

1. A more substantial IEP process/description to be reasonably equivalent to the 504 section.

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. The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

As mentioned above, the Charter School follows the policies, procedures and requirements of the El Dorado County Office of Education Charter Local Plan for Special Education. The key portions of the procedural information from the El Dorado SELPA are attached and also found on the El Dorado County SELPA Website.

El Dorado SELPA [Referral Process](#)

El Dorado SELPA [IEP Meeting Procedural Guidelines](#)

2. The percentage of students who are immunized.

Because the health and safety of our school community is our number one priority, Chico Country Day School strictly adheres to California state law in regards to mandated immunizations. For the 2018-2019 school year CCDS had a kindergarten AND 7th grade immunization rate of >95% for all required vaccines as reported by law to the state. This is similar to immunization rates that we've reported for the past 5 years.

3. One of our board members addressed the 24 hour response time to the lottery as reasonable or not.

We have considered a longer option for response on this in the past and the challenge becomes filling openings in a timely manner when they do occur. If, for instance, waitlist students 1 and 2 decline the spots and we move in to waitlist student 3, a 48 hour window could leave us with an opening for over a week. This is particularly challenging the week before school when we are attempting to fill any openings before the first day of school, which is really best for students. So while we have considered a longer response time, we find that 24 hours is appropriate and in the best interest of students and families at our school. If a parent requests a bit longer to notify us, we have made exceptions. Our registrar also follows up with a phone call, text, and email if she hasn't heard from a family and does her due diligence to ensure a family hasn't missed the notification regarding an opening for their student.

4. Our board is concerned about the lack of diversity on your campus in relation to our district demographics.

Year over year increase in Unduplicated Pupil Count: (See graph below)

2016/17 = 99

2017/18 = 116

2018/19 = 126

This represents a 27.27% increase over three years.

Unduplicated Pupil is defined as

- English Language Learner (EL)
- Eligible for Free & Reduced Priced Meals
- Foster Youth

Action Timeline for Means to Achieve a Racial and Ethnic Balance

Approved Charter Petition 2015: CCDS created a weighted preference for the Barber Neighborhood in our random selection process.

July 2015: Element 8: Admission requirements

... Preference shall be extended to students currently attending CCDS and students who reside in Butte County within the boundaries of Chico Unified School District. Other preferences include:

1. Children of staff members.
2. Siblings of CCDS students.
3. 20% of kindergarten openings will be reserved for students in the Barber Neighborhood.
4. Re-entry students with an approved planned leave of absence
5. Students considered to be "in-district", or residing within the boundaries of Chico Unified School District.

2015-2016 School Year: CCDS conducted outreach in a variety of languages to preschools and advertised within the Barber Neighborhood. Staff held parent information nights with translation services available.

August 2016: CCDS made a Material Revision of Element 7 and 8 in our Charter Petition to adjust the preferences once again.

Geographic Weighting:

In order to meet the requirement that preference for admission be offered to in-district students, CCDS will ensure that slots for admission will be allocated to in-district students first.

Additionally, 40% of the slots for admission will be allocated to students residing within the boundaries of the "Barber Yard" Neighborhood, as identified by the City of Chico Southwest Neighborhood Plan Map Area. Subsequent admission slots shall be distributed based on attendance regions as identified by

boundary maps from Chico Unified School District. Using CUSD attendance area maps, CCDS provides the following weighting measures within the lottery after the above preferences:

1. 40% Chapman Elementary School Attendance Area
2. 20% Citrus Elementary School Attendance Area
3. 20% Parkview Elementary School Attendance Area
4. 20% Little Chico Creek Elementary Attendance Area
5. All other attendance areas within CUSD
6. If any slots are remaining, out of district students will be admitted, not to exceed 10%.

2016-2017 School Year: CCDS continued the outreach in a variety of languages to preschools and advertised within the Barber Neighborhood and held parent information nights with translation services available. In addition, all admission paperwork was translated and additional bilingual staff hired. CCDS committed to expend at least 20 hours in staff time annually in community outreach efforts, including conducting outreach and recruitment events. This staff time was to develop promotional materials (i.e. a school brochure, flyers, website, and advertisements for local media) that would be transmittable to the populations, such as various racial and ethnic groups generally populated by the Charter School (and others).

