificated Pupil Support Salaries	1200	0.00	139,500.00	139,500.00	167,047.00	165,411.00
Certificated Supervisors' and Administrators' Salaries	1300	248,000.00	0.00	248,000.00	252,680.00	252,680.00
Other Certificated Salaries	1900	14,290.00	2,000.00	16,290.00	10,000.00	16,790.00
Total, Certificated Salaries		1,855,990.00	244,500.00	2,100,490.00	2,254,877.00	2,291,551.00
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	158,775.00	33,500.00	192,275.00	181,873.00	185,581.00
Non-certificated Support Salaries	2200	345,330.00	0.00	345,330.00	364,375.00	371,662.00
Non-certificated Supervisors' and Administrators' Sal.	2300	99,900.00	11,100.00	111,000.00	111,000.00	111,000.00
Clerical and Office Salaries	2400	243,375.00	9,800.00	253,175.00	260,459.00	267,888.00
Other Non-certificated Salaries	2900	24,350.00	0.00	24,350.00	26,837.00	27,334.00
Total, Non-certificated Salaries		871,730.00	54,400.00	926,130.00	944,544.00	963,465.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	FY 2019/20			Totals for 2020-21	Totals for 2021-2022
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	295,200.00	32,800.00	328,000.00	365,500.00	391,700.00
PERS	3201-3202	132,000.00	5,000.00	137,000.00	147,800.00	158,900.00
OASDI / Medicare / Alternative	3301-3302	85,050.00	9,450.00	94,500.00	98,500.00	100,800.00
Health and Welfare Benefits	3401-3402	469,800.00	52,200.00	522,000.00	522,000.00	522,000.00
Unemployment Insurance	3501-3502	26,100.00	2,900.00	29,000.00	30,000.00	31,000.00
Workers' Compensation Insurance	3601-3602	32,801.00	3,635.00	36,436.00	37,500.00	38,900.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,040,951.00	105,985.00	1,146,936.00	1,201,300.00	1,243,300.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	14,000.00	1,000.00	15,000.00	25,000.00	25,000.00
Books and Other Reference Materials	4200	5,500.00	500.00	6,000.00	6,000.00	6,000.00
Materials and Supplies	4300	120,867.00	4,500.00	125,367.00	140,056.00	140,156.00
Noncapitalized Equipment	4400	24,000.00	1,000.00	25,000.00	27,000.00	26,000.00
Food	4700	12,000.00	1,000.00	13,000.00	12,000.00	12,000.00
Total, Books and Supplies		176,367.00	8,000.00	184,367.00	210,056.00	209,156.00
5. Services and Other Operating Expenditures						
Home to School Transportation	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	26,500.00	7,000.00	33,500.00	30,000.00	30,000.00
Dues and Memberships	5300	11,750.00	250.00	12,000.00	12,000.00	12,000.00
Insurance	5400	65,496.00	7,278.00	72,774.00	74,000.00	76,000.00
Operations and Housekeeping Services	5500	102,600.00	0.00	102,600.00	102,600.00	102,600.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	197,000.00	0.00	197,000.00	197,000.00	197,000.00
Professional/Consulting Services and Operating Expend.	5800	314,406.00	45,800.00	360,206.00	364,600.35	363,681.05
Communications	5900	22,500.00	1,500.00	24,000.00	25,300.00	26,500.00
Total, Services and Other Operating Expenditures		740,252.00	61,828.00	802,080.00	805,500.35	807,781.05
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Sites and Improvements of Sites	6100	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	237,350.00	0.00	237,350.00	237,350.00	237,350.00
Total, Capital Outlay		237,350.00	0.00	237,350.00	237,350.00	237,350.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	71,290.00	0.00	71,290.00	68,980.00	66,625.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect / Direct Support Costs	7300-7399	0.00	0.00	0.00		
Total, Other Outgo		71,290.00	0.00	71,290.00	68,980.00	66,625.00
8. TOTAL EXPENDITURES		4,993,930.00	474,713.00	5,468,643.00	5,722,607.35	5,819,228.05
EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		133,445.00	(63,066.00)	70,379.00	115,940.65	161,225.95

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	FY 2019/20			Totals for 2020-21	Totals for 2021-2022
		Unrestricted	Restricted	Total		
OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(63,066.00)	63,066.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(63,066.00)	63,066.00	0.00	0.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		70,379.00	0.00	70,379.00	115,940.65	161,225.95
FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	6,761,717.61	0.00	6,761,717.61	6,832,096.61	6,948,037.26
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		6,761,717.61	0.00	6,761,717.61	6,832,096.61	6,948,037.26
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,832,096.61	0.00	6,832,096.61	6,948,037.26	7,109,263.21
Components of Ending Fund Balance (Optional):						
a) Nonspendable						
Revolving Cash	9711	475,000.00		475,000.00	475,000.00	475,000.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	270,000.00	0.00	270,000.00	258,700.00	258,700.00
b) Restricted	9740	3,705,759.59	3,593,086.42	3,593,086.42	3,478,148.52	3,360,900.37
c) Committed		0.00				
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	198,623.00		198,622.80	198,622.80	198,622.80
d) Assigned		0.00				
Other Assignments	9780	100,000.00		100,000.00	50,000.00	50,000.00
e) Unassigned		0.00				
Reserve for Economic Uncertainties	9789	475,000.00		475,000.00	475,000.00	475,000.00
Unassigned/Unappropriated	9790	1,607,714.02		1,720,387.39	2,012,565.94	2,291,040.04

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

CDS #: 04-61424-6113773

Charter Approving Entity: Chico Unified School District

County: Butte

Charter #: 112

Budgeting Period: 2019/20

This charter school uses the following basis of accounting:

☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
Local Control Funding Formula	8011	2,492,657.00	2,626,604.00	0.00	2,626,604.00
Education Protection Act Funds	8012	805,452.00	799,735.00	0.00	799,735.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019		0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092	0.00	0.00		0.00
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, Revenue Limit Sources		3,298,109.00	3,426,339.00	0.00	3,426,339.00
2. Federal Revenues					
No Child Left Behind	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	63,718.00		70,000.00	70,000.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	13,231.00		10,000.00	10,000.00
Total, Federal Revenues		76,949.00	0.00	80,000.00	80,000.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480	0.00	0.00		0.00
Special Education - State	StateRevSE	190,703.00		281,880.00	281,880.00
All Other State Revenues	StateRevAO	284,611.00	90,186.00	28,567.00	118,753.00
Total, Other State Revenues		475,314.00	90,186.00	310,447.00	400,633.00
4. Other Local Revenues					
Charter Schools Funding in Lieu of Property Taxes	8780	1,165,950.00	1,182,950.00		1,182,950.00
All Other Local Revenues	LocalRevAO	536,300.00	427,900.00	21,200.00	449,100.00
Total, Local Revenues		1,702,250.00	1,610,850.00	21,200.00	1,632,050.00
5. TOTAL REVENUES		5,552,622.00	5,127,375.00	411,647.00	5,539,022.00
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	1,643,600.00	1,593,700.00	103,000.00	1,696,700.00
Certificated Pupil Support Salaries	1200	143,638.00		139,500.00	139,500.00
Certificated Supervisors' and Administrators' Salaries	1300	260,000.00	248,000.00		248,000.00
Other Certificated Salaries	1900	15,870.00	14,290.00	2,000.00	16,290.00
Total, Certificated Salaries		2,063,108.00	1,855,990.00	244,500.00	2,100,490.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	219,000.00	158,775.00	33,500.00	192,275.00
Non-certificated Support Salaries	2200	349,500.00	345,330.00	0.00	345,330.00
Non-certificated Supervisors' and Administrators' Sal.	2300	104,675.00	99,900.00	11,100.00	111,000.00
Clerical and Office Salaries	2400	219,325.00	243,375.00	9,800.00	253,175.00
Other Non-certificated Salaries	2900	20,000.00	24,350.00	0.00	24,350.00
Total, Non-certificated Salaries		912,500.00	871,730.00	54,400.00	926,130.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	328,000.00	295,200.00	32,800.00	328,000.00
PERS	3201-3202	128,000.00	132,000.00	5,000.00	137,000.00
OASDI / Medicare / Alternative	3301-3302	93,000.00	85,050.00	9,450.00	94,500.00
Health and Welfare Benefits	3401-3402	522,000.00	469,800.00	52,200.00	522,000.00
Unemployment Insurance	3501-3502	29,000.00	26,100.00	2,900.00	29,000.00
Workers' Compensation Insurance	3601-3602	39,622.00	32,801.00	3,635.00	36,436.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,139,622.00	1,040,951.00	105,985.00	1,146,936.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	38,000.00	14,000.00	1,000.00	15,000.00
Books and Other Reference Materials	4200	6,000.00	5,500.00	500.00	6,000.00
Materials and Supplies	4300	149,167.00	120,867.00	4,500.00	125,367.00
Noncapitalized Equipment	4400	28,000.00	24,000.00	1,000.00	25,000.00
Food	4700	12,000.00	12,000.00	1,000.00	13,000.00
Total, Books and Supplies		233,167.00	176,367.00	8,000.00	184,367.00
5. Services and Other Operating Expenditures					
Home to School Transportation	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	36,000.00	26,500.00	7,000.00	33,500.00
Dues and Memberships	5300	12,000.00	11,750.00	250.00	12,000.00
Insurance	5400	63,617.00	65,496.00	7,278.00	72,774.00
Operations and Housekeeping Services	5500	102,600.00	102,600.00	0.00	102,600.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	202,000.00	197,000.00	0.00	197,000.00
Professional/Consulting Services and Operating Expend.	5800	373,741.00	314,406.00	45,800.00	360,206.00
Communications	5900	19,600.00	22,500.00	1,500.00	24,000.00
Total, Services and Other Operating Expenditures		809,558.00	740,252.00	61,828.00	802,080.00
6. Capital Outlay					
Sites and Improvements of Sites	6100	0.00			0.00
Buildings and Improvements of Buildings	6200	0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00			0.00
Equipment	6400	0.00			0.00
Equipment Replacement	6500	0.00			0.00
Depreciation Expense (for full accrual only)	6900	237,350.00	237,350.00		237,350.00
Total, Capital Outlay		237,350.00	237,350.00	0.00	237,350.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00		0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00			0.00
All Other Transfers	7280-7299	0.00			0.00
Debt Service:					
Interest	7438	74,670.00	71,290.00		71,290.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Principal	7439	0.00	0.00		0.00
Transfers of Indirect / Direct Support Costs	7300-7399				0.00
Total, Other Outgo		74,670.00	71,290.00	0.00	71,290.00
8. TOTAL EXPENDITURES		5,469,975.00	4,993,930.00	474,713.00	5,468,643.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		82,647.00	133,445.00	(63,066.00)	70,379.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Chico Country Day School

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	(63,066.00)	63,066.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(63,066.00)	63,066.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		82,647.00	70,379.00	0.00	70,379.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	6,914,550.53	6,997,197.53	0.00	6,997,197.53
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		6,914,550.53	6,997,197.53	0.00	6,997,197.53
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,997,197.53	7,067,576.53	0.00	7,067,576.53
Components of Ending Fund Balance (Optional):					
a) Nonspendable					
Revolving Cash	9711	475,000.00	467,410.34		467,410.34
Stores	9712	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00
All Others	9719	270,000.00	258,700.00	0.00	258,700.00
b) Restricted	9740	3,705,759.59		3,593,086.42	3,593,086.42
c) Committed					
Stabilization Arrangements	9750	0.00	0.00		0.00
Other Commitments	9760	198,623.00	198,622.80		198,622.80
d) Assigned					
Other Assignments	9780	100,000.00	100,000.00		100,000.00
e) Unassigned					
Reserve for Economic Uncertainties	9789	475,000.00	475,000.00		475,000.00
Unassigned/Unappropriated	9790	1,772,814.94	5,567,843.39	(3,593,086.42)	1,974,756.97

CCDS CERTIFICATED SALARY SCHEDULE: JUNE 2019 (3.5%)

Step	Class 1: BA + 30 Wage	Class 2: BA + 45 Wage	Class 3: BA + 60 Wage	Class 4: BA + 75 Wage	Class 5: BA + 90 Wage
1	45,200	46,556	47,953	49,391	50,873
2	46,014	47,394	48,816	50,280	51,789
3	46,842	48,247	49,695	51,185	52,721
4	47,685	49,116	50,589	52,107	53,670
5	48,543	50,000	51,500	53,045	54,636
6	49,417	50,900	52,427	53,999	55,619
7	50,307	51,816	53,370	54,971	56,621
8	51,212	52,748	54,331	55,961	57,640
9	52,134	54,067	55,689	57,360	59,081
10	53,437	55,419	57,081	58,794	60,558
11	54,773	56,804	58,508	60,264	62,072
12	56,143	58,224	59,971	61,770	63,623
13	56,704	59,680	61,470	63,315	65,214
14	57,271	61,172	63,007	64,897	66,844
15	57,844	62,701	64,582	66,520	68,516
16	57,844	63,328	66,197	68,183	70,228
17	57,844	63,962	67,852	69,887	71,984
18	57,844	64,601	69,548	71,635	73,784
19	57,844	64,601	70,244	73,426	75,628
20	57,844	64,601	70,946	75,261	77,519
21	57,844	64,601	71,656	76,014	79,457
22	57,844	64,601	71,656	76,774	81,443
23	57,844	64,601	71,656	77,542	83,479
24	57,844	64,601	71,656	78,317	84,314
25	57,844	64,601	71,656	79,100	85,157
26	57,844	64,601	71,656	79,100	86,009
27	57,844	64,601	71,656	79,100	86,869
28	57,844	64,601	71,656	79,100	87,738
29	57,844	64,601	71,656	79,100	87,738
30	57,844	64,601	71,656	79,100	87,738
31	57,844	64,601	71,656	79,100	87,738
32	59,464	66,410	73,662	81,315	90,195

Masters Degree: \$1200

Wage divided by 185 = Daily Wage

Daily Wage divided by 7 = Hourly Wage

Extra Duty Hourly Rate: S1, C1 = \$33.59

Assumptions:

3% between columns, 2.8% bump at 32

Column 1: 1.8% to 8; 2.5% to 12; 1% to 15; 0 16 to 31;

Column 2: 1.8% to 8; 2.5% to 15; 1% to 18; 0 19 to 31;

Column 3: 1.8% to 8; 2.5% to 18; 1% to 21; 0 22 to 31;

Column 4: 1.8% to 8; 2.5% to 20; 1% to 25; 0 26 to 31;

Column 4: 1.8% to 8; 2.5% to 23; 1% to 28; 0 to 31;

[illegible]

