



## **AGENDA**

### **BOARD OF DIRECTORS REGULAR BOARD MEETING**

**Topic: Board of Directors Meeting**

**Closed Session Time: May 12, 2021 5:30 PM Pacific Time (US and Canada)**

**Regular Board Meeting Time: May 12, 2021 6:00 PM Pacific Time (US and Canada)**

**Join Zoom Meeting:**

**<https://us02web.zoom.us/j/86758689005>**

**Meeting ID: 867 5868 9005**

**This meeting will be conducted via web conference. To participate in the live meeting, click on the link above.**

**QUESTIONS and COMMENTS to address the Board during the meeting may be sent to:**

**[Boardofdirectors@chicocountryday.org](mailto:Boardofdirectors@chicocountryday.org)**

### **Mission Statement**

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

### **2020-2021 CCDS Board Members:**

Jessika Lawrence, Chair  
Michele Mittman, Treasurer  
Fawn Ruby, Secretary  
Jamie Clyde, Member  
Thang Ho, Member  
Nicole Plottel, Member

## **1. CALL TO ORDER & ROLL CALL**

## **2. CLOSED SESSION (5:30pm)**

### **2.1 Conference with Legal Counsel - Existing Litigation:**

Government Code 54956.9

Superior Court of California - County of Butte

Case Number: 19CV02508

### **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 (6:00 pm)**

### **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 Meetings of 3/10/21, 3/24/21
- 5.2 Job Descriptions: School Social Worker, Intervention Teacher/RTI Coordinator, Enrollment, Outreach & Data Coordinator
- 5.3 DRAFTS: 2021/22 LCAP and the 2021 LCAP/LCP Annual Update
- 5.4 Board Report of Checks: 3/2/21-4/30/21
- 5.5 Proposition 39: Use of Reserve Proposition 39 Grant Funds on HVAC Units
- 5.6 E-Rate: E-rate Upfront Expenditure for Building Project Network
- 5.7 2021/22 Teacher Contract
- 5.8 Measure K Request for Furnishings & Equipment
- 5.9 Stipends & Substitute Costs 2021/22
- 5.10 Acceptance of Resignation of Board Member Nicole Plottel

**6. DISCUSSION/ACTION ITEM**

- 6.1 Board Resolution In Support of Equity and Anti-Discrimination
- 6.2 Appointment of two Board Members for terms of 2021-2024
- 6.3 CCDS Reopening Plan for the 2021/22 School Year
- 6.4 2021/2022 Academic Calendar
- 6.5 2022/2023 Academic Calendar
- 6.6 Expanded Learning Opportunities Grant Plan
- 6.7 Expenditure Plan for In Person Learning Grant
- 6.8 Salary Schedules for Certificated Staff, Part Time Classified Staff, Full Time Classified Staff, Administrative Staff
- 6.9 Acceptance of Years of Experience for Credentialed Staff

**7. ADJOURNMENT:** Adjourn; Next meeting is June 9, 2021

**Information, Procedures and Conduct of CCDS Board Meetings:**

**Student Participation:**

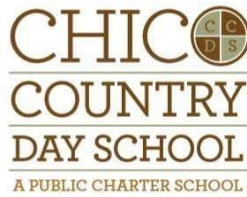
At the discretion of the Board Chair, students may be given priority to address items to the Board

**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](http://www.chicocountryday.org), or in the Main office prior to the meeting @ 102 W. 11<sup>th</sup> Street, Chico, CA 95928.



## **Minutes**

### **CCDS Board of Directors Regular Meeting**

**Date: Wednesday, March 10, 2021**

**Time: 5:30 p.m.**

**Location: Zoom Web Conference**

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:31 p.m.  
Attendees: Jessika Lawrence, Thang Ho, Nicole Plottel, Jamie Clyde, Fawn Ruby. Absent: Chris Constantin, Michele Mittman
- 2. CLOSED SESSION (5:30 pm)**
  - 2.1 Public Employee Evaluation**  
Per Government Code §54957  
Title: Director of Education, Director of Student Affairs, Special Education  
Director, Chief Business Officer
- 3. REGULAR SESSION (6:00 pm)**
  - 3.1 Approval of Regular Agenda** – Lawrence/Plottel to approve with the following items to be removed from the Consent Agenda and moved to Discussion: 5.2 Board Policy Update: Conflict of Interest, Conflict of Interest Code, Board Duties and Responsibilities, Board Operations; 5.4 Application for Federal Title fund and Federal LCAP Addendum; 5.5 Acceptance of Resignation of Board Vice Chair, Chris Constantin. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).
  - 3.2 Report from Closed Session** – Nothing to report.
- 4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA** – No comments
- 5. CONSENT CALENDAR** – Mittman/Lawrence to approve. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).
  - 5.1 Minutes from meeting of 2/10/21**
  - 5.3 Check Register January 1, 2021- March 1, 2021**
- 6. DISCUSSION/ACTION ITEMS**
  - 5.2 Board Policy Update: Conflict of Interest, Conflict of Interest Code, Board Duties and Responsibilities, Board Operations:** Board policy was updated to reflect charter guidance, specific to our conflict of interest code. All documentation is now current. There was no concern regarding policy updates expressed by the board. Plottel/Ruby to approve. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).
  - 5.4 Application for Federal Title Funds and Federal LCAP Addendum** – An increase in students who qualify for Title 1 services has allowed CCDS to apply for

federal funds. These funds will provide services to all students to support learning and instruction. Ho/Clyde to approve. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).

**5.5 Acceptance of Resignation of Board Vice Chair, Chris Constantin** – Constantin submitted a letter of resignation via email. BOD has received two applications. The deadline to submit an application is March 15. Ho/Clyde to approve. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).

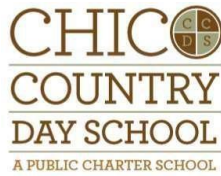
**6.1 2<sup>nd</sup> Interim Budget Report & Presentation** – Reece reported on the interim budget. In response to COVID, state funding grants have been made available to schools to support learning loss. Administration is in the process of applying for these grants and assessing our qualifications.

**6.2 Consideration of Staff Supplemental Pay 2020/21** – Overwhelming support from the board was expressed in favor of offering supplemental pay in response to the increased work and every staff member has put into this school year resulting from COVID. Ho/Clyde to approve. All in favor: Lawrence, Plottel, Ho, Ruby, Clyde (5-0).

**6.3 Increased Capacity Plan and Presentation** – Fairon presented a summary of events over the last year and CCDS' re-opening plan. Although with increased capacity allowing grades TK-3 to return to campus M-T and Th-F, 8:30-12:20, grades 4-8 remain split in the A/B cohort with students attending in person two days a week, 8:30-12:30 p.m. Fairon expressed concern in the impact that increasing capacity for older grades would create two classroom environments and the logistics of following required safety protocols as students move around campus. Over 30 members of the public were presented at the meeting and many spoke in opposition to Fairon's cautious stance. Many parents spoke to a decline they have seen in their children's mental health and the strain distance learning has had on families. Administration is committed to getting as many students back on campus for in-person learning as quickly as possible, but need to evaluate and navigate school and personnel logistics. No action was taken.

**7. ADJOURNMENT:** Lawrence adjourned at 7:48 p.m. Next regular meeting is May 12, 2021

Respectively Submitted,  
Fawn Ruby



## **Minutes**

### **CCDS Board of Directors Special Meeting**

**Date: Wednesday, March 24, 2021**

**Time: 5:00 p.m.**

**Location: Zoom Web Conference**

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:05 p.m.  
Attendees: Jessika Lawrence, Thang Ho, Fawn Ruby, Michele Mittman. Absent: Jamie Clyde and Nicole Plottel.
- 2. SPECIAL SESSION**
  - 2.1 Approval of contract between Altitude Learning and Chico Country Day School to provide professional development services and develop a CCDS Graduate Profile:** Altitude Learning will provide professional development to CCDS to grow project-based and deeper learning. This is a 2.5 year contract. Silicon Schools, a non-profit organization, has offered a grant to support this work and offset the cost of collaborating with Altitude Learning and provide stipends for teachers. Lawrence/Ho to approve. All in favor: Lawrence, Ho, Mittman, Ruby (4-0)
  - 2.2 On-Campus Learning and Expanded Cohorts:** Fairon presented a summary of the survey results that were completed by 4<sup>th</sup>-8<sup>th</sup> families and a plan to increase in-person instruction time for 4<sup>th</sup>-8<sup>th</sup> grade students. Board noted that this plan is a compromise between parents' desire to have increased time on campus for all students, while also making concessions for the capacity of teachers in terms of what is being expected of them to support both in-person and distance learning students. Parents commented on their desire for full in-person instruction for the 2021-2022 school year. Barring increased restriction from the state that would prevent that, Administration and the Board are in support. Lawrence/Ho to approve. All in favor: Lawrence, Ho, Mittman, Ruby (4-0)
- 3. ADJOURNMENT:** Lawrence adjourned at 6:00 p.m. Next regular meeting is April 14, 2021.

Respectively Submitted,  
Fawn Ruby



## **Job Description School Social Worker**

### **DESCRIPTION OF BASIC RESPONSIBILITIES**

Under the direction of executive director/designee provide TK-12 grade students with individual and group counseling; support students in their social, emotional and behavioral skill areas; provide educational consultation/training services to staff; facilitate social emotional learning activities and assist in increasing parent involvement in this area; participate in the Individualized Education Plan (IEP), 504, and SST process and other meetings when necessary.