2017-2018 School Year: CCDS continued outreach as previously mentioned and added additional media advertising. In addition, faculty received professional development regarding Implicit Bias and Inclusive and Equitable instructional practices.

2018-2019 School Year: CCDS continued outreach as previously mentioned.

The administrative team participated in “Diversity is an Asset” class in the Fall Cohort 2018. The focus of this was “Building Inclusive and Equitable Organizations.”

An English Language Arts Curriculum was adopted for grades K-5, Expeditionary Learning or EL, has received the highest ever score ever from [EdReports](#). The curriculum combines complex texts with support to allow all students to learn at high levels. Protocols help ensure equitable practices within the classroom. The structures of the curriculum, along with the high quality professional development provided by CCDS, has prepared us to meet an ever-increasing array of student needs. Along with the utilizing challenging grade-level texts, modules within the curriculum are very deliberate to include varying perspectives, diverse cultural representation, and allow for discussion of meaningful social justice topics in a structured, inclusive way.

The school website was updated with translation services. A new application and lottery platform was piloted called Schoolmint. This platform enables parents to submit Interest Forms from any device at anytime and translates all information for them. In doing this, our application process is open for anyone at anytime.

2019-2020 School Year: CCDS continued outreach and learning as previously mentioned and included

changes in the current Charter Petition Renewal for 2020-2025 which includes the following changes to Element H (Admissions Requirements):

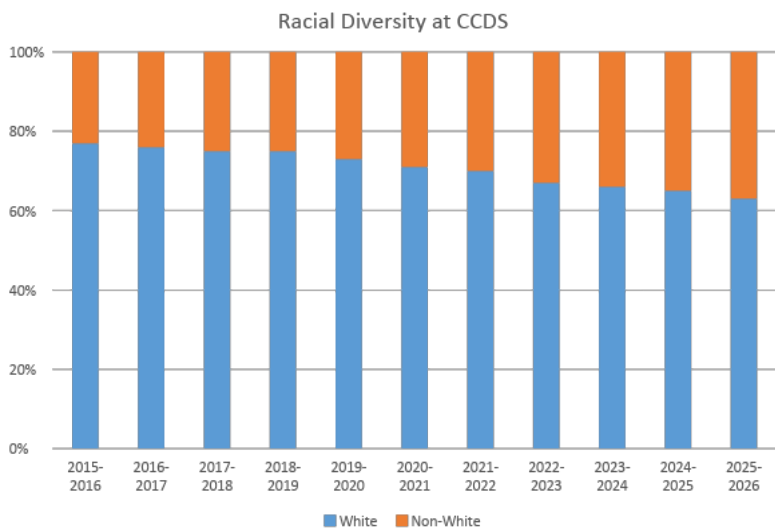
CCDS shall hold a public random drawing to determine enrollment, with the exception of existing students, who are guaranteed enrollment for the following school year:

1. Children of CCDS' employees or Board members (not to exceed 10% of enrollment)
2. Siblings of students currently attending CCDS
3. [Students who qualify for free or reduced price meal benefits under the National School Lunch Program](#)
4. Residents of the District
5. All other students

CCDS has tried a variety of approaches and will continue to do so. The bulk of new families and students arrive in Kindergarten. Over the past 4 years, we have averaged 31 openings for new families. Because of this, there will not be large swings in demographics over 4-5 years. Consistently increasing our diversity each year is a reasonable goal which we have achieved. Focused analysis of the K-5 student demographics shows us that over the past 5 years:

- 8% decrease in White (Non-Hispanic)
- 3% increase in Hispanic or Latino
- 7% increase in Two or More races