Full Time Employees																
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8-10	Step 11-13	Step 14-17	Step 18-21	Step 22-25	Step 26-28	Step 29-31	Step 32
Elementary Office Manager																
	Hourly	\$ 23.85	\$ 24.33	\$ 24.81	\$ 25.31	\$ 25.82	\$ 26.33	\$ 26.86	\$ 27.40	\$ 27.94	\$ 28.50	\$ 29.07	\$ 29.65	\$ 30.25	\$ 30.85	\$ 31.47
	Monthly	\$ 4,134	\$ 4,217	\$ 4,301	\$ 4,387	\$ 4,475	\$ 4,564	\$ 4,656	\$ 4,749	\$ 4,844	\$ 4,941	\$ 5,039	\$ 5,140	\$ 5,243	\$ 5,348	\$ 5,455
	Annually	\$ 49,608	\$ 50,600	\$ 51,612	\$ 52,644	\$ 53,697	\$ 54,771	\$ 55,867	\$ 56,984	\$ 58,124	\$ 59,286	\$ 60,472	\$ 61,681	\$ 62,915	\$ 64,173	\$ 65,457
Human Resource & Risk Management Specialist																
	Hourly	\$ 23.50	\$ 23.97	\$ 24.45	\$ 24.94	\$ 25.44	\$ 25.95	\$ 26.98	\$ 27.52	\$ 28.07	\$ 28.64	\$ 29.21	\$ 29.79	\$ 30.39	\$ 31.00	\$ 31.62
	Monthly	\$ 4,073	\$ 4,155	\$ 4,238	\$ 4,323	\$ 4,409	\$ 4,497	\$ 4,677	\$ 4,771	\$ 4,866	\$ 4,963	\$ 5,063	\$ 5,164	\$ 5,267	\$ 5,373	\$ 5,480
	Annually	\$ 48,880	\$ 49,858	\$ 50,855	\$ 51,872	\$ 52,909	\$ 53,967	\$ 56,126	\$ 57,249	\$ 58,394	\$ 59,562	\$ 60,753	\$ 61,968	\$ 63,207	\$ 64,471	\$ 65,761
School Facility Manager																
	Hourly	\$ 26.00	\$ 26.52	\$ 27.05	\$ 27.59	\$ 28.14	\$ 28.71	\$ 29.28	\$ 30.45	\$ 31.06	\$ 31.68	\$ 32.32	\$ 32.96	\$ 33.62	\$ 34.29	\$ 34.98
	Monthly	\$ 4,507	\$ 4,597	\$ 4,689	\$ 4,783	\$ 4,878	\$ 4,976	\$ 5,075	\$ 5,278	\$ 5,384	\$ 5,491	\$ 5,601	\$ 5,713	\$ 5,828	\$ 5,944	\$ 6,063
	Annually	\$ 54,080	\$ 55,162	\$ 56,265	\$ 57,390	\$ 58,538	\$ 59,709	\$ 60,903	\$ 63,339	\$ 64,606	\$ 65,898	\$ 67,216	\$ 68,560	\$ 69,931	\$ 71,330	\$ 72,757
Accounts Payable & School Data Coordinator																
	Hourly	\$ 22.25	\$ 22.70	\$ 23.15	\$ 23.61	\$ 24.08	\$ 24.57	\$ 25.55	\$ 26.06	\$ 26.58	\$ 27.11	\$ 27.65	\$ 28.21	\$ 28.77	\$ 29.35	\$ 29.93
	Monthly	\$ 3,857	\$ 3,934	\$ 4,012	\$ 4,093	\$ 4,175	\$ 4,258	\$ 4,428	\$ 4,517	\$ 4,607	\$ 4,699	\$ 4,793	\$ 4,889	\$ 4,987	\$ 5,087	\$ 5,189
	Annually	\$ 46,280	\$ 47,206	\$ 48,150	\$ 49,113	\$ 50,095	\$ 51,097	\$ 53,141	\$ 54,204	\$ 55,288	\$ 56,393	\$ 57,521	\$ 58,672	\$ 59,845	\$ 61,042	\$ 62,263
Community Liaison & Marketing Coordinator																
	Hourly	\$ 23.65	\$ 24.12	\$ 24.61	\$ 25.10	\$ 25.60	\$ 26.11	\$ 26.63	\$ 27.17	\$ 27.71	\$ 28.26	\$ 28.83	\$ 29.41	\$ 29.99	\$ 30.59	\$ 31.21
	Monthly	\$ 4,099	\$ 4,181	\$ 4,265	\$ 4,350	\$ 4,437	\$ 4,526	\$ 4,617	\$ 4,709	\$ 4,803	\$ 4,899	\$ 4,997	\$ 5,097	\$ 5,199	\$ 5,303	\$ 5,409
	Annually	\$ 49,192	\$ 50,176	\$ 51,179	\$ 52,203	\$ 53,247	\$ 54,312	\$ 55,398	\$ 56,506	\$ 57,636	\$ 58,789	\$ 59,965	\$ 61,164	\$ 62,387	\$ 63,635	\$ 64,908
Custodian																
	Hourly	\$ 16.00	\$ 16.32	\$ 16.65	\$ 16.98	\$ 17.32	\$ 17.67	\$ 18.02	\$ 18.38	\$ 18.75	\$ 19.12	\$ 19.50	\$ 19.89	\$ 20.29	\$ 20.70	\$ 21.11
	Monthly	\$ 2,773	\$ 2,829	\$ 2,885	\$ 2,943	\$ 3,002	\$ 3,062	\$ 3,123	\$ 3,186	\$ 3,249	\$ 3,314	\$ 3,381	\$ 3,448	\$ 3,517	\$ 3,588	\$ 3,659
	Annually	\$ 33,280	\$ 33,946	\$ 34,625	\$ 35,317	\$ 36,023	\$ 36,744	\$ 37,479	\$ 38,228	\$ 38,993	\$ 39,773	\$ 40,568	\$ 41,379	\$ 42,207	\$ 43,051	\$ 43,912
Music & Drama Director																
	Hourly	\$ 27.95	\$ 28.51	\$ 29.08	\$ 29.66	\$ 30.25	\$ 30.86	\$ 31.48	\$ 32.11	\$ 32.75	\$ 33.40	\$ 34.07	\$ 34.75	\$ 35.45	\$ 36.16	\$ 36.88
	Daily	\$ 224	\$ 228	\$ 233	\$ 237	\$ 242	\$ 247	\$ 252	\$ 257	\$ 262	\$ 267	\$ 273	\$ 278	\$ 284	\$ 289	\$ 295
	Annually	\$ 43,602	\$ 44,474	\$ 45,364	\$ 46,271	\$ 47,196	\$ 48,140	\$ 49,103	\$ 50,085	\$ 51,087	\$ 52,108	\$ 53,151	\$ 54,214	\$ 55,298	\$ 56,404	\$ 57,532
After School Program Director																
	Hourly	\$ 26.95	\$ 27.49	\$ 28.04	\$ 28.60	\$ 29.17	\$ 29.75	\$ 30.35	\$ 30.96	\$ 31.58	\$ 32.21	\$ 32.85	\$ 33.51	\$ 34.18	\$ 34.86	\$ 35.56
	Daily	\$ 216	\$ 220	\$ 224	\$ 229	\$ 233	\$ 238	\$ 243	\$ 248	\$ 253	\$ 258	\$ 263	\$ 268	\$ 273	\$ 279	\$ 284
	Annually	\$ 42,042	\$ 42,883	\$ 43,740	\$ 44,615	\$ 45,508	\$ 46,418	\$ 47,346	\$ 48,293	\$ 49,259	\$ 50,244	\$ 51,249	\$ 52,274	\$ 53,319	\$ 54,386	\$ 55,474
Preschool Director																
	Hourly	\$ 28.00	\$ 28.56	\$ 29.13	\$ 29.71	\$ 30.31	\$ 30.91	\$ 31.53	\$ 32.16	\$ 32.81	\$ 33.46	\$ 34.13	\$ 34.81	\$ 35.51	\$ 36.22	\$ 36.95
	Daily	\$ 224	\$ 228	\$ 233	\$ 238	\$ 242	\$ 247	\$ 252	\$ 257	\$ 262	\$ 268	\$ 273	\$ 279	\$ 284	\$ 290	\$ 296
	Annually	\$ 43,680	\$ 44,554	\$ 45,445	\$ 46,354	\$ 47,281	\$ 48,226	\$ 49,191	\$ 50,175	\$ 51,178	\$ 52,202	\$ 53,246	\$ 54,311	\$ 55,397	\$ 56,505	\$ 57,635