**SUPERVISOR:** Director of Student Support Services

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Provides individual and group counseling for students, including Educationally Related Mental Health Services (ERMHS) as appropriate
- Provides crisis intervention and family consultation services, including parenting support
- Collaborates with staff through problem solving, consultation, and training, regarding students emotional and behavioral needs
- Facilitates social emotional learning activities throughout the school environment and monitors student progress
- Supports the social emotional screening process and coordinates data related to SEL screening
- Conducts risk assessments and develop intervention plans to promote students' adjustment to school
- Coordinates the referral of students and families to community agencies for services and resources, including Child Protective Services and law enforcement when required
- Act (in combination with Director of Student Support Services) as 504 Coordinator
- Participates in and/or contributes to IEP, SST, and behavior intervention plan meetings as requested
- Maintains records necessary for accomplishing duties which may include, individual student files, logs of student and parent meetings, tracking of student progress
- Participates in student/teacher or parent/teacher meetings as requested
- Attend all required staff meetings
- Perform other related duties similar to the above as required.



## **OTHER DUTIES AND RESPONSIBILITIES**

### **Knowledge of:**

- Effective counseling techniques and procedures;
- Counseling theory, ethics and associated legal confidentiality requirements;
- School social work practice model, student support programs, evidence based interventions, and community school-based prevention services
- The scope and activities of public and private health and welfare agencies and other available community resources
- Applicable sections of Education Code and other applicable laws, rules and regulations related to assigned activities
- Interpersonal skills using tact, patience and courtesy
- Record keeping and retention techniques, policies and procedures

### **Ability to:**

- Relate to and work with at-risk youth;
- Provide individual and group counseling for students;
- Coordinate various student services with appropriate agencies;
- Communicate with individuals from varied educational and cultural backgrounds;
- Prepare and maintain a variety of records and reports, including confidential materials;
- Maintain accurate records in a timely manner;
- Meet schedules and deadlines;
- Read, interpret, apply and explain laws, rules, regulations, policies and procedures
- Analyze situations accurately and adopt an effective course of action;
- Plan and organize works while managing a caseload;
- Develop and maintain cooperative, constructive relationships with students, parent, staff and outside agencies;
- Meet and maintain the physical requirements necessary to perform assigned job functions in a safe and effective manner;
- Communicate effectively in both oral and written forms

## **EDUCATION, EXPERIENCE AND REQUIREMENTS**

- Possess a valid California Pupil Services Credential with Social Worker Authorization, or any valid license issued by the State of California authorizing services as a School Social Worker (Marriage and Family Therapist, Master's Degree in Social Work, Licensed Social Worker). Would also consider a valid California Pupil Services Credential with School Counselor Authorization
- Valid California Driver's License/Proof of insurance;
- TB test clearance;
- Criminal justice fingerprint processing.

**Revised: April 2021**



## **JOB DESCRIPTION**

### **INTERVENTION SPECIALIST TEACHER / COORDINATOR**

Provides and coordinates an educational intervention program to identified students. Coordinates a support team to assist in the implementation of RTI Tier II and Tier III interventions in the general education classroom and in alternate settings. Coordinates and provides direct instruction using standards-based instructional materials and strategies. Coordinates communication between support staff, general education staff, administration, and parents regarding referrals, support needs, and student successes. Coordinates data collection and analysis. Works effectively with students of diverse backgrounds and assists teachers to increase student skills.

#### **Duties and Responsibilities**

1. Provides instruction and/or support, as well as direct services for students enrolled in the RtI program.
2. Assists general education classroom teachers in identifying those students who may have exceptional needs not being met in the general education program.
3. Assumes responsibility for obtaining referrals and input from appropriate personnel, and communicating with parents regarding referrals, goals, and progress.
4. Coordinates and assesses grade-level benchmark goals at given intervals (fall, winter, and spring). Progress monitors at regular intervals within benchmark periods.
5. Demonstrates knowledge of and ability to task analyze and design appropriate educational activities to implement the goals and objectives identified in RtI instructional plans.
6. Implements and trains support staff in various behavior management and modification techniques as part of the instructional program.
7. Evaluates and reviews student progress on a regular basis, and reports progress to support staff, general education staff, administration, and parents as necessary.
8. Maintains RtI records reflecting growth and/or performance of each identified student enrolled in the program and such other records as required.
9. Provides consultation, collaboration, resource information and materials regarding identified students enrolled in the RTI program, to their parents and to regular staff members.
10. Coordinates in-service on intervention topics at least annually for site level general program staff, support staff, and parents.
11. Provides an appropriate physical and psychological environment to establish and reinforce acceptable student behavior, attitudes, and social skills and self image.
12. Participates in the referral and evaluation process of Student Success Team meetings and IEP meetings as needed.
13. Supervises RTI Intervention and Assessment Academic Coaches.
14. Monitors performance of non-identified students in the regular education classroom receiving RTI Tier I interventions.





15. Along with the CCD Support Team, determines which students require Tier II/III interventions and which student have not responded to RTI services and require consideration for special education assessment.
16. Tracks and compiles progress monitoring data for students in RTI Tier I/II/III.
17. Serves as member of the CCDS Student Study Team as requested.
18. Keeps abreast of new instructional equipment and materials that might be used in remedial instruction.
19. Informs parents of purpose, techniques, instructional delivery, and reporting procedures for RtI program for students enrolled in RtI services.

### **Supervision**

Under the immediate direction of the Director of Student Affairs

### **Minimum Qualifications**

1. Credential: Any valid credential issued by the State of California to perform services of a multiple-subjects teacher.
2. Education: Bachelor's degree, including all courses needed to meet credential requirements.

**Job Specifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

**Working Conditions and Physical Requirements:** Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, climb stairs, walk and reach overhead.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. Duties may be occasionally performed on field trips away from school. The noise level in the work environment is usually moderate to loud.

**Revised: April 2021**



## ENROLLMENT OUTREACH & DATA COORDINATOR

**SUMMARY DEFINITION:** Under the general supervision of the Director of Education and working collaboratively with the School Office Manager, the Enrollment and Data Coordinator performs a wide-variety of tasks in regards to registering, scheduling, and programming students, as well as updating and maintaining student records both in the office and in software.

### **ESSENTIAL DUTIES & RESPONSIBILITIES:**

- Perform a variety of clerical duties involved in registering and programming new students, including assisting teachers, parents and students and preparing class schedules.
- Establish and maintain permanent cumulative student records and files;
- Prepare and maintain a variety of records, reports, and update files with data and information related to students, transcripts, schedules, class(es), enrollment, grades, CBEDS, tests, correspondence, withdrawals, health, attendance, immunizations, residency, and assigned activities;
- Assist with CALPADS data management; SEIS data management
- Coordinate with the school psychologist, special education/special program teachers and ESL staff in the area of enrolling and scheduling special education students or special program students;
- Communicate with prospective students, parents and community members through office visits, telephone, email and outreach events.
- Assist applicants and parents with the application process
- Assist with the development of enrollment marketing publications and communications including letters, brochures, website postings, electronic mail, social media and other mediums.
- Communicate with prospective students, parents and community members through office visits, telephone, email and outreach events.
- Assist applicants and parents with the application process
- Assist with the development of enrollment marketing publications and communications including letters, brochures, website postings, electronic mail, social media and other mediums.
- Enroll new students; request, receive and review records, files and transcripts for new students from previous schools; evaluate records to determine placement and appropriate coding, process student transfers and withdrawals as needed;
- Respond to student record or cumulative folder requests according to established policies and procedures;
- Distribute enrollment forms, packets and materials to students and parents through SchoolMint or other school approved programs; review, evaluate and verify the accuracy and completeness of various forms and documents; determine student residency status.
- Assist administrative team in reaching out and organizing outreach events through diverse organizations throughout the county to engage families in the enrollment process.

- Receive telephone calls, greet visitors and provide information and assistance to students, parents, staff, administrators and others regarding student records, data and information as directed, assist the administrator as needed with resolving enrollment and other student issues and conflicts;
- Compose, prepare, revise and distribute a variety of correspondence including letters, lists, labels and forms related to student information, records, and schedules.
- Communicate with students, personnel, administrators and various outside agencies to exchange information and resolve issues or concerns; notify teachers, administrators and others of new students and related information.
- Perform a variety of basic clerical duties, including answering phones, typing, maintaining files, records and maintaining supplies
- Prepare various outgoing materials for mailing and distribution; order supplies as needed.
- Attend and participate in various meetings as assigned.
- Performs basic First Aid for ill/injured students and administers medication in accordance with established school policies, guidelines, and school training.
- Establish and maintain positive working relationships with school staff.
- Perform related duties and responsibilities as assigned.

#### **QUALIFICATIONS:**

- Basic office skill; knowledge of Aeries, CALPADS preferred; Word and Excel
- Knowledge of office operations, procedures, rules and precedents
- Principles and procedures of filing and record keeping
- Bilingual strongly preferred.
- Principles and practices of data collection and basic report preparation;
- Ability to relate to a diverse base of children, parents, and staff in a positive and professional manner
- Ability to learn new programs & software quickly and work with customer support staff to resolve issues
- Ability to communicate effectively, both verbally and in writing and work effectively independently and under pressure
- Ability to learn, interpret and apply the policies, procedures, laws and regulation pertaining to assigned programs and functions
- Maintain consistent, punctual and regular attendance.
- Perform responsible work involving independent judgement often with little direction;
- Meet various schedules and timelines;
- Answer telephones, greet the public and staff courteously and give accurate information about the school;
- Read, interpret, apply and explain rules, regulations, policies and procedures;
- Establish and maintain effective work relationships with those contacted in the performance or required duties.