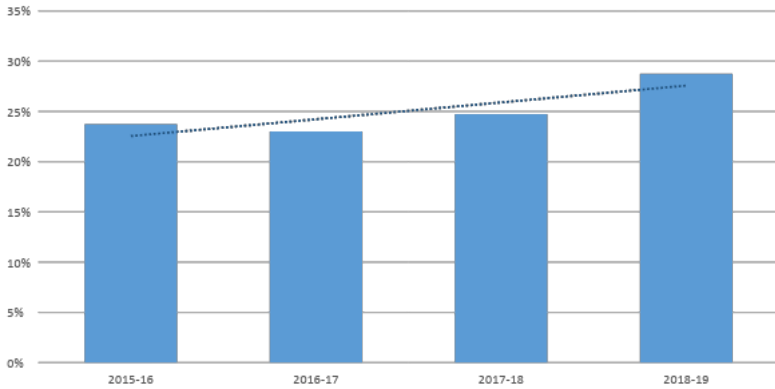
Increasing Ethnic Diversity



*Actual figures through 2018-2019

Future periods assume 50% of open kindergarten slots are filled with students who have reported ethnicities other than white.

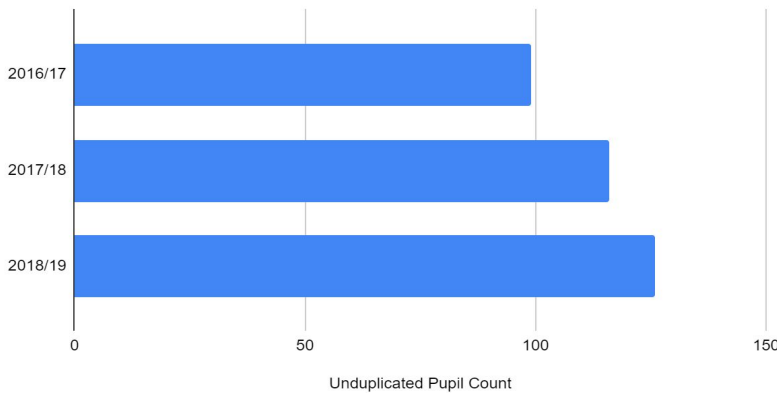
Increasing diversity in lower grades



The percentage of students in lower grades (K-3) identifying as ethnicities other than white has increased from 24% during the 2015-2016 school year to 29% during the 2018-2019 school year, representing a 16.7% improvement over 3 years or a 6.5% compound annual growth rate.