Management

DRAFT - MAY 2019

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 10	Step 15	Step 20	Step 25	Step 30	
Director of Education	212	Hourly	\$ 54.32	\$ 55.95	\$ 57.63	\$ 59.36	\$ 61.14	\$ 62.97	\$ 64.86	\$ 66.81	\$ 68.81	\$ 70.87
		Daily	\$ 434.55	\$ 447.59	\$ 461.02	\$ 474.85	\$ 489.09	\$ 503.76	\$ 518.88	\$ 534.44	\$ 550.48	\$ 566.99
		Annually	\$ 92,125	\$ 94,889	\$ 97,735	\$ 100,667	\$ 103,687	\$ 106,798	\$ 110,002	\$ 113,302	\$ 116,701	\$ 120,202
		w/MA	\$ 93,685	\$ 96,449	\$ 99,295	\$ 102,227	\$ 105,247	\$ 108,358	\$ 111,562	\$ 114,862	\$ 118,261	\$ 121,762
Dean of Students	212	Hourly	\$ 54.32	\$ 55.95	\$ 57.63	\$ 59.36	\$ 61.14	\$ 62.97	\$ 64.86	\$ 66.81	\$ 68.81	\$ 70.87
		Daily	\$ 434.55	\$ 447.59	\$ 461.02	\$ 474.85	\$ 489.09	\$ 503.76	\$ 518.88	\$ 534.44	\$ 550.48	\$ 566.99
		Annually	\$ 92,125	\$ 94,889	\$ 97,735	\$ 100,667	\$ 103,687	\$ 106,798	\$ 110,002	\$ 113,302	\$ 116,701	\$ 120,202
		w/MA	\$ 93,685	\$ 96,449	\$ 99,295	\$ 102,227	\$ 105,247	\$ 108,358	\$ 111,562	\$ 114,862	\$ 118,261	\$ 121,762
Special Education Direct	212	Hourly	\$ 54.32	\$ 55.95	\$ 57.63	\$ 59.36	\$ 61.14	\$ 62.97	\$ 64.86	\$ 66.81	\$ 68.81	\$ 70.87
		Daily	\$ 434.55	\$ 447.59	\$ 461.02	\$ 474.85	\$ 489.09	\$ 503.76	\$ 518.88	\$ 534.44	\$ 550.48	\$ 566.99
		Annually	\$ 92,125	\$ 94,889	\$ 97,735	\$ 100,667	\$ 103,687	\$ 106,798	\$ 110,002	\$ 113,302	\$ 116,701	\$ 120,202
		w/MA	\$ 93,685	\$ 96,449	\$ 99,295	\$ 102,227	\$ 105,247	\$ 108,358	\$ 111,562	\$ 114,862	\$ 118,261	\$ 121,762
Chief Business Officer	212	Hourly	\$ 54.32	\$ 55.95	\$ 57.63	\$ 59.36	\$ 61.14	\$ 62.97	\$ 64.86	\$ 66.81	\$ 68.81	\$ 70.87
		Daily	\$ 434.55	\$ 447.59	\$ 461.02	\$ 474.85	\$ 489.09	\$ 503.76	\$ 518.88	\$ 534.44	\$ 550.48	\$ 566.99
		Annually	\$ 92,125	\$ 94,889	\$ 97,735	\$ 100,667	\$ 103,687	\$ 106,798	\$ 110,002	\$ 113,302	\$ 116,701	\$ 120,202
		w/MA	\$ 93,685	\$ 96,449	\$ 99,295	\$ 102,227	\$ 105,247	\$ 108,358	\$ 111,562	\$ 114,862	\$ 118,261	\$ 121,762
School Psychologist	195	Hourly	\$ 43.27	\$ 45.35	\$ 47.52	\$ 49.80	\$ 52.19	\$ 54.70	\$ 57.33	\$ 60.08	\$ 62.96	\$ 65.98
		Daily	\$ 346.15	\$ 362.77	\$ 380.18	\$ 398.43	\$ 417.56	\$ 437.60	\$ 458.60	\$ 480.62	\$ 503.69	\$ 527.86
		Annually	\$ 67,500	\$ 70,740	\$ 74,136	\$ 77,694	\$ 81,423	\$ 85,332	\$ 89,428	\$ 93,720	\$ 98,219	\$ 102,933
		w/MA	\$ 69,060	\$ 72,300	\$ 75,696	\$ 79,254	\$ 82,983	\$ 86,892	\$ 90,988	\$ 95,280	\$ 99,779	\$ 104,493

June 19 - 3.5%



2018-2019 EMPLOYMENT AGREEMENT

Director of Education

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **Wendy Fairon**, the ("Employee") and **Chico Country Day School** the ("School"), a California Nonprofit Public Benefit Corporation.

A. Recitals

1. The School desires to secure the services of Employee as Director of Education and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for employee; and
2. Employee desires to perform such services for the School, on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is hired for the job of Director of Education for the School and will perform the duties set forth on the job description attached as Exhibit "A" as well as any tasks reasonably assigned by the Board of Directors of the School ("Board"). The Employee will devote her time and energy to the business of the School, will use her best efforts to promote the success of the School, and will cooperate fully in the advancement of the best interests of the School. The Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing when he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. The School will then determine if a potential or actual conflict of interest exists.

2. Term

Subject to the terms and conditions of this Agreement, the School hereby agrees to employ Employee, and Employee hereby accepts employment by the School, for the period from July 1, 2019 to June 30, 2020 (the "Term") unless terminated earlier pursuant to Paragraph 9.

3. Work Days & Hours



It is anticipated that Employee's work hours will encompass the School's normal operating hours as well as any additional hours which are necessary to the accomplishment of her duties. Employee's work hours may or may not exceed forty hours per week. The Employee will work a total of 212 days per academic year. Employee will be an exempt employee and will not be eligible for overtime.

4. Compensation

In consideration for the services to be rendered under this Agreement, the School will pay Employee a gross annual salary of \$102,227/year for the terms of this contract less applicable withholding and authorized deductions. Salary will be paid bi-monthly over the Term beginning with the first pay period following the first day of the Term. School shall not, during the term of the agreement reduce the salary and/or other benefits of Employee as provided herein. Salary will be reviewed once per year, and nothing in this contract shall prevent the Board from increasing the annual salary to reward performance or provide a COLA increase.

5. Employee Benefits

Employee will be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of employees, which from time to time may be amended after meeting with and agreeing with Employee and modified by the School. These include, but are not limited to, holidays, retirement and health and welfare benefits as is provided to School employees as of the time the Parties entered into this Agreement.

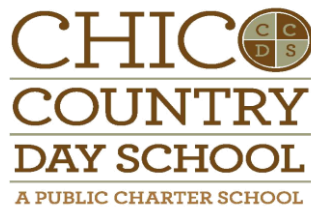
6. Leave

a. Sick Leave

Employee shall earn one day paid sick leave for each month of employment up to a maximum of twelve (12). Accrual commences on Employee's first day of employment and continues during the Term. Requests for and use of sick leave shall be governed by the School's policies then in effect. There shall be no cap on accrual of sick leave. Sick leave will not be paid out on termination.

b. Vacation

In accordance with the CCDS Personnel Policies, Employee shall accrue twelve (12) days or 96 hours of paid vacation leave during the Term. Accrual commences on Employee's first day of employment and continues during the Term. Employee will continue to accrue vacation leave up to a maximum of 144 hours of leave. After the Employee accrues 144 hours of vacation leave, no more vacation shall accrue until some vacation time is taken. Employee may take vacation only after it has accrued. Employee shall make all requests for vacation leave in accordance with Employer's policies in effect at that time. Employee's requests for vacation time are subject to Employer's needs.



c. Holidays

Employee shall be entitled to paid holidays as set forth in the School's employee handbook and as designated in the School's academic calendar, not including the summer break. Employee shall not be eligible for holiday pay unless Employee works on the last work day prior to the holiday and the first work day following the holiday. For purposes of determining eligibility for holiday pay only, taking a pre-approved day of paid vacation leave shall be the same as working.

7. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

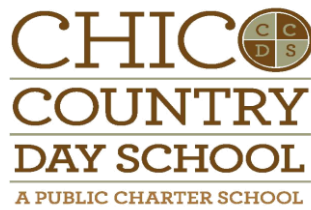
Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

8. Supervision/Evaluation

The Employee will be supervised in her employment by the Board. The Board anticipates evaluating Employee's performance at least one time per year, but may perform evaluations more frequently or not at all. Failure by the Board to evaluate Employee will not prevent the School from terminating Employee's employment pursuant to paragraph 2. Any evaluation shall be in writing and Employee shall have a reasonable opportunity to discuss her evaluation with the Board.