#### **REQUIRED EXPERIENCE & EDUCATION:**

Combination of education and training equivalent to a GED or high school diploma with a minimum of one (1) year of experience in a related field or more than one (1) year of experience with varied clerical experience requiring public contact, preferably in a public agency; first aid certificate, including CPR; Bilingual highly preferred.

**OTHER REQUIREMENTS:**

Must hold a valid California Driver License and must provide proof of automobile coverage. Testing of tuberculosis (skin test or chest x-ray) is required upon employment and every four years thereafter. Clearance from the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) required upon employment.

**WORK SCHEDULE AND SALARY:**

This position is placed on the Classified Salary Schedule according to his/her training and experience and is on a 261 day work calendar, including holidays and vacation days as a full time employee.

**WORKING CONDITIONS:**

The working environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The position will include office and school site environments; driving a vehicle to conduct work.

**Physical Abilities:**

- Hearing and speaking to exchange information, speak on the phone, and make presentations
- Sufficient vision to read printed material;
- Seeing to monitor various activities and read various documents
- Stand or sit for extended periods of time.
- Walk, stand, bend, kneel, and/or twist while teaching, playing and/or caring for students
- Reaching overhead, above the shoulders and horizontally or bending at the waist to retrieve and store files.
- Lift, carry, and push and /or pull items of approximately 40 lbs.
- Walk over uneven surfaces.

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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 74.1% White (Non-Hispanic), 23.6% Socio-economically Disadvantaged, 8.1% Students with Disabilities, and 11% 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.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CCDS has committed to providing high-quality work and a culture of belonging for all students. As we implement Project-Based Learning, this 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. In measuring this, our successes are as follows.

Chico Country Day's student data from our LCFF evaluation rubrics for English Language Arts and mathematics show that overall, academic performance has improved. For overall students, ELA is currently blue and math is currently green. As the 2018 and 2019 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. 2018/2019 SBAC results showed us that 72% of the students overall are in the "Standard Met or Exceeded" category in ELA and 60% of the students are in the "Standard Met or Exceeded" category in Math. Student performance in ELA is 47.2 points above standard with an increase of 8.8 points and 15.5 points above standard in math with an increase of 4.7 points from the previous year. Our Hispanic and socioeconomically disadvantaged student subgroups are in the blue performance group for ELA and the green performance group for math.

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. 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 continue to support students through our MTSS model as we see areas of concern through data collection with our Kelvin pulse, counseling referrals, and coordinated family outreach. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic and continued supports were available for those impacted by the Campfire. We have provided trauma-informed practices and staff has learned about ACES as well as working with students in trauma. PBIS is continued and targeted social-emotional learning groups have continued this year.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CCDS continues to develop continuous improvement cycles by developing data points and human capacity for analysis of progress and needs. Through the LCAP process and our Western Association of Schools and Colleges (WASC) accreditation our stakeholders have identified math instruction as an area of need. While the CCDS Dashboard showed math scores increased last year and the LCFF evaluation rubric for math is at green, we feel the school could improve for specific subgroups including students with disabilities and socioeconomically disadvantaged students. Both of these groups are performing below standard. In addition, math curriculum has been voiced as an area of need from stakeholders.

Our latest CA Dashboard indicators from 2019 show our socioeconomically disadvantaged subgroup made significant progress in math, increasing by 26.7 points to only 3.5 points below standard. Our students with disabilities declined 6.8 points to 59.8 points below standard. While this improvement for socioeconomically disadvantaged students is significant, we think both subgroups can improve with curricular changes, focused intervention efforts and professional learning for staff. As a result of these trends, our focus will be on increasing student learning in math. The primary focus will be piloting and adopting a new curriculum in the upcoming school years. Of course, this will be dependent upon the COVID-19 response and campus re-openings.

Other areas that we are actively monitoring are Chronic Absenteeism and Suspension rates. The changes reflected in the LCFF evaluation rubrics for the 2018/2019 school year where those colors are yellow and orange respectively, is thought to be a reflection of the Campfire disaster and the trauma that ensued for some students. Over half of the students that were Chronically Absent had an 88.5% to 89.9% attendance rate, where the cut-off is 90% attendance for being considered Chronically Absent. Suspension rates increased by 0.7% to 1.5%. We believe this is a reflection of students managing trauma related to the Campfire disaster. Total students suspended increased by 4 students, some of which were Campfire victims. The percentage of students suspended at least once over the past three years has minimally changed. 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 LCFF evaluation rubric performance level. We continue to support students through our MTSS model as we see areas of concern. Additional administrative and counseling staff were 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.

To date, California has not established standardized definitions of "student success" or "college and career readiness" As such the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. To better serve our community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competencies that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a holistic definition of student success that will be adopted as the LEA's graduate profile. In order to better serve our students and community, school leaders partner with stakeholders to ensure each and every student has an equitable opportunity to develop and demonstrate a set of competencies articulated on the graduate profile.

After analysis of stakeholder's feedback and local Kelvin pulses two significant themes were identified: mental health and social-emotional needs. Research has demonstrated how trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of students, specifically, those disproportionately impacted by the COVID-19 and Campfire, student educational outcomes can be improved, including academic outcomes. Identifying and creating practices and policies to increase access to school-based social emotional resources and positive behavior intervention systems and/or restorative justice programs, including trauma informed mental health services, as well as extracurricular and after school/enrichment programs will help address our mental health and social emotional needs.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

Goal 1- Ensure High-Quality Work: Begin implementation of our Graduate Profile to ensure every student has equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

Goal 2- Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

Goal 3: Nurture a Culture of Belonging: CCDS will create a safe, inclusive, and equitable environment where all students feel a sense of belonging, are supported with social-emotional needs, develop strong relationships, and experience joy.

Goal 4: Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## Board meetings

September 23, 2020:

At this meeting, the administrative team conducted an informational presentation about the Learning Continuity and Attendance plan local indicators, goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

October 9, 2020:

At this meeting, the administrative team conducted an informational presentation about the LCAP and local indicators, goals, and actions. Learning Continuity and Attendance data were presented. Dashboard progress was not available due to school shutdowns in March 2019. Parents, teachers, and board members were present to discuss and provide feedback.

March 24, 2021:

At this meeting, the administrative team presented on Graduate Profile development and collaboration with Silicon Schools grant Parents and teachers and board members were present to discuss and provide feedback.

## Parent Communications and Meetings:

Sept- LCP posted on the website

October 9, 2019: LCAP/WASC Stakeholder meeting

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

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

## Surveys

Parents were provided a climate and input survey in April, gathering 76% of our family's responses. Data gathered and analyzed by the team to determine actions and services.

Staff and student surveys were sent out in February and April and analyzed by the team to determine actions and services provided as a result of the COVID-19 campus closures.

#### Staff Meetings

October 10, 2019: Staff meeting

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

February 3, 2021: Staff meetings

At this meeting, the administrative team and Altitude Learning presenter Symon Graduate Profile design process.

February 24th, 2021: Staff Meeting

At this meeting, the administrative team reviewed competency based

#### A summary of the feedback provided by specific stakeholder groups.

The themes that emerged in reviewing the data collected from stakeholder input were the continuation of high quality work through project work, exhibitions, and development of attributes that enable us to interact effectively and harmoniously with other people. In addition, parents supported academic and behavior interventions that we have implemented to support struggling students.

These themes led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project based learning, ensuring students participate in high quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1)
- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Continued support in project based learning, ensuring students participate in high quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1)

- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

# Goals and Actions

## Goal

Goal #	Description
1	Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

An explanation of why the LEA has developed this goal.

All learners benefit from creating high quality and authentic work which entails frequent feedback targeting students' learning needs, while providing students with information to develop their work. As the process, effort, and strategies involved in accomplishing this work are focused upon, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000). State priorities 1,3,5,7,8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%				100%
Students engage in project based learning or exhibition	95%				100%
Families attending an exhibition or student led conference	90%				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family survey responses indicate “CCDS provides a high quality educational program for all students.”	90%				98%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Exhibitions and Student-Led Conferences	Continue to host exhibitions and invite community members to participate. Additionally, CCDS will continue to implement student-led conferences where families will hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth and goals for the year.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

An explanation of why the LEA has developed this goal.

Our educational program is designed to challenge, engage, and empower students. And in supporting Project-based Learning, CCDS intends to provide equity and access to curriculum while challenging diverse learners. Research shows that a pedagogy which asserts that students learn best by experiencing and solving real-world problems increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008). State priorities 2,4,5,7

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Rubric ELA Indicator will maintain or increase	Blue (47 points above standard)				Maintains or improves
LCFF Rubric Math Indicator will maintain or increase	Green (15 points above standard)				Maintains or improves
Number of faculty trained and participating in Project Based Learning	100%				100%
English language learner progress (CA Dashboard) and	N/A				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Reclassification rates					
Number of student survey responses positively indicate the statement “Adults at my school believe that I can be successful.” And answer positively to the question “ Do you do work that matters?”	90%				95%
Number of students meeting end of year AIMSWEB Plus benchmarks	N/A				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning (ELA, PBL)	Provide professional learning experiences aligned with EL Curriculum and PBL for staff.		No
2	Math Curriculum	Research, pilot, train staff, and implement a new math curriculum.	\$108,000.00	No
3	Project Work	Project design will reflect meaningful, interdisciplinary projects and students will be able to explain the learning goals and the purpose behind their work while applying their skills and content knowledge to produce purposeful, meaningful work.		No

Action #	Title	Description	Total Funds	Contributing

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
3	Nurture a Culture of Belonging: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

An explanation of why the LEA has developed this goal.