Increase in Unduplicated Pupil Count

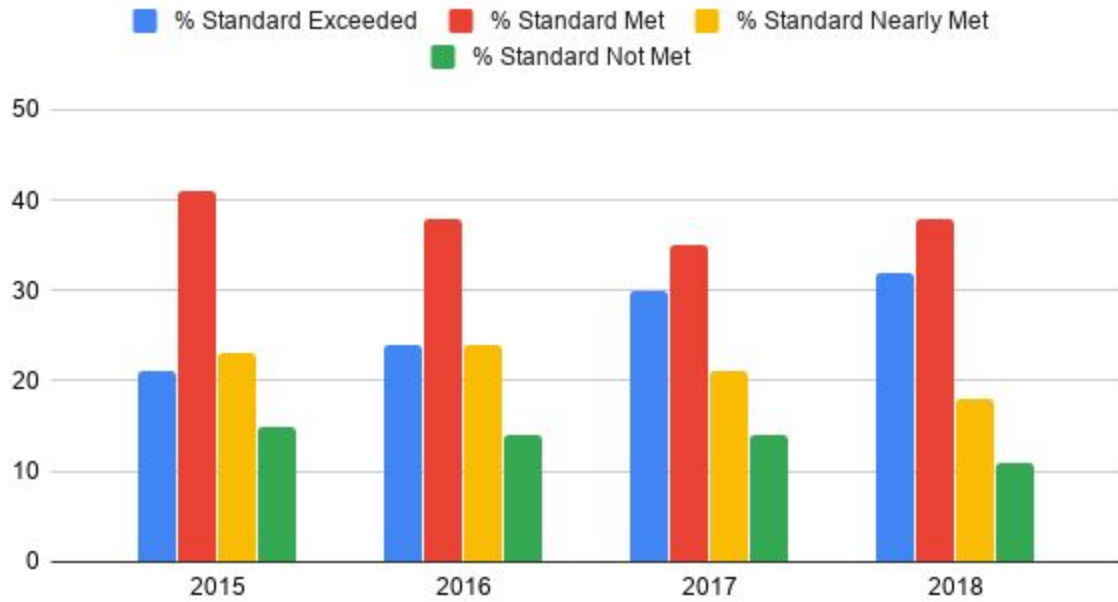
Unduplicated Pupil Count



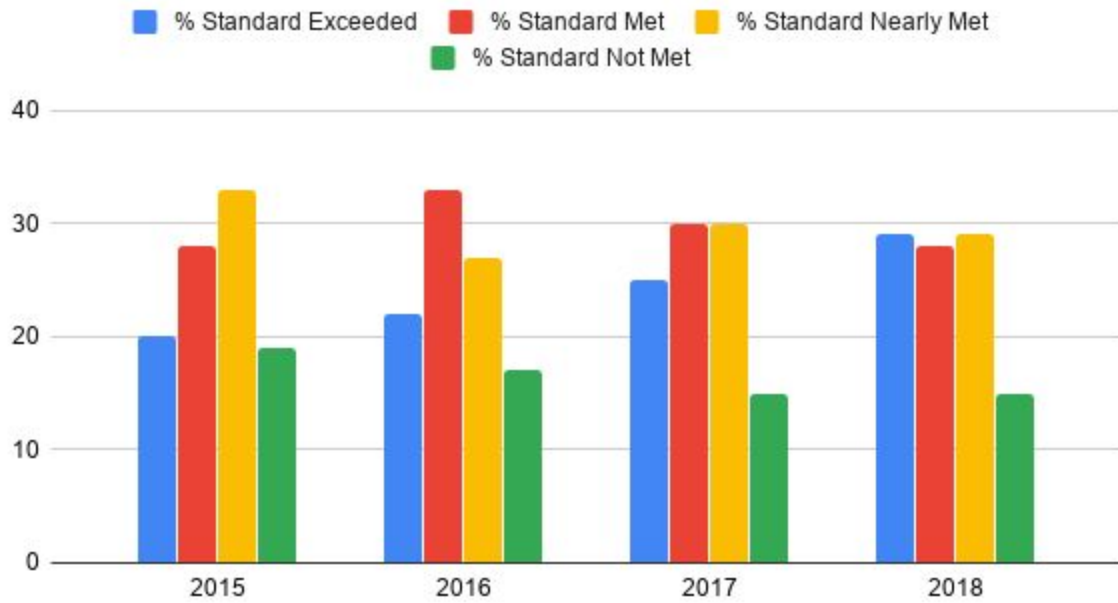
27.27% increase between 2016-2017 to 2018-2019

Additional Achievement Data:

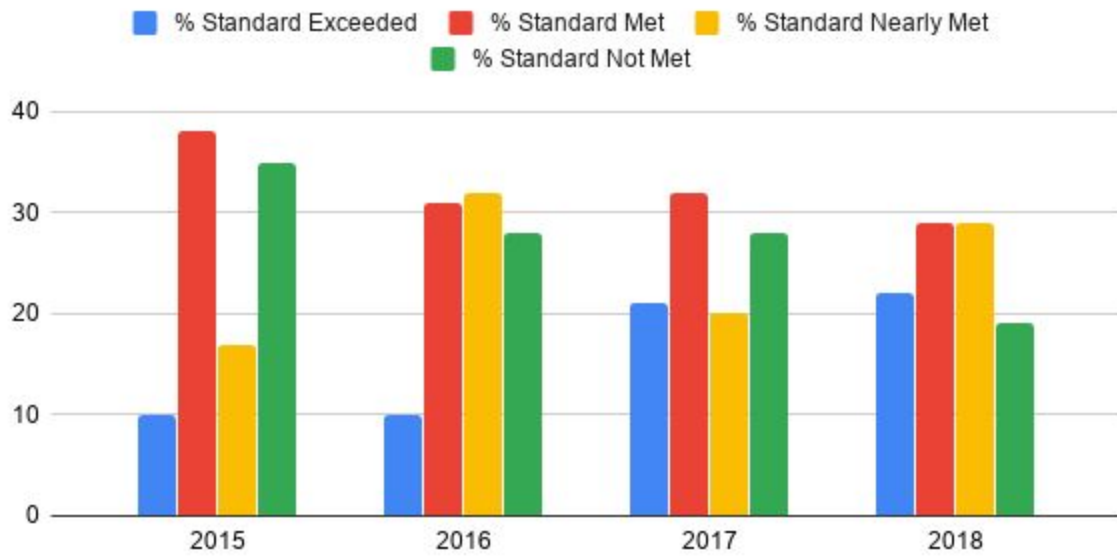
CAASPP 4 year comparison for all students