If desired, the Board and Employee may define the criteria they determine necessary for the proper operation of the School and the attainment of the School's goals and objectives and may further establish a relative priority among them. Any such goals and objectives shall be reduced to writing. Any such goals and objectives shall be reasonably



attainable within the time and budgetary resources allocated to employee to achieve them.

9. Professional Memberships

The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved in advance by the Board.

10. Business Expenses

- a. Upon submission of timely receipts or other approved documentation and requests for reimbursement, the School shall reimburse Employee for reasonable expenses incurred and paid by Employee in the course and scope of her employment on behalf of the School, including:
 - 1. Business expenses associated with civic, entertainment, school, and community affairs not otherwise covered by this Agreement;
 - 2. Actual and necessary travel expenses incurred and paid by Employee in the conduct of her duties on behalf of the School including reimbursement for mileage at a rate set by the IRS.
 - 3. Attendance at professional development training.

11. Termination of Agreement/Employment

- d. Mutual Agreement of the Parties. This Agreement may be terminated at any time by mutual consent for any reason upon written agreement signed by the parties.
- e. 30 Days Written Notice. Either Employee or the School may terminate this Agreement by giving thirty (30) days written notice to the other party.
 - i. Should Employee give notice pursuant to this section, the School has the option of accepting Employee's resignation effective immediately.
 - ii. The School has the option of terminating this Agreement immediately in exchange for paying Employee an amount equal to one month's pay in lieu of the notice period.
- f. Termination For Cause.
 - i. The Employee may be terminated by the School at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension with or without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; violation of the School's policies or practices; endangerment of a student; any of the causes



listed in Education Code sections 44836, 44837, 44932 and 44933; the Employee's failure to perform his or her duties.

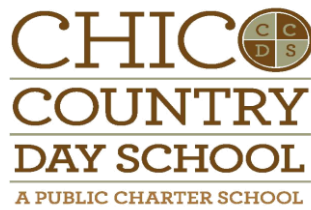
- ii. The School shall not terminate this Agreement pursuant to this paragraph until a Notice of Intent to Terminate containing a written statement of the grounds for termination has first been delivered to the Employee either personally, by e-mail or by mail (including overnight mail) to the mailing address that has been provided to the School. The Employee shall have the right to provide a written or verbal response to the School within five (5) days of receipt of the Notice of Intent to Terminate. Should the Employee refuse or fail to accept the Notice of Intent to Terminate within ten (10) days of its issuance, the School shall have the option to proceed with the termination. If the School terminates Employee's employment, the Employee shall have the right to a representative of his or her choice at a conference with the Board only if the Employee has exercised his or her right to provide a timely written or verbal response. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. If the Employee has failed to provide a timely written or verbal response, the Employee shall have waived his or her right to a conference with the Board.
- g. Death of Employee. The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement.
- h. Revocation/Nonrenewal. In the event that the School's charter with its granting agency is either revoked or not renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Sections c or d above.

3. Renewal of Agreement

On or before May 1, 2020, Employee shall give written notice to Employer if she wishes to extend this Agreement on the same terms and conditions for an additional period as mutually agreed. Thereafter, Employer shall determine within 30 days whether or not it wishes to extend the Agreement and shall give written notice to Employee of its decision. If the Employer approves such extension, the Agreement shall continue for an additional period as agreed. If the Employer disapproves such extension, this Agreement shall terminate on June 30, 2018, and thereafter Employee shall not be entitled to any compensation except for any accrued vested benefits. If the Employer fails to respond, the Agreement shall terminate on June 30, 2018 and thereafter, Employee shall be employed on an at-will basis at the same rate of compensation.

4. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to



have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, the Employee is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. General Provisions

1. Entire Agreement

This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified or terminated except by another agreement in writing executed by the School and Employee. The Agreement shall not be modified without the written consent of both Employee and School.

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

3. Governing Law

This Agreement will be governed by, construed and enforced in accordance with the laws of the State of California.

4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Execution of Counterparts.

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

6. Waiver.

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual



requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

7. Interpretation and Opportunity For Counsel.

The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.
2. All information I have provided to the School related to my employment is true and accurate.
3. This is the entire agreement between the School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ **Date:** _____

Approved by the Board:

Date: _____

Chico Country Day Charter School Board of Directors

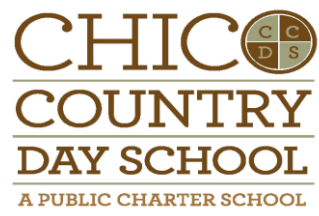


EXHIBIT A



2018-2019 EMPLOYMENT AGREEMENT

Dean of Students

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **Diana Fischer**, the ("Employee") and **Chico Country Day School** the ("School"), a California Nonprofit Public Benefit Corporation.

A. Recitals

1. The School desires to secure the services of Employee as Dean of Students and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for employee; and
2. Employee desires to perform such services for the School, on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is hired for the job of 1.0 FTE Dean of Students for the School and will perform the duties set forth on the job description attached as Exhibit "A" as well as any tasks reasonably assigned by the Board of Directors of the School ("Board"). The Employee will devote her time and energy to the business of the School, will use her best efforts to promote the success of the School, and will cooperate fully in the advancement of the best interests of the School. The Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing when he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. The School will then determine if a potential or actual conflict of interest exists.

2. Term



Subject to the terms and conditions of this Agreement, the School hereby agrees to employ Employee, and Employee hereby accepts employment by the School, for the period from July 1, 2019 to June 30, 2020 (the “Term”) unless terminated earlier pursuant to Paragraph 9.

3. Work Days & Hours

It is anticipated that Employee’s work hours will encompass the School’s normal operating hours as well as any additional hours which are necessary to the accomplishment of her duties. Employee’s work hours may or may not exceed forty hours per week. The Employee will work a total of 212 days per academic year. Employee will be an exempt employee and will not be eligible for overtime.

4. Compensation

In consideration for the services to be rendered under this Agreement, the School will pay Employee a gross annual salary of \$100,667 per year for the terms of this contract less applicable withholding and authorized deductions. Salary will be paid bi-monthly over the Term beginning with the first pay period following the first day of the Term. School shall not, during the term of the agreement reduce the salary and/or other benefits of Employee as provided herein. Salary will be reviewed once per year, and nothing in this contract shall prevent the Board from increasing the annual salary to reward performance or provide a COLA increase. The salary is based on the Administrative Contract Salary Scale, Step 4.

5. Employee Benefits

Employee will be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of employees, which from time to time may be amended after meeting with and agreeing with Employee and modified by the School. These include, but are not limited to, holidays, retirement and health and welfare benefits as is provided to School employees as of the time the Parties entered into this Agreement.

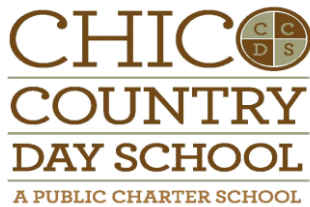
6. Leave

a. Sick Leave

Employee shall earn one day paid sick leave for each month of employment up to a maximum of twelve (12). Accrual commences on Employee’s first day of employment and continues during the Term. Requests for and use of sick leave shall be governed by the School’s policies then in effect. There shall be no cap on accrual of sick leave. Sick leave will not be paid out on termination.

b. Vacation

In accordance with the CCDS Personnel Policies, employee shall accrue twelve (12) days or 96 hours of paid vacation leave during the Term. Accrual commences on Employee’s



first day of employment and continues during the Term. Employee will continue to accrue vacation leave up to a maximum of 144 hours of leave. After the Employee accrues 144 hours of vacation, no more vacation shall accrue until some vacation time is taken. Employee may take vacation only after it has accrued. Employee shall make all requests for vacation leave in accordance with Employer's policies in effect at that time. Employee's requests for vacation time are subject to Employer's needs.

c. Holidays

Employee shall be entitled to paid holidays as set forth in the School's employee handbook and as designated in the School's academic calendar, not including the summer break. Employee shall not be eligible for holiday pay unless Employee works on the last work day prior to the holiday and the first work day following the holiday. For purposes of determining eligibility for holiday pay only, taking a pre-approved day of paid vacation leave shall be the same as working.

7. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

8. Supervision/Evaluation

The Employee will be supervised in her employment by the Board. The Board anticipates evaluating Employee's performance at least one time per year, but may perform evaluations more frequently or not at all. Failure by the Board to evaluate



Employee will not prevent the School from terminating Employee's employment pursuant to paragraph 2. Any evaluation shall be in writing and Employee shall have a reasonable opportunity to discuss her evaluation with the Board.

If desired, the Board and Employee may define the criteria they determine necessary for the proper operation of the School and the attainment of the School's goals and objectives and may further establish a relative priority among them. Any such goals and objectives shall be reduced to writing. Any such goals and objectives shall be reasonably attainable within the time and budgetary resources allocated to employee to achieve them.

9. Professional Memberships

The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved in advance by the Board.

10. Business Expenses

- a. Upon submission of timely receipts or other approved documentation and requests for reimbursement, the School shall reimburse Employee for reasonable expenses incurred and paid by Employee in the course and scope of her employment on behalf of the School, including:
 - 1. Business expenses associated with civic, entertainment, school, and community affairs not otherwise covered by this Agreement;
 - 2. Actual and necessary travel expenses incurred and paid by Employee in the conduct of her duties on behalf of the School including reimbursement for mileage at a rate set by the IRS.
 - 3. Attendance at professional development training.

11. Termination of Agreement/Employment

- d. Mutual Agreement of the Parties. This Agreement may be terminated at any time by mutual consent for any reason upon written agreement signed by the parties.
- e. 30 Days Written Notice. Either Employee or the School may terminate this Agreement by giving thirty (30) days written notice to the other party.
 - i. Should Employee give notice pursuant to this section, the School has the option of accepting Employee's resignation effective immediately.
 - ii. The School has the option of terminating this Agreement immediately in exchange for paying Employee an amount equal to one month's pay in lieu of the notice period.

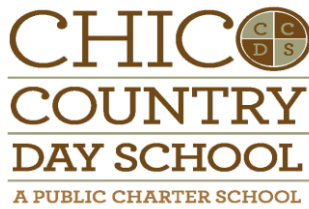


f. Termination For Cause.

- i. The Employee may be terminated by the School at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension with or without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; violation of the School's policies or practices; endangerment of a student; any of the causes listed in Education Code sections 44836, 44837, 44932 and 44933; the Employee's failure to perform his or her duties.
 - ii. The School shall not terminate this Agreement pursuant to this paragraph until a Notice of Intent to Terminate containing a written statement of the grounds for termination has first been delivered to the Employee either personally, by e-mail or by mail (including overnight mail) to the mailing address that has been provided to the School. The Employee shall have the right to provide a written or verbal response to the School within five (5) days of receipt of the Notice of Intent to Terminate. Should the Employee refuse or fail to accept the Notice of Intent to Terminate within ten (10) days of its issuance, the School shall have the option to proceed with the termination. If the School terminates Employee's employment, the Employee shall have the right to a representative of his or her choice at a conference with the Board only if the Employee has exercised his or her right to provide a timely written or verbal response. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. If the Employee has failed to provide a timely written or verbal response, the Employee shall have waived his or her right to a conference with the Board.
- g. Death of Employee. The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement.
- h. Revocation/Nonrenewal. In the event that the School's charter with its granting agency is either revoked or not renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Sections c or d above.

3. Renewal of Agreement

On or before May 1, 2020, Employee shall give written notice to Employer if she wishes to extend this Agreement on the same terms and conditions for an additional period as mutually agreed. Thereafter, Employer shall determine within 30 days whether or not it wishes to extend the Agreement and shall give written notice to Employee of its decision. If the Employer approves such extension, the Agreement shall continue for an additional period as agreed. If the Employer disapproves such extension, this Agreement shall terminate on June 30, 2018, and thereafter Employee shall not be entitled to any compensation except for any accrued vested benefits. If the Employer fails to respond, the Agreement shall terminate on June 30, 2018 and thereafter, Employee shall be employed on an at-will basis at the same rate of compensation.



4. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, the Employee is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. General Provisions

1. Entire Agreement

This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified or terminated except by another agreement in writing executed by the School and Employee. The Agreement shall not be modified without the written consent of both Employee and School.

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

3. Governing Law

This Agreement will be governed by, construed and enforced in accordance with the laws of the State of California.

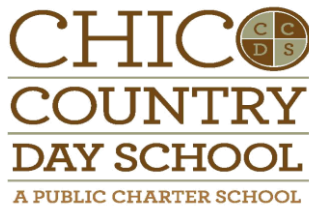
4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Execution of Counterparts.

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

6. Waiver.



Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

7. Interpretation and Opportunity For Counsel.

The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.
2. All information I have provided to the School related to my employment is true and accurate.
3. This is the entire agreement between the School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:_____ **Date:**_____

Approved by the Board:

Date:_____

Chico Country Day Charter School Board of Directors

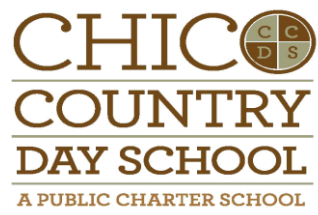
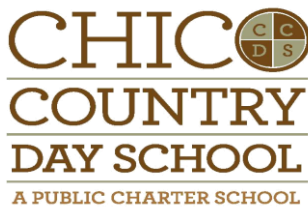


EXHIBIT A



2018-2019 EMPLOYMENT AGREEMENT

CHIEF BUSINESS OFFICER

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **MARGARET REECE**, the ("Employee") and **Chico Country Day School** (the "School"), a California Nonprofit Public Benefit Corporation.

A. Recitals

1. The School desires to secure the services of Employee as CHIEF BUSINESS OFFICER and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for employee; and
2. Employee desires to perform such services for the School, on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is hired for the job of CHIEF BUSINESS OFFICER for the School and will perform the duties set forth on the job description attached as Exhibit "A" as well as any tasks reasonably assigned by the Board of Directors of the School ("Board"). The Employee will devote her time and energy to the business of the School, will use her best efforts to promote the success of the School, and will cooperate fully in the advancement of the best interests of the School. The Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing if he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. The School will then determine if a potential or actual conflict of interest exists.

2. Term

Subject to the terms and conditions of this Agreement, the School hereby agrees to employ Employee, and Employee hereby accepts employment by the School, for



the period from July 1, 2019 to June 30, 2020 (the "Term") unless terminated earlier pursuant to Paragraph 11. During the Term, Employee shall work a minimum of 205 days.

3. Work Days & Hours

It is anticipated that Employee's work hours will encompass the School's normal operating hours as well as any additional hours which are necessary to the accomplishment of her duties. Employee's work hours may or may not exceed forty hours per week. Employee shall work 205 days within a calendar year. Employee will be an exempt employee and will not be eligible for overtime.

4. Compensation

In consideration for the services to be rendered under this Agreement, the School will pay Employee a gross annual salary of \$111,562/year for the terms of this contract less applicable withholding and authorized deductions. Salary will be paid bi-monthly over the Term beginning with the first pay period following the first day of the Term. School shall not, during the term of the agreement reduce the salary and/or other benefits of Employee as provided herein. Salary will be reviewed once per year, and nothing in this contract shall prevent the Board from increasing the annual salary to reward performance or provide a COLA increase. The salary is based on the CCDS Administrative Contract Salary Schedule, Step 17 with a Masters Degree.

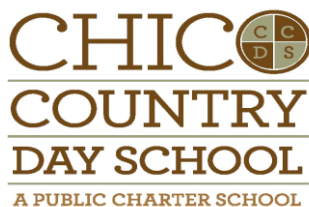
5. Employee Benefits

Employee will be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of employees, which from time to time may be amended after meeting with and agreeing with Employee and modified by the School. These include, but are not limited to, holidays, retirement and health and welfare benefits as is provided to School employees as of the time the Parties entered into this Agreement. During the Term of this Agreement, the School shall make employee's contributions to the California State Public Employee's Retirement System (CalPERS).