Over the past few years, the LEA has implemented Restorative Practices, MTSS, along with sustained positive discipline. Additionally, efforts have been made to respond to chronic absenteeism, students in crisis and creating a joyful environment. In doing so, students' social emotional needs are better met and relationships are at the forefront. CCDS is committed to continuing this effort with students, families and teachers and in order to respond to future needs. Creating an inclusive environment is paramount for student learning and a strong school community. (State priorities 1,5,6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of chronic absenteeism	4%				3%
Rate of chronic absenteeism SED students	6%				4.5%
P2 attendance rate	96%				96%
Suspension rate	1.5%				1.0%
Percent of credentialed teachers	100%				100%
Percent of students with access to CCSS	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned curricular materials.					
Percent of facility inspections that are in "good repair"	95%				98%
Student respond to the statements, "I feel happy to be at CCDS", "I want to do my best", and "I feel safe at school."	85%				95%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Services	Continue to fund administrative time to support the development and maintenance of a happy, healthy, student community.		No
2	Professional learning for student services	Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices and to maintain MTSS and PBIS structures for the student community.	\$20,000.00	No
3	Support for Continuous Improvement data review	Support collaborative staff time to gather and examine data regarding sense of belonging from student surveys in order to identify and implement best practices through the school.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4</b>	Specialists	Continue to support enrichment opportunities through our specialists (Art, Music, STEM)	\$38,000.00	No
<b>5</b>	Basic Services	Provide high quality credentialed teachers, appropriate instructional materials and well maintained facilities optimized for learning.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.

An explanation of why the LEA has developed this goal.

CCDS recognizes that students encounter difficulties that hinder their success in school and that early intervention can help increase student achievement and self confidence resulting in the likelihood of graduation. Academic, social-emotional, behavioral difficulties and inconsistent attendance all contribute to a student's challenges in school. Research shows that unaddressed skill gaps can negatively impact some subgroups more than their peers. Therefore, CCDS stays committed to supporting all students while targeting those subgroups to ensure all students perform at their personal best. (State priorities 4,5,6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students receiving Rtl services	10% of student population				Maintain or improve
Number of students who exit Rtl services	30% of the students served				Maintain or improve
Number of students who receive direct instruction in SEL	70% of student population				95% of student population
Number of students who participate in SEL intervention groups	3% of the student population				5% of the student population

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Coordination	Interventions services will be coordinated and improved upon through best practices in three-tier model of academic intervention by providing an Rtl director and academic coaches.	\$141,000.00	Yes
2	Outreach	Improve support services to identified students by providing social emotional classroom supports, transportation passes, family outreach and administrative support.	\$32,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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 has or will support 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$214,000.00	\$91,000.00	\$1,000.00	\$38,000.00	\$344,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$236,500.00	\$107,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Exhibitions and Student-Led Conferences					
2	1	All	Professional Learning (ELA, PBL)					
2	2	All	Math Curriculum	\$50,000.00	\$58,000.00			\$108,000.00
2	3	All	Project Work					
3	1	All	Student Services					
3	2	All	Professional learning for student services	\$20,000.00				\$20,000.00
3	3	All	Support for Continuous Improvement data review	\$5,000.00				\$5,000.00
3	4	All	Specialists	\$38,000.00				\$38,000.00
3	5	All	Basic Services					
4	1	English Learners Foster Youth Low Income	Intervention Coordination	\$70,000.00	\$33,000.00		\$38,000.00	\$141,000.00
4	2	English Learners Foster Youth Low Income	Outreach	\$31,000.00		\$1,000.00		\$32,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$214,000.00	\$344,000.00
<b>LEA-wide Total:</b>	\$101,000.00	\$173,000.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	Intervention Coordination	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$141,000.00
4	2	Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,000.00	\$32,000.00



Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# 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
<b>Metric/Indicator</b> Priority 1- Teacher Credentials (SARC) <b>19-20</b> 100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.  <b>Baseline</b> 100% of teachers are appropriately assigned and fully credentialed.	100% of teachers were appropriately assigned and fully credentialed. Recruitment efforts were successful in filling vacancies.
<b>Metric/Indicator</b> Priority1-Instructional Materials (SARC) <b>19-20</b> 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.  <b>Baseline</b>	100% of student had access to CCSS aligned textbooks or curricular materials.

Expected	Actual
<p>100% of students have access to CCSS aligned textbooks or curricular materials.</p> <p><b>Metric/Indicator</b> Priority 2: Local indicators CASS Implementation Metric</p> <p><b>19-20</b> Math: 100% of teachers are at "full awareness to implementation" ELA: 95% of teachers are at "full awareness to implementation"</p> <p><b>Baseline</b> Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"</p>	<p>All teachers are implementing curriculum that is aligned with CCSS. Due to the COVID-19 response, the CASS Implementation Metric was not completed by teachers.</p>
<p><b>Metric/Indicator</b> Priority1-Facilities in Good Repair (SARC)</p> <p><b>19-20</b> Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.</p> <p><b>Baseline</b> SARC- 100% facility system inspections are in "good" repair</p>	<p>Facilities were in good repair, new playground was added in fall of 2019 and building projects are moving forward for 2020/2021 school year.</p>
<p><b>Metric/Indicator</b></p> <p><b>Baseline</b></p>	
<p><b>Metric/Indicator</b></p>	

Expected	Actual
Baseline	
Baseline	
Metric/Indicator	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries Base 1500  textbooks/instructional materials 4000-4999: Books And Supplies LCFF Base 1000  trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 500	substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries LCFF Base 2000  textbooks/instructional materials 4000-4999: Books And Supplies LCFF Base 1000  trainings/professional development 5000-5999: Services And Other Operating Expenditures LCFF Base 1000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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.	math materials/texts 4000-4999: Books And Supplies LCFF Base 2000  substitute teachers - training days 1000-1999: Certificated Personnel Salaries LCFF Base 5500  trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1000	math materials/texts 4000-4999: Books And Supplies LCFF Base 1798.53  substitute teachers - training days 1000-1999: Certificated Personnel Salaries LCFF Base 3500  trainings/consultants 5000-5999: Services And Other Operating Expenditures LCFF Base 1000
Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.	School Psychologist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9450  School Pyschologist benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1575	School Psychologist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5685.53  School Pyschologist benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1819.37
Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries LCFF Base 145000  custodial & maintenance supplies 4000-4999: Books And Supplies LCFF Base 29600  custodial & maintenance benefits 3000-3999: Employee Benefits LCFF Base 3600  11800	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries LCFF Base 161978.24  custodial & maintenance supplies 4000-4999: Books And Supplies LCFF Base 21145.5  custodial & maintenance benefits 3000-3999: Employee Benefits LCFF Base 56692.37

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds supported the actions and services outlined above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CCDS teachers continued to be 100% appropriately assigned and fully credentialed. Students continued to engage in project work that embeds ELA, Math, history, and NGSS standards during distance learning and hybrid learning. Expeditionary Learning curriculum was implemented with fidelity in K-5 and adjustments were made to ensure continuity of instruction during distance learning. Professional learning experiences were provided to support teachers needing to shift their teaching to an online platform. Interventions shifted from in-person to online and when appropriate RTI staff continued to provide intervention services in a blended model of push in and pull out services. Completion of new facilities will be finalized this school year and we have continued to follow our established maintenance and facility repair schedule. The outdoor area is in excellent condition.

## 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
<b>Metric/Indicator</b> Priority 2: Local indicators CASS Implementation Metric <b>19-20</b> 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 to implementation"  <b>Baseline</b> Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	All teachers are implementing curriculum that is aligned with CCSS. Due to the COVID-19 response, the CASS Implementation Metric was not completed by teachers.
<b>Metric/Indicator</b> Priority 4 ELA CAASPP <b>19-20</b> Overall maintains or improves and LI improves by 5 points.  <b>Baseline</b> Distance from level 3 (15/16): Overall: 26.7	As reflected on the California Dashboard, students overall scored 46.4 points above standard and improved by 8 points. Our socioeconomically disadvantaged subgroup or LI scored 30.1 points above standard and improved by 28 points. This metric was met.