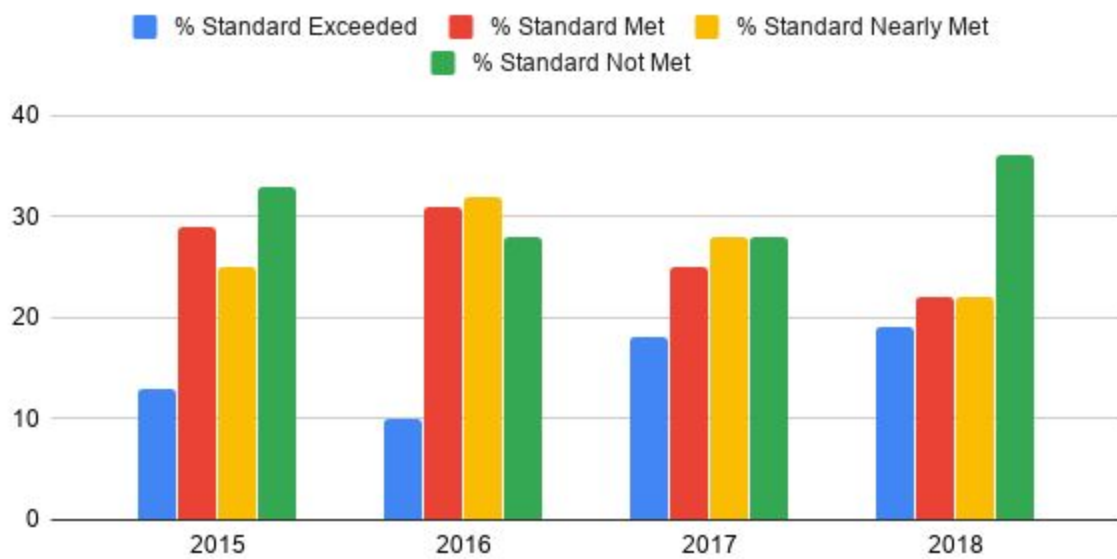
CAASPP/Math 4 year comparison all students



CAASPP/ELA Economically Disadvantaged Status 4 year comparison



CAASPP/Math Economically Disadvantaged Status 4 year comparison



Chico Country Day School
Charter Renewal: 2020-2025
August 28, 2019

1. Can you please provide the assumptions to develop MYP enclosed in the renewal petition?

Our Multi-Year projection was developed using the FCMAT LCFF Calculator v. 20.1 (Included & from the May Revise 2019). Assumptions were made in April, May and June and based on knowledge at the time prior to the budget passing in July. The CCDS budget and MYP is revised in the fall to reflect actuals.

Assumptions in the charter MYP as submitted are as follows:

Income:

- Steady enrollment through 24/25, with the addition of a TK program in 2020-2021. TK enrollment would be approximately 20-24 transitional kindergarten students.
- Steady Unduplicated Count, with slight increases through 24/25.
- Average Daily Attendance rates that are slightly lower than 18/19 actuals, based on 96.5% in 19/20 and 95% ADA beyond 19/20.
- State Aid, EPA, and In Lieu based on LCFF Calculator Universal Assumptions (included).
- Special Education funding changes in 19/20 as CCDS joined the El Dorado County Office of Education SELPA (EdCOE). However, expenses remain about the same since delivery of service does not change unless enrollment of SPED student needs changes. CCDS has been an independent LEA within the Butte SELPA since 2006.
- Local funding remains relatively similar to historic data.