6. Leave

a. Sick Leave

Employee shall earn one day of paid sick leave for each month of employment up to a maximum of twelve (12) days. Accrual commences on Employee's first day of employment and continues during the Term. Requests for and use of sick leave shall be governed by the School's policies then in effect. There shall be no cap on accrual of sick leave. Sick leave will not be paid out on termination.



b. Vacation

In accordance with the CCDS Personnel Policies, Employee shall accrue twenty-one (21) days or 168 hours of paid vacation leave during the Term. Accrual commences on Employee's first day of employment and continues during the Term. Employee will continue to accrue vacation leave in accordance with the CCDS Personnel Policies, up to a maximum of 252 hours. After the Employee accrues 252 hours of vacation, no more vacation shall accrue until some vacation time is taken. Employee may take vacation only after it has accrued. Employee shall make all requests for vacation leave in accordance with Employer's policies in effect at that time. Employee's requests for vacation time are subject to Employer's needs.

c. Holidays

Employee shall be entitled to paid holidays as set forth in the School's employee handbook and as designated in the School's academic calendar, not including the summer break. Employee shall not be eligible for holiday pay unless Employee works on the last work day prior to the holiday and the first work day following the holiday. For purposes of determining eligibility for holiday pay only, taking a pre-approved day of paid vacation leave shall be the same as working.

7. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public,



including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying

information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

8. Evaluation

The Employee will be supervised in her employment by the Board. The Board anticipates evaluating Employee's performance at least one time per year, but may perform evaluations more frequently or not at all. Failure by the Board to evaluate Employee will not prevent the School from terminating Employee's employment pursuant to paragraph 11. Any evaluation shall be in writing and Employee shall have a reasonable opportunity to discuss her evaluation with the Board.

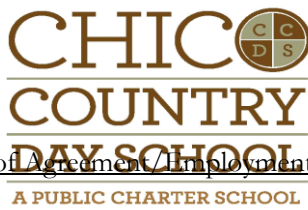
If desired, the Board and Employee may define the criteria they determine necessary for the proper operation of the School and the attainment of the School's goals and objectives and may further establish a relative priority among them. Any such goals and objectives shall be reduced to writing. Any such goals and objectives shall be reasonably attainable within the time and budgetary resources allocated to employee to achieve them.

9. Professional Memberships

The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved in advance by the Board.

10. Business Expenses

- a. Upon submission of timely receipts or other approved documentation and requests for reimbursement, the School shall reimburse Employee for reasonable expenses incurred and paid by Employee in the course and scope of her employment on behalf of the School, including:
 - (1) Business expenses associated with civic, entertainment, school, and community affairs not otherwise covered by this Agreement.
 - (2) Actual and necessary travel expenses incurred and paid by Employee in the conduct of her duties on behalf of the School including reimbursement for mileage at a rate set by the IRS.
 - (3) Attendance at professional development training.



11. Termination of Agreement/Employment

- a. Mutual Agreement of the Parties. This Agreement may be terminated at any time by mutual consent for any reason upon written agreement signed by the parties.
- b. 30 Days Written Notice. Either Employee or the School may terminate this Agreement by giving thirty (30) days written notice to the other party.
- (1) Should Employee give notice pursuant to this section, the School has the option of accepting Employee's resignation effective immediately.
 - (2) The School has the option of terminating this Agreement immediately in exchange for paying Employee an amount equal to one month's pay in lieu of the notice period.
- c. Termination For Cause.
- (1) The Employee may be terminated by the School at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension with or without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; violation of the School's policies or practices; endangerment of a student; any of the causes listed in Education Code sections 44836, 44837, 44932 and 44933; the Employee's failure to perform his or her duties.
 - (2) The School shall not terminate this Agreement pursuant to this paragraph until a Notice of Intent to Terminate containing a written statement of the grounds for termination has first been delivered to the Employee either personally, by e-mail or by mail (including overnight mail) to the mailing address that has been provided to the School. The Employee shall have the right to provide a written or verbal response to the School within five (5) days of receipt of the Notice of Intent to Terminate. Should the Employee refuse or fail to accept the Notice of Intent to Terminate within ten (10) days of its issuance, the School shall have the option to proceed with the termination. If the School terminates Employee's employment, the Employee shall have the right to a representative of his or her choice at a conference with the Board only if the Employee has exercised his or her right to provide a timely written or verbal response. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. If the Employee has failed to provide a timely written or verbal response, the Employee shall have waived his or her right to a conference with the Board.



- d. Death of Employee. The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement.
- e. Revocation/Nonrenewal. In the event that the School's charter with its granting agency is either revoked or not renewed, this Agreement shall terminate immediately upon the effective date of the

revocation/nonrenewal of the charter, and without the need for the process outlined in Sections c or d above.

12. Renewal of Agreement

On or before May 1, 2020, Employee shall give written notice to Employer if she wishes to extend this Agreement on the same terms and conditions for an additional period as mutually agreed. Thereafter, Employer shall determine within 30 days whether or not it wishes to extend the Agreement and shall give written notice to Employee of its decision. If the Employer approves such extension, the Agreement shall continue for an additional period as agreed. If the Employer disapproves such extension, this Agreement shall terminate on June 30, 2018, and thereafter Employee shall not be entitled to any compensation except for any accrued vested benefits. If the Employer fails to respond, the Agreement shall terminate on June 30, 2018 and thereafter, Employee shall be employed on an at-will basis at the same rate of compensation.

13. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

By executing this Agreement, the Employee is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. General Provisions

1. Entire Agreement

This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified or terminated except by another agreement in writing executed by the



School and Employee. The Agreement shall not be modified without the written consent of both a Employee and School

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall

not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

3. Governing Law

This Agreement will be governed by, construed and enforced in accordance with the laws of the State of California.

4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

6. Waiver

Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

7. Interpretation and Opportunity For Counsel

The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy



or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein. All information I have provided to the School related to my employment is true and accurate.
3. This is the entire agreement between the School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ **Date:** _____

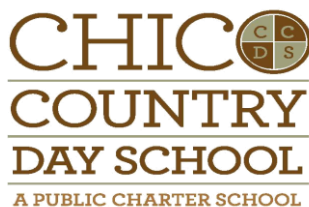
Approved by the Board:

Date: _____

Chico Country Day Charter School Board of Directors



EXHIBIT A



2018-2019 EMPLOYMENT AGREEMENT

School Psychologist & Director of Special Education

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **Amie Parent**, the ("Employee") and **Chico Country Day School** the ("School"), a California Nonprofit Public Benefit Corporation.

A. Recitals

1. The School desires to secure the services of Employee as School Psychologist & Director of Special Education and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for employee; and
2. Employee desires to perform such services for the School, on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. Employment Terms and Conditions

1. Duties

Employee is hired for the job of School Psychologist & Director of Special Education for the School and will perform the duties set forth on the job description attached as Exhibit "A" as well as any tasks reasonably assigned by the Board of Directors of the School ("Board"). The Employee will devote her time and energy to the business of the School, will use her best efforts to promote the success of the School, and will cooperate fully in the advancement of the best interests of the School. The Employee shall comply with all school policies and procedures including those specified in the Employee Handbook. If the terms of this Agreement differ from those in the Employee Handbook, this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours with the School.

Employee shall inform the School in writing when he or she accepts outside employment. Such notice shall include written assurances that Employee's outside employment shall not interfere with his or her duties. The School will then determine if a potential or actual conflict of interest exists.

2. Term



Subject to the terms and conditions of this Agreement, the School hereby agrees to employ Employee, and Employee hereby accepts employment by the School, for the period from July 1, 2019 to June 30, 2020 (the “Term”) unless terminated earlier pursuant to Paragraph 9.

3. Work Days & Hours

It is anticipated that Employee’s work hours will encompass the School’s normal operating hours as well as any additional hours which are necessary to the accomplishment of her duties. Employee’s work hours may or may not exceed forty hours per week. The Employee will work a total of 204 days per academic year. Employee will be an exempt employee and will not be eligible for overtime.