Expected	Actual
LI: -30.5	
<p><b>Metric/Indicator</b> Priority 4 Math CAASPP</p> <p><b>19-20</b> Overall maintains or improves and LI improves by 5 points.</p> <p><b>Baseline</b> Distance from level 3 (15/16): Overall: -0.9 SD: -39.9</p>	<p>As reflected on the California Dashboard, students overall scored 15.5 points above standard and improved by 4.7 points. Our socioeconomically disadvantaged subgroup or LI scored 3.5 points below standard yet improved by 25.7 points. This metric was met.</p>
<p><b>Metric/Indicator</b> Priority 4: English language learner progress, ELPAC, Reclassification rates</p> <p><b>19-20</b> Review and track EL progress and reclassification rates at a local level.</p> <p><b>Baseline</b> N/A: Summary reports are not provided for subgroups less than three.</p>	<p>English learner progress has been locally tracked. This subgroup is too small to be reflected on the Dashboard.</p>
<p><b>Metric/Indicator</b> Priority 4/8 Local Metric- AIMSWEB/ESGI</p> <p><b>19-20</b> 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p> <p><b>Baseline</b> 90% of students will be progress monitored through universal screeners and multiple measures K-8.</p>	<p>100% of the students have completed math and reading universal screeners. Interventions for struggling students are determined using these screeners and classroom assessments. This metric has been met.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	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>NGSS, Engineering, math supplements supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p>	<p>NGSS, Engineering, math supplements supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 763.55</p>
<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 a local data tracking system will be implemented.</p>	<p>Education Specialist Teacher, School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 48000</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 48500</p> <p>benefits for teacher, RTI employees 3000-3999: Employee Benefits LCFF Supplemental and Concentration 75000</p> <p>Professional Development- Lexia/AIMSWEB, Linda Mood Bell, 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 54608</p> <p>RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>2500</p>	<p>School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9890</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 61830.27</p> <p>benefits for RTI employees 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12772.55</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 22642.49</p> <p>RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1288.56</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds supported the actions and services outlined above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teaches shifted curriculum and project design so that it could be taught online and implemented Altitude Learning platform to support instruction. Intervention services continue with a focus on students who needed tier 3 interventions. Staffing of an intervention specialist and academic coaches remained the same. Professional learning for teachers focused on shifting to competency-based grades. Aimsweb plus and ESGI ( in one grade) were administered twice this year.

## 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	Actual
<b>Metric/Indicator</b> Priority 5- Chronic Absenteeism rates  <b>19-20</b> Maintain rates or decrease  <b>Baseline</b> 15/16 Overall: 3.9% LI: 10.6%	CA Dashboard results for 18/19 showed a 4% rate, an increase of 1.7% directly related to Campfire impacts. 19/20 year to campus closure rate was 2.9%, a significant improvement.
<b>Metric/Indicator</b> Priority 5- Attendance Rates  <b>19-20</b> Attendance rate will stay above 96%.  <b>Baseline</b> 15/16 rates Elementary: 96.31%	Attendance rates were above 96% in 18/19 and 19/20 until campus closure.

Expected	Actual
Middle School: 96.46%	
<b>Metric/Indicator</b> Priority 5-Drop Out rate  <b>19-20</b> 0% drop out rate.  <b>Baseline</b> 15/16 rates 0% of students drop out	0% drop out rate
<b>Metric/Indicator</b> Priority 6- Suspension  <b>19-20</b> Maintain rates or decrease  <b>Baseline</b> LCFF Evaluation Rubric status 14/15 Overall- 1.7% LI- 2.6%	Suspension rate increased by 0.7% to 1.5%.
<b>Metric/Indicator</b> Priority 6- Local indicator for school climate  <b>19-20</b> 90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.  <b>Baseline</b> 90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	Survey was not implemented due to the COVID-19 campus closures.

Expected	Actual
<b>Metric/Indicator</b> Priority 3- Local indicator for parent involvement  <b>19-20</b> 50% of families will participate in surveys and those will be collected at conference time.  <b>Baseline</b> Parents voluntarily participate in yearly climate survey.	60% of families participated in yearly climate survey and more than 60% participated in class surveys during the COVID-19 response.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	non-perishable food items 4000-4999: Books And Supplies LCFF Supplemental and Concentration 200  bus passes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 100	non-perishable food items 4000-4999: Books And Supplies LCFF Supplemental and Concentration 350  0
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.	art, music, STEM teachers 1000-1999: Certificated Personnel Salaries LCFF Base 89500  non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries LCFF Base 72500  benefits for certificated and classified employees 3000-3999: Employee Benefits LCFF Base 35800  books and supplies for electives, music, art, choir, band classes 4000-4999: Books And Supplies LCFF Base 12500	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.	<p>Parent Liaison classified position 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2825</p> <p>Parent Liaison benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1645</p> <p>incentives &amp; materials 4000-4999: Books And Supplies Supplemental 1000</p>	<p>Parent Liaison Classified Position 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2574.96</p> <p>Parent Liaison benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 900.00</p> <p>incentives &amp; materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 820.97</p>
Continue supporting trauma informed practices. Provide restorative practices training for staff.	<p>Social Emotional data collection &amp; Social.Emotional Group Lessons 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 500</p> <p>lesson plan needs 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500</p> <p>Professional development/ Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5000</p>	<p>Social Emotional data collection &amp; Social.Emotional Group Lessons 1000-1999: Certificated Personnel Salaries LCFF Base 1500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 500</p> <p>0</p> <p>0</p>
Support personnel to implement attendance tracking and family outreach for chronically absent students.	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9725	personnel/Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22030

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.	<p>personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries Supplemental 6075</p> <p>Personnel benefits 3000-3999: Employee Benefits Supplemental 7410</p>	<p>personnel/ Attendance - Office Manager 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 11468.40</p> <p>Personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7593</p>
Increase parent/community outreach and community event opportunities.	<p>Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2825</p> <p>personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1640</p> <p>supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1200</p>	<p>Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2574.96</p> <p>personnel benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 900.99</p> <p>supplies for outreach/community events 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8816.09</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted supported the actions. Funds budgeted for actions that were not able to be implemented, such as an increase in parent & community outreach through community event opportunities because of COVID restrictions, were re-allocated to intervention and counseling services for students.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

CCDS continued to provide inquiry-based programs and electives via distance learning and in our hybrid model. The attendance team focused on collecting engagement and attendance data and connecting families to county resources. CCDS continued participation with Butte County's SARB coalition virtually. Parent information virtual events and social media communication updates help keep our school and families connected. Weekly video updates from school administrators and e-flier were sent out to ensure families were aware of school updates. The challenges to implementing the community event goal and outreach were the COVID restrictions that prevented gathering.

20-21 Suspension Rates: CCDS has been implementing restorative practices and have had zero suspensions in 20/21.

Lifeskills and attendance incentives were not implemented due to students not at school or in a hybrid model most of the school year. But, in order to track and support engagement, CCDS shifted personnel resources to monitoring engagement and attendance in distance learning and hybrid models of instruction.

Trauma informed practices have been implemented through suicide prevention training for staff, parents and also for students as there was a need within our county to provide this level of support. Trauma informed practices are embedded in the suicide prevention training.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increasing certificated and classified instructional supports, including reallocation of staff to support students, and an additional technology support person.	150000		Yes
Provision of on campus day camp for children of staff members, and students not able to engage off-campus, as well as an afterschool daycamp onsite.	65000		Yes
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols, and egress procedures.	32000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All funds supported the actions and services outlined above.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of online digital curriculum, Altitude Learning, and additional summer learning teacher	65000	75979	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

CCDS purchased Altitude Learning as well as re-assigned three teachers to help with distance learning once hybrid learning was implemented in November.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We made several key decisions before school began to allow for continuity of learning through this year. First was the deployment of Chromebooks to all students who requested one. We continue to utilize a tech request form on our website that is monitored by three staff members to troubleshoot any issues with technology. We were also able to take requests for Hot Spots for families in need of additional wifi support. Challenges included families with 3 or more students who needed access to wifi at similar times. Some of these students were the first to return when we were able to offer some in-person learning.

We purchased Altitude Learning as our platform for teachers to build all of their curriculum for students. This is a platform built for Project Based Learning, so it supports the pedagogical approach of the school and allows our teachers to continue to make and build their curriculum. Along with the purchase of the platform, we also received eight professional development sessions, bi-monthly coaching for administrators, and data review each semester. With this platform and our training, teachers were able to create content for students that they could access no matter their learning location. Teachers were able to be creative professionals and also built their instruction in a way that allowed for flexibility when students needed to quarantine, when we were asynchronous, and when we were in full Distance Learning. Challenges with this included the time-consuming process of transferring all instructional materials to the online platform. There was also the shift in learning to use the technology in the midst of all of the other changes. Fortunately, Altitude had very responsive customer support for families and staff members.

For our students with unique needs, we were able to increase zoom time support with our specialist teachers, classroom teachers, Ed Specialists, and were able to offer some on-campus support time as well. We offered enrichment through our Wonder Wednesday offering with an art, science, and music focus. We also established small group reading instruction for all students TK-3 and small

group support in the upper grades. Our intervention and academic support teachers were able to meet with students in small groups and teachers completed 1:1 assessments with students. Conferences were scheduled with all families via zoom in September and October to connect families with teachers, share current challenges and successes, and inquire about any additional supports needed. For classified staff, new procedures for attendance and documentation of engagement created a time-consuming process. Monthly reports were reviewed by a newly formed Attendance Team and phone calls, emails, meetings, and follow-up conferences were scheduled to support student engagement.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development targeted toward distance learning curriculum and learning loss.	10000	11016.50	Yes
Purchased AIMSWEB to facilitate assessments and data gathering, grades TK-8	4500	4500	Yes
Staffing learning labs and camps during the school day to mitigate academic and social-emotional loss, beginning in October.	75000	15000	Yes
Implementation of Lexia and other digital curriculum to support math and ELA content standards	15000	5000	Yes
Contract with School Social Worker and counseling agency to work with students experiencing mental health challenges	32000	10625	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All budgeted expenditures for addressing pupil learning loss were implemented.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success included the implementation of professional development via remote learning and the Director of Education monitored teacher implementation of digital curriculum. AIMSWEB was administered twice this year in grades TK-8, ELA and Math, and data was reviewed and shared with teachers and RTI staff to analyze learning loss and grade level change in instruction. Targeted students were invited on campus during distance learning and hybrid models to mitigate academic losses and ensure engagement. One of the challenges with providing learning labs was having to shift staff to cover and meet the needs of our students. Lexia and other digital curriculum was used to enhance academic supports and data collected through these programs was used to inform teacher instruction. It also allowed parents to support students at home and be a part of their child's education. CCDS did contract with a counseling agency to provide mental health services to our students. Our administration also built relationships with the local mental health agencies and local private mental health providers to align student mental health services. We also worked with the

Mechoopda Indian Tribe to provide mental health to students who qualified. The challenge with mental health services is that our county is so impacted with needs that it is difficult to provide services to all of the students who need it.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

At Chico Country Day mental wellness of our students, staff and families is always a priority. As mentioned, the COVID-19 pandemic has had an increased impact on mental health and social and emotional well-being in the 2020-21 school year. At Chico Country Day we have continued to use many of our ongoing supports (from prior to COVID) as well as increased and adjusted supports to ensure we are addressing student need.