Expenses:

- Teacher salaries based on actuals for the June 2017 CCDS salary schedule (revised in summer 2019), then in 23/24 and 24/25, an increase of 2%. Also included is an increase of a 1.0 FTE salary for TK and additional support personnel for that change.
- Classified salaries are based on actuals and an increase of 2% year over year.
- STRS and PERS assumptions based on the School Services dashboard (included, May Revise) and actual salary information.
- Health benefits are static, based on current Board of Directors policy for contributions per full time employee.
- Instructional materials and textbooks assumptions based on historical data
- Non-capital Inventory, Services & Operating, Insurance assumptions based on historical data.
- Utilities are based on historical data plus the facilities long term plan of the addition of solar to cut back on electrical expenses.
- Rentals, Leases, non-capitalized expenses, services & operating, & communications expenses are all based on historic norms.
- Depreciation expense is current and based on our auditor's calculations.

Areas where change most likely would occur in projections:

- Salary increases & staffing changes
- Health insurance contributions

- STRS/PERS contributions
- Facility expenses that are unknown at this time, such as the cost of the solar project and where that funding would come from, or any additional funding needed for the Measure K projects.
- Other unknown expenses at this time, such as textbook adoptions, professional development, or other staff/student related expenses.
- Special Education costs

While CCDS is projecting a healthy reserve fund over the course of the next five years, we do try to anticipate expenses as we become aware of them and actively manage the budget & multi-year projections, updating as needed and on a very regular basis. We fully expect our MYP to change as information becomes available and as the state budget changes. Currently, CCDS has reserves on the balance sheet, which include both undesignated reserves and designated reserves for Special Education, STRS, Economic Uncertainty, and Maintenance. The Ending Fund Balance in 2017/18 on the audited statement was \$6,914,550.53.

Over the summer, the CCDS board approved new salary schedules for teachers and classified staff that will change the five year projections as submitted, but this was not completed at the time of submittal. CCDS has a reputation for responsible and conservative financial management over the course of the last 20 years.

2. Please clarify the following as documented on page 53, “Admissions Lottery”....

- **What is the actual process utilized to “enroll a profile of students representative of the racial, ethnic, and socio-economic diversity of the local district”?**

The process begins with outreach measures to attract a variety of applicants. We translate our application materials, distribute them to local preschools serving diverse populations, and hold information nights during our enrollment period. Preschools where we have conducted outreach have included local Headstart programs, Mi Escuelita Maya, the Bethel AME (African Methodist Episcopal) Church, Congregation Beth Israel synagogue, and the Chico Mosque and Islamic Center. After researching other charter school preferences and consulting with other schools, we decided to move in a different direction to try to facilitate change more quickly. We have re-written our priority for students who qualify for free and reduced lunch.

- **Please clarify the last sentence of admission lottery (pg. 53). Are the numbered groups listed in order of enrollment priority?**

Yes, giving priority as described on page 53.

- **Given the first two priorities, how many actual openings does CCDS have each fall? For each of the last 5 years?**

Each year CCDS has openings for 100% kinder class seats and varying percentages for grades 1 through 8. Depending on the year, roughly 48 percent of new kinder class seats are filled with preferences 1 and 2, with the remainder filled accordingly with the remaining preferences until filled. Openings are processed in accordance with the lottery. The numbers of available seats varies, but have been filled for each year as follows:

2015-2016: 35
 2016-2017: 24
 2017-2018: 32
 2018-2019: 34
 2019-2020: 37

- **Is there a student cap per classroom, per grade? What is the cap?**

At this time, we enroll between 62-64 students per grade level. We can enroll up to 24 students in grades TK - 3 under Class Size Reduction regulations.

- **CCDS does not currently reflect the diversity of Chico Unified. How does CCDS plan to change the student enrollment process to ensure that they “enroll a profile of students representative of the racial, ethnic, and socio-economic diversity of the local district” including homeless, foster youth, English Language Learners, and mild/moderate and moderate/severe special needs students?**

Three years ago, we submitted a material revision to our Charter, looking to prioritize by neighborhood in Chico. The motivation for this change was to give an application priority to residents of the Barber, Chapman, and Citrus boundaries. In making this adjustment, we found that we were able to make a small change in our demographics, but we can do more. In the past three years, we have seen additional diversity in our Kindergarten enrollment, and we are establishing this new priority to further increase the diversity of the school. A reason for our pedagogical shift toward PBL (Project Based Learning) is the level of equity that is involved. When students are given access to deep and meaningful work, all students are supported to succeed. We have seen students of varying needs find great success in our model and are eager for more students to access PBL.