4. Compensation

In consideration for the services to be rendered under this Agreement, the School will pay Employee a gross annual salary of \$102,227/year for the terms of this contract less applicable withholding and authorized deductions. Salary will be paid bi-monthly over the Term beginning with the first pay period following the first day of the Term. School shall not, during the term of the agreement reduce the salary and/or other benefits of Employee as provided herein. Salary will be reviewed once per year, and nothing in this contract shall prevent the Board from increasing the annual salary to reward performance or provide a COLA increase. The salary is based on the Administrative Contract Salary Scale, Step 4 with a Masters Degree.

5. Employee Benefits

Employee will be entitled to participate in designated employee benefit programs and plans established by the School (subject to program and eligibility requirements) for the benefit of employees, which from time to time may be amended after meeting with and agreeing with Employee and modified by the School. These include, but are not limited to, holidays, retirement and health and welfare benefits as is provided to School employees as of the time the Parties entered into this Agreement.

6. Leave

a. Sick Leave

Employee shall earn one day paid sick leave for each month of employment up to a maximum of twelve (12). Accrual commences on Employee’s first day of employment and continues during the Term. Requests for and use of sick leave shall be governed by the School’s policies then in effect. There shall be no cap on accrual of sick leave. Sick leave will not be paid out on termination.

b. Vacation

In accordance with the CCDS Personnel Policies, Employee shall accrue twelve (12) days or 96 hours of paid vacation leave during the Term. Accrual commences on Employee’s



first day of employment and continues during the Term. Employee will continue to accrue vacation leave up to a maximum of 144 hours of leave. After the Employee accrues 144 hours of vacation, no more vacation shall accrue until some vacation time is taken. Employee may take vacation only after it has accrued. Employee shall make all requests for vacation leave in accordance with Employer's policies in effect at that time. Employee's requests for vacation time are subject to Employer's needs.

c. Holidays

Employee shall be entitled to paid holidays as set forth in the School's employee handbook and as designated in the School's academic calendar, not including the summer break. Employee shall not be eligible for holiday pay unless Employee works on the last work day prior to the holiday and the first work day following the holiday. For purposes of determining eligibility for holiday pay only, taking a pre-approved day of paid vacation leave shall be the same as working.

7. Confidential Information

All confidential information of the School that Employee has knowledge of or access to shall be the exclusive property of the School both during and after Employee's employment. Employee shall not, directly or indirectly, disclose or use any confidential information other than for the sole benefit of the School, either during Employee's employment or at any other time thereafter, without the prior written consent of the School, except to the extent that such use or disclosure is made by reason of Employee's job responsibilities.

Employee shall not take any confidential information that is in written form, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with the School without the prior written consent of the School. Upon the termination of Employee's employment with the School, Employee shall deliver promptly and return to the School all such materials, along with all other School property in the Employee's possession, custody, or control.

Materials developed by Employee for purposes of his or her employment at the School shall be the property of the School

For the purposes of this section, "confidential information" shall mean all information, data, or knowledge regarding the School, its operations, employees, students, parents, contractors, or vendors not known generally to the public, including, but not limited to, research and development, trade secrets, existing or proposed computer or education programs, purchases, sales, student identifying information, financial and marketing information, lesson plans, business plans, fundraising strategies, or benefits information.

8. Supervision/Evaluation

The Employee will be supervised in her employment by the Board. The Board anticipates evaluating Employee's performance at least one time per year, but may perform evaluations more frequently or not at all. Failure by the Board to evaluate



Employee will not prevent the School from terminating Employee's employment pursuant to paragraph 2. Any evaluation shall be in writing and Employee shall have a reasonable opportunity to discuss her evaluation with the Board.

If desired, the Board and Employee may define the criteria they determine necessary for the proper operation of the School and the attainment of the School's goals and objectives and may further establish a relative priority among them. Any such goals and objectives shall be reduced to writing. Any such goals and objectives shall be reasonably attainable within the time and budgetary resources allocated to employee to achieve them.

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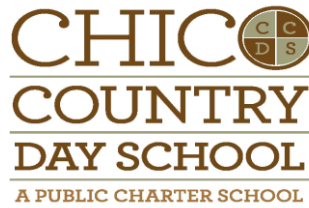
The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved in advance by the Board.

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- a. Upon submission of timely receipts or other approved documentation and requests for reimbursement, the School shall reimburse Employee for reasonable expenses incurred and paid by Employee in the course and scope of her employment on behalf of the School, including:
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 - 3. Attendance at professional development training.

11. Termination of Agreement/Employment

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- e. 30 Days Written Notice. Either Employee or the School may terminate this Agreement by giving thirty (30) days written notice to the other party.
 - i. Should Employee give notice pursuant to this section, the School has the option of accepting Employee's resignation effective immediately.
 - ii. The School has the option of terminating this Agreement immediately in exchange for paying Employee an amount equal to one month's pay in lieu of the notice period.



f. Termination For Cause.

- i. The Employee may be terminated by the School at any time for cause. In addition, the Employee may be disciplined (e.g., reprimand, suspension with or without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; violation of the School's policies or practices; endangerment of a student; any of the causes listed in Education Code sections 44836, 44837, 44932 and 44933; the Employee's failure to perform his or her duties.
 - ii. The School shall not terminate this Agreement pursuant to this paragraph until a Notice of Intent to Terminate containing a written statement of the grounds for termination has first been delivered to the Employee either personally, by e-mail or by mail (including overnight mail) to the mailing address that has been provided to the School. The Employee shall have the right to provide a written or verbal response to the School within five (5) days of receipt of the Notice of Intent to Terminate. Should the Employee refuse or fail to accept the Notice of Intent to Terminate within ten (10) days of its issuance, the School shall have the option to proceed with the termination. If the School terminates Employee's employment, the Employee shall have the right to a representative of his or her choice at a conference with the Board only if the Employee has exercised his or her right to provide a timely written or verbal response. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law. If the Employee has failed to provide a timely written or verbal response, the Employee shall have waived his or her right to a conference with the Board.
- g. Death of Employee. The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement.
- h. Revocation/Nonrenewal. In the event that the School's charter with its granting agency is either revoked or not renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Sections c or d above.

3. Renewal of Agreement

On or before May 1, 2020, Employee shall give written notice to Employer if she wishes to extend this Agreement on the same terms and conditions for an additional period as mutually agreed. Thereafter, Employer shall determine within 30 days whether or not it wishes to extend the Agreement and shall give written notice to Employee of its decision. If the Employer approves such extension, the Agreement shall continue for an additional period as agreed. If the Employer disapproves such extension, this Agreement shall terminate on June 30, 2018, and thereafter Employee shall not be entitled to any compensation except for any accrued vested benefits. If the Employer fails to respond, the Agreement shall terminate on June 30, 2018 and thereafter, Employee shall be employed on an at-will basis at the same rate of compensation.



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By executing this Agreement, the Employee is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

C. General Provisions

1. Entire Agreement

This Agreement sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, and shall not be modified or terminated except by another agreement in writing executed by the School and Employee. The Agreement shall not be modified without the written consent of both Employee and School.

2. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

3. Governing Law

This Agreement will be governed by, construed and enforced in accordance with the laws of the State of California.

4. Successors and Assigns

Neither party shall have the right to assign this personal Agreement, or any rights or obligations hereunder, without the consent of the other party.

5. Execution of Counterparts.

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

6. Waiver.



Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. The waiving party may, at any time thereafter, require further compliance by the other party hereto with the requirements or provisions of this Agreement that have been so waived. The consent of one party to any act by the other party for which such written consent was required shall not be deemed to imply consent or waiver of the necessity of obtaining such written consent for the same or similar acts in the future. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

7. Interpretation and Opportunity For Counsel.

The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with the School on the terms specified herein.
2. All information I have provided to the School related to my employment is true and accurate.
3. This is the entire agreement between the School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature:_____ **Date:**_____

Approved by the Board:

Date:_____

Chico Country Day Charter School Board of Directors



EXHIBIT A