Some of the supports that are currently in place:

Use of Kelvin (Education) Pulse to create check-in opportunities, monitor mental wellness and identify students who need support  
Weekly advisory meetings with all middle school students (6th - 8th) to address social emotional wellness and mental health topics

Regular social emotional check-ins for students and staff

A variety of social emotional wellness programs and supports used in classrooms including, but not limited to:

Nurtured Heart Approach

Restorative Justice Practices

Zones of Regulation

Second Step

Mind-up Mindfulness

Implemented StopIt Solutions Anonymous Reporting System for reporting of any safety, misconduct or compliance issues

Counseling provided by contracted social worker

Suicide Prevention Training for all staff working with students grade 4 and above

Suicide Prevention Training for all students grade 6 and up

Morning Meetings with all students TK- 8th

Flexibility with due dates and assignments

Continued discussion with staff regarding social emotional wellness that may be needed for each classroom

Using these supports has proven successful for a majority our students, families and staff. We noticed the most challenges in supporting mental health and social and emotional well being when our students were in distance learning only. We have been back to in-person instruction since late October 2020. and that has made it easier to monitor and support what our students need.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes included the ability to reallocate staff to ensure targeting of students and families in order to be engaged. Challenges included the inability to meet in person or attend events to check on families in person. Our tiered approach to pupil and family engagement was enhanced due to the collaboration of Butte County Office of Education and Butte County Mental Health services and resources.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CCDS provided free breakfast and lunch to all students throughout the year by collaborating with Chico Unified School District. This has been a huge success. The only challenge was during distance learning and ensuring that students were able to access these free meals since they were not on campus. CCDS also provides free snacks to all students who need it.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, CCDS was successful in meeting most of the goals of both the 19/20 LCAP and the 20/21 Learning Continuity & Attendance Plan. The largest lesson we learned is that we have a huge need for social/emotional and mental health services for our students this year and going forward. We also need to ensure connection with parents and provide parents with needed support and training so they have the tools to support their students. Moving forward into next year, we need to have more paraprofessional staff to work with students in small groups. This was challenging during distance learning because it's hard for paraprofessional staff to connect in small groups via technology. However, now that we are in person learning, it is obvious that students need additional support in their learning.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	14,300.00	0.00
	2,000.00	0.00
	398,000.00	252,114.64
	274,793.00	174,721.69
	14,485.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	14,300.00	0.00
	163,675.00	44,605.53
	279,225.00	240,426.83
	127,170.00	81,178.28
	56,800.00	27,167.11
	1,300.00	10,816.09
	61,108.00	22,642.49

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		14,300.00	0.00
		1,500.00	0.00
		95,000.00	7,000.00
		67,175.00	37,605.53
		217,500.00	161,978.24
		55,650.00	78,448.59
		6,075.00	0.00
		39,400.00	57,192.37
		80,360.00	23,985.91
		7,410.00	0.00
		45,100.00	23,944.03
		10,700.00	3,223.08
		1,000.00	0.00
		0.00	2,000.00
		1,300.00	8,816.09
		500.00	0.00
		1,000.00	0.00
		59,608.00	22,642.49

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	212,525.00	257,619.54
Goal 2	238,608.00	109,187.42
Goal 3	252,445.00	60,029.37

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$247,000.00	
Distance Learning Program	\$65,000.00	\$75,979.00
Pupil Learning Loss	\$136,500.00	\$46,141.50
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$448,500.00	\$122,120.50

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$247,000.00	
Distance Learning Program	\$65,000.00	\$75,979.00
Pupil Learning Loss	\$136,500.00	\$46,141.50
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$448,500.00	\$122,120.50

Checks Dated 03/02/2021 through 04/30/2021				Board Meeting Date 5/12/21		
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount	
0018994	03/05/2021	AFLAC	01-9587		617.28	
0018995	03/05/2021	Amazon Capital Services, Inc	01-4341	66.62		
			01-4350	49.59	116.21	
0018996	03/05/2021	Butte Schools Self Funded Programs	01-9514	57,270.17		
			01-9586	122.77	57,392.94	
0018997	03/05/2021	CA Water Service Company	01-5530		918.26	
0018998	03/05/2021	CharterSAFE	01-3600	3,031.02		
			01-5450	7,917.98	10,949.00	
0018999	03/05/2021	Dell Financial Services	01-5610		3,876.85	
0019000	03/05/2021	Dell Financial Services	01-5610		3,183.49	
0019001	03/05/2021	Evergreen Janitorial Supply, Inc.	01-4370		214.01	
0019002	03/05/2021	PG &E	01-5510	255.82		
			01-5520	5,938.80	6,194.62	
0019003	03/05/2021	Ray Morgan Company	01-5612		7,148.79	
0019004	03/05/2021	Reece, Margaret E	01-5950		20.48	
0019005	03/05/2021	SchoolAbility, LLC	01-5812		2,500.00	
0019006	03/05/2021	T Mobile	01-5912		95.33	
0019008	03/16/2021	Access Information Protected	01-4350		103.03	
0019009	03/16/2021	Certifix Live Scan	01-5862		60.00	
0019010	03/16/2021	Citi Cards	01-4310	6.99		
			01-4350	108.22		
			01-4440	278.82		
			01-5300	45.00-		
			01-5852	111.66		
			01-5863	845.00		
			01-5878	62.94	1,368.63	
0019011	03/16/2021	Department of Justice	01-5862		209.00	
0019012	03/16/2021	Evergreen Janitorial Supply, Inc.	01-4370		470.92	
0019013	03/16/2021	Ferguson, Stacy M	01-4350		43.99	
0019014	03/16/2021	Focal Point Landscape Supply	01-5635		450.45	
0019015	03/16/2021	Good-Lite Company	01-4393		139.50	
0019016	03/16/2021	Intrado Interactive Serv Corp EDUCATION DIVISION	01-5910		1,064.00	
0019017	03/16/2021	Mission Linen and Uniform	01-5550		316.15	
0019018	03/16/2021	Rockwell Printing Inc.	01-4313		696.00	
0019019	03/16/2021	School Services of California	01-5300		320.00	
0019020	03/16/2021	Tucker Pest Control	01-5570		240.00	
0019021	03/16/2021	Verizon Wireless	01-5912		999.20	
0019022	03/16/2021	Waste Management	01-5560		379.67	
0019023	03/18/2021	Internal Revenue Service	01-9513	5,359.10		
			01-9517	7,545.68		
			01-9519	3,742.76	16,647.54	
0019024	03/18/2021	The TDS Group	01-9580		3,317.50	
0019025	03/22/2021	Christensen Telecommunications , Inc.	01-5635		9,067.07	
0019026	03/26/2021	Amazon Capital Services, Inc	01-4310		267.05	
0019027	03/26/2021	AT & T	01-5910		190.70	

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SCHOOLABILITY

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Checks Dated 03/02/2021 through 04/30/2021			Board Meeting Date 5/12/21		
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
0019028	03/26/2021	Cooley, Kerri A	01-4327		49.93
0019029	03/26/2021	Evergreen Janitorial Supply, Inc.	01-4370		98.73
0019030	03/26/2021	Fishcamp, LLC	01-5852		500.00
0019031	03/26/2021	Focal Point Landscape Supply	01-5635		128.70
0019032	03/26/2021	Follett School Solutions, Inc	01-4313		256.11
0019033	03/26/2021	Office Depot	01-4313	342.60	
			01-4352	321.64	664.24
0019034	03/26/2021	Procopio, Cory, Hargreaves & Savitch, LLP	01-5820		744.00
0019035	03/26/2021	Ray Morgan Company	01-5530		205.92
0019036	03/26/2021	Story Heating & Air	01-5615		425.02
0019037	03/26/2021	Urban Design	Reissued		2,350.61 *
	Reissued on 04/29/2021				
0019041	04/01/2021	AFLAC	01-9587		543.44
0019042	04/01/2021	Amazon Capital Services, Inc	01-4310	217.74	
			01-4313	501.75	
			01-4350	12.60	732.09
0019043	04/01/2021	American Fidelity Assurance ATTN: Billing Admin	01-9525	3,151.74	
			01-9587	120.94	3,272.68
0019044	04/01/2021	Butte Schools Self Funded Programs	01-9514	57,447.18	
			01-9586	123.16	57,570.34
0019045	04/01/2021	CA Water Service Company	01-5530		994.38
0019046	04/01/2021	Cherry, Angela J	01-4329		95.87
0019047	04/01/2021	Cooley, Kerri A	01-4327		57.84
0019048	04/01/2021	Dell Financial Services	01-5610		3,877.94
0019049	04/01/2021	Dell Financial Services	01-5610		3,183.49
0019050	04/01/2021	Hall, Jeffrey M	01-4310		172.48
0019051	04/01/2021	Internal Revenue Service	01-9513	9,802.18	
			01-9517	20,987.25	
			01-9519	6,627.22	37,416.65
0019052	04/01/2021	John Sclare	01-5635	1,026.00	
			01-5887	4,000.00	5,026.00
0019053	04/01/2021	Locksmithing Enterprises	01-4380		85.80
0019054	04/01/2021	Nicole Pang	01-5850		577.50
0019055	04/01/2021	Pitney Bowes Inc.	01-5950		95.04
0019056	04/01/2021	Procopio, Cory, Hargreaves & Savitch, LLP	01-5820		5,123.38
0019057	04/01/2021	Production Construction	01-4380		600.00
0019058	04/01/2021	The TDS Group	01-9580		3,317.50
0019059	04/01/2021	US Screenprinting & Embroidery	01-5724		68.00
0019060	04/09/2021	Amazon Capital Services, Inc	01-4313	177.11	
			01-4440	242.03	419.14
0019061	04/09/2021	CalPERS	01-9550		48.11
0019062	04/09/2021	CASBO	01-5863		255.00
0019063	04/09/2021	Citi Cards	01-4310	106.99	
			01-4350	205.30	

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SCHOOLABILITY

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Checks Dated 03/02/2021 through 04/30/2021				Board Meeting Date 5/12/21		
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount	
0019063	04/09/2021	Citi Cards	01-4396	108.93		
			01-4413	595.86		
			01-5852	234.38		
			01-5863	665.00		
			01-5878	192.95	2,109.41	
0019064	04/09/2021	Eubanks, David J	01-4310		341.96	
0019065	04/09/2021	Frontline Technologies Group L LC	01-5863		695.00	
0019066	04/09/2021	Half a Bubble Out, Inc.	01-5852		90.00	
0019067	04/09/2021	Hayden Fire Protection	01-5630		362.90	
0019068	04/09/2021	Mission Linen and Uniform	01-5550		397.27	
0019069	04/09/2021	PG &E	01-5510	239.27		
			01-5520	5,554.47	5,793.74	
0019070	04/09/2021	School Services of California	01-5300		320.00	
0019071	04/09/2021	SchoolAbility, LLC	01-5812		2,500.00	
0019072	04/09/2021	T Mobile	01-5912		100.00	
0019073	04/09/2021	Verizon Wireless	01-5912		649.79	
0019074	04/09/2021	Waste Management	01-5560		379.67	
0019075	04/09/2021	Wilson, Pamela H	01-5212		20.00	
0019077	04/15/2021	Access Information Protected	01-4350		103.74	
0019078	04/15/2021	Altitude Learning	01-5850		15,000.00	
0019079	04/15/2021	Amazon Capital Services, Inc	01-4310		74.82	
0019080	04/15/2021	CalPERS	01-9550		17,807.09	
0019081	04/15/2021	Christensen Telecommunications , Inc.	01-5635		90.00	
0019082	04/15/2021	Department of Justice	01-5862		162.00	
0019083	04/15/2021	Evergreen Janitorial Supply, Inc.	01-4370		832.85	
0019084	04/15/2021	Inspirit Group LLC dba STOPit Solutions	01-5887		1,083.33	
0019085	04/15/2021	Internal Revenue Service	01-9513	5,340.52		
			01-9517	7,759.67		
			01-9519	3,791.78	16,891.97	
0019086	04/15/2021	Ray Morgan Company	01-5530		205.92	
0019087	04/15/2021	Stephen Roatch Accountancy Corporation	01-5821		1,538.00	
0019088	04/15/2021	Story Heating & Air	01-5615		780.00	
0019089	04/15/2021	The TDS Group	01-9580		3,317.50	
0019090	04/15/2021	Tucker Pest Control	01-5570		240.00	
0019091	04/15/2021	United Building Contractors, I nc.	01-5635		908.70	
0019094	04/23/2021	Amazon Capital Services, Inc	01-4310	439.07		
			01-4313	137.61		
			01-4350	92.87	669.55	
0019095	04/23/2021	Cherry, Angela J	01-4329		10.69	
0019096	04/23/2021	COMTEC	01-5615		90.75	
0019097	04/23/2021	Cooley, Kerri A	01-4327		39.08	
0019098	04/23/2021	Dell Financial Services	01-5610		3,852.78	
0019099	04/23/2021	Dell Financial Services	01-5610		3,183.49	
0019100	04/23/2021	Employment Development Dept	01-9515	389.18		

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SCHOOLABILITY

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Checks Dated 03/02/2021 through 04/30/2021				Board Meeting Date 5/12/21	
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
0019100	04/23/2021	Employment Development Dept	01-9516	1,568.96	
			01-9518	2,242.65	
			01-9521	113.30	4,314.09
0019101	04/23/2021	Loy J Mattison	01-5887		625.00
0019102	04/23/2021	Office Depot	01-4310	209.18	
			01-4350	84.06	
			01-4352	514.64	807.88
0019103	04/23/2021	United Building Contractors, I nc.	01-5635		503.00
0019105	04/29/2021	AFLAC	01-9587		543.44
0019106	04/29/2021	Amazon Capital Services, Inc	01-4317	62.67	
			01-4329	124.47	187.14
0019107	04/29/2021	American Fidelity Assurance ATTN: Billing Admin	01-9525	3,151.74	
			01-9587	120.94	3,272.68
0019108	04/29/2021	AT & T	01-5910		199.08
0019109	04/29/2021	CA Water Service Company	01-5530		971.87
0019110	04/29/2021	CDW-Government	01-4311		97.00
0019111	04/29/2021	Currie, Patricia E	01-4327		72.27
0019112	04/29/2021	Dewald Parent, Amie L	01-4396		217.06
0019113	04/29/2021	Home Depot	01-5615		69.93
0019114	04/29/2021	Internal Revenue Service	01-9513	5,222.18	
			01-9517	8,144.53	
			01-9519	3,867.36	17,234.07
0019115	04/29/2021	Memory Book Company	01-5840		4,923.74
0019116	04/29/2021	Nicole Pang	01-5850		440.00
0019117	04/29/2021	Office Depot	01-4313		366.43
0019118	04/29/2021	Procopio, Cory, Hargreaves & Savitch, LLP	01-5820		4,446.01
0019119	04/29/2021	T Mobile	01-5912		100.00
0019120	04/29/2021	The TDS Group	01-9580		3,317.50
0019121	04/29/2021	Urban Design	01-5615		2,350.61
0019122	04/29/2021	Zuris, Alison C	01-4310		54.13
ACH006192	03/31/2021	Debra A. Hardesty	Cancelled		3,922.93 *
Cancelled on 03/31/2021					
Total Number of Checks			122		388,211.45

	Count	Amount
Cancel	1	3,922.93
Reissue	1	2,350.61
Net Issue		381,937.91

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	Unknown	120	381,937.91

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Checks Dated 03/02/2021 through 04/30/2021				Board Meeting Date 5/12/21	
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
Total Number of Checks			121	381,937.91	
Less Unpaid Tax Liability				.00	
Net (Check Amount)				<u>381,937.91</u>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

SCHOOLABILITY

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## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** Proposition 39 HVAC Expenditure

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

**Discussion/Action Agenda**

**Background Information:**

CCDS received funding from Proposition 39 several years ago that was to be spent on energy saving measures on campus. Several items were purchased, including new HVAC units, lights, sensors, and door sensors. CCD has \$39,334.58 leftover in the grant that must be spent by 6/30/21. We have carved out energy efficient HVAC units on the new building to use this funding.

**Educational Impact:**

Energy efficient systems improve funding available for education

**Fiscal Impact:**

CCDS has funding left in reserves that will otherwise need to be given back to the state of California if not spent by 6/30/21. The HVAC units have been installed.

**Additional Information:**

None

**Recommendation:**

Approval of Prop 39 expenditure.



P O Box 6039  
Chico CA 95927

Phone 530.345.8455  
Fax 530.345.8885  
Lic. 679303

**Change Order #64**

Owner: Chico Unified School District

Attn: Julie Kistle and John Sclare  
Chico Unified School District

Project Title: Chico Country Day School  
Project Number: 20015  
Location: Chico Ca  
Contract Date: May 6, 2020

**Description**

Scope: Per the direction of CUSD, a mechanical credit shall be provided to CUSD since prop 39 has been approved for Chico Country Day. This PCO is a credit back to CUSD and a direct charge to Chico Country Day School.

	Credit
Total change order credit:	(\$39,334.58)
Credit	(\$39,334.58)

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Change Order Total	(\$39,334.58)
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<b>TOTAL CHANGE</b>	(\$39,334.58)
---------------------	---------------

Owner Representative	United Building Contractors
By:	By:
Date:	Date: 04/30/20

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** E-rate Expenditure

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

**Discussion/Action Agenda**

**Background Information:**

CCDS went to bid for e-rate eligible equipment for the network infrastructure for the new admin and classroom buildings. This bid included 2 network switches, hardware, connections, cables and new wi-fi access points. The E-Rate year begins in July 1, 2021. CCDS will pay 100% of these costs up front, and will be reimbursed 40% of the cost after 7/1/2021.

**Educational Impact:**

Network capability is part of the approved building project and necessary for the educational program.

**Fiscal Impact:**

CCDS will receive reimbursement for 40% of costs of network infrastructure and followed all procedures to be eligible for e-rate funding. Upfront costs are necessary to finish the building project.

**Additional Information:**

None

**Recommendation:**

Approval of E-Rate expenditure.



**IT Management Corp.**  
 5201 Great America Parkway  
 Suite 320  
 Santa Clara, California 95054  
 United States  
<http://www.ITMGMT.com>  
 (P) (888) 970-2070  
 (F) (408) 739-1101

## ITM Quote (Open)

<b>Date</b> Apr 23, 2021 04:05 PM PDT	<b>Expiration Date</b> 05/14/2021
<b>Modified Date</b> Apr 26, 2021 12:57 PM PDT	
<b>Doc #</b> 7179 - rev 2 of 2	
<b>Description</b> Network & Wifi Upgrade - Chico Country Day Charter	
<b>SalesRep</b> IT Management Corp. , Customer Service (P) (408) 837-7000 (F) (408) 739-1101	
<b>Customer Contact</b> Reece , Margaret (P) (530) 895-2650 ext. 204 <a href="mailto:margaret@chicocountryday.org">margaret@chicocountryday.org</a>	

**Customer**  
 Chico Country Day  
 Charter (CC677)  
 Reece , Margaret  
 102 W. 11th Street  
 Chico , CA 95928  
 United States  
 (P) (530) 895-2650

**Bill To**  
 Chico Country Day School  
 Reece , Margaret  
 102 W. 11th Street  
 Chico , CA 95928  
 United States  
 (P) (530) 895-2650 ext. 204  
[margaret@chicocountryday.org](mailto:margaret@chicocountryday.org)

**Ship To**  
 Chico Country Day School  
 Reece , Margaret  
 102 W. 11th Street  
 Chico , CA 95928  
 United States  
 (P) (530) 895-2650 ext. 204  
[margaret@chicocountryday.org](mailto:margaret@chicocountryday.org)

**Shipping Info**  
 Delivery Method: FedEx Ground  
 Carrier Account #:  
 Special Instructions:  
**Payment Method**  
 Terms: Net 22 Days

### Public Procurement Awards & Contracts:



#	Description	Part #	Tax	List Price	% off	Qty	Unit Price	Total
<b>Hardware, License &amp; Components</b>								
1	Ruckus ICX 7150 Z-Series Switch Z-Series - switch - L3 - managed - 16 x 100/1000/2.5G (PoH) + 32 x 10/100/1000 (PoE+) + 8 x 10 Gigabit SFP+ (uplink) - front to back airflow - rack-mountable - PoH / PoE+ (740 W) - AC 100 - 240 V	ICX7150-48ZP- E8X10GR	Yes	\$7,150.00	60.00%	2	\$2,860.00	\$5,720.00
2	Fan FRU for ICX7150-48ZP Ruckus ICX 715048ZP fan kit	ICX-FAN11	Yes	\$250.00	60.00%	2	\$100.00	\$200.00
3	Ruckus RPS20-E 920Watts Wireless RPS20-E Power Supply Module Ruckus ICX 7150-48ZP power supply	RPS20-E	Yes	\$1,500.00	60.00%	2	\$600.00	\$1,200.00
4	Ruckus 10 Gbps Direct Attached SFP+ Copper Cable Direct attach cable - SFP+ to SFP+ - 3.3 ft - twinaxial - black - for BigIron RX-32, RX-4; ICX 6430, 6450, 7750; TurboIron 24; VDX 6710, 6720, 6730, 6740	10G-SFPP-	Yes	\$150.00	60.00%	4	\$60.00	\$240.00
5	Ruckus 10G SFPP SR Optic SFP+ transceiver module - 10 GigE - 10GBase-SR - LC multi-mode - up to 984 ft - 850 nm - for Brocade BigIron RX-16, RX-4, RX-8; ICX 6430, 6450, 7750; VDX 6710, 6720, 6730, 6740	10G-SFPP-SR	Yes	\$990.00	62.35%	4	\$372.70	\$1,490.80
6	Ruckus ZoneFlex R710 Wireless access point - Wi-Fi - Dual Band	901-R710-US00	Yes	\$1,295.00	54.12%	7	\$594.17	\$4,159.19
7	Ruckus E-RATE ZoneDirector 1200 License Upgrade 3 Year E-Rate Warranty	9E9-3001-ZD12	No	\$204.00	54.12%	7	\$93.60	\$655.20
								Subtotal \$13,665.19

Quote Approved & Terms Accepted by:

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

**Subtotal: \$13,665.19**  
 Tax (7.2500%): \$943.22  
 Shipping: \$0.00

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_  
P.O. Number: \_\_\_\_\_  
Fax to: (888) 506-0606

Multiple Award Schedule Contract Transaction, IFF  
& Administration Fees\*: \$0.00  
**Total: \$14,608.41**  
(List Price: \$32,853.00)

**Sales Associates**

Preparer: IT Management Corp. , Customer Service  
E-mail: CST@itmgmt.com  
Phone: (408) 837-7000  
Account Manager: IT Management Corp., Account Manager  
E-mail: AM@ITMGMT.com

IT Management Corp. Standard Terms & Conditions

For up to date list of terms and conditions, please visit [MSA.ITMGMT.com](http://MSA.ITMGMT.com)

**Payments:**

- One hundred percent (100%) of hardware/software/support/maintenance/training is invoiced upon shipment of order.
- Applicable Sales Taxes, shipping and handling fees are invoiced upon shipment of order.
- You may download a copy of our W9 via following the link:

[W-9.ITMGMT.com](http://W-9.ITMGMT.com)

**Delivery:**

- Hardware/Software will be shipped ground unless otherwise specified by Customer.
- Freight on Board (FOB) Origin- IT Management Corp. (IT MGMT) shall, in its best efforts, deliver products and services in a timely manner to Customer.
- For third-party vendor orders, IT MGMT is limited to the delivery schedule and inventory availability by the vendor, and as such, IT MGMT shall not be held responsible for delays in shipping to customer.

**No-Hire Provision:**

- During the Project and for a period of one year after the completion or termination of the Project, Client will not directly or indirectly solicit, employ or retain in any capacity, or directly or indirectly offer to employ or retain in any capacity, any personnel of Consultant who are working or have worked on the Project.

**Confidentiality:**

- Customer agrees to treat all Confidential Information as confidential information of IT MGMT, both during and after the term of this engagement.
- Confidential Information means all information and material to which Customer has access in connection with this purchase order including, but not limited to, IT MGMT documentation, financials, marketing, sales, estimates of work, and quotations. Customer agrees to use the Confidential Information received under this quotation solely for the purposes of performing its obligations under this quotation. Customer will not disclose or make Confidential Information available to any third party, except as specifically authorized by IT MGMT in writing.

**Contract Administration Fees:**

\*Multiple Award Schedule contracts fees and Industrial Funding Fee (IFF) payments is a critical component of contract compliance and contract maintenance. Government agencies prefer to procure through the MAS programs such as CMAS, GSA, PPEPM and others incur the IFF because of the resulting benefits, particularly compared to the cost of the customer staff time needed to award a new procurement. The Industrial Funding Fee is a fee to cover the cost of operating the Federal Supply Schedules (FSS) or other programs. This fee is a fixed percentage of reported sales the Schedule contracts that is paid quarterly by contractors. Each MSA Program fee varies depending on the IFF scheduled published by the authoritative entity.



## CHICO COUNTRY DAY SCHOOL

### 2021-2022 EMPLOYMENT AGREEMENT: TEACHER

This **EMPLOYMENT AGREEMENT** the ("Agreement") is entered into by and between **EMPLOYEE** ("Employee") and **Chico Country Day School** ("School" or "Employer"), 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.
3. The School and Employee understand and acknowledge that the COVID-19 global pandemic has significantly impacted current operations and that there are many uncertainties that exist as to the ongoing or future impacts that COVID-19 may have on all aspects of school operations, which include, but in no way are limited to, issues such as student enrollment and funding.

**NOW, THEREFORE**, based on the above and the current anticipated operational needs for the 2020-2021 school year, and 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 in its sole discretion, including, but not limited to, different or additional duties based on impacts to operational needs and demands related to the COVID-19 global pandemic. 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. To the extent any such policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail
  - 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 10, 2021 to June 2, 2022 (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 185 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 July 1 and ending on June 30 unless Employee opts in writing to be paid over twelve months. Employee's placement on the School's salary scale, adopted in May 2021 (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 during the Term. 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. Accrued, unused sick leave will carry over from year to year with no cap. 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 be permitted to carry over from year to year unused, accrued personal necessity leave up to a maximum of three and one half (3.5) days. After the Employee accrues 3.5 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 and may be denied in the Employer's sole discretion. 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.

9. Termination of Agreement/Employment. This Agreement may be terminated by:
  - a. Mutual Agreement of the Parties. This Agreement may be terminated at any time for any reason by mutual consent of the School and the Employee upon written Agreement.
  - b. Nonrenewal of Agreement. 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 1<sup>st</sup>.
  - 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 satisfactorily 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 by email or US Mail. 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 by the School. 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.
- f. Revocation/Nonrenewal. In the event that the School's charter with its authorizing 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 or payments outlined in Sections c or d above.

10. 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.

- 11. Evaluation. Employee's classroom instruction shall be evaluated and assessed primarily by the Director of Education. The evaluation and assessment on the



performance of the Employee shall be in writing. 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.

12. Outside Activities. Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours. While employed by School, Employee may not engage in any outside activity, including paid employment, which would be a conflict of interest and/or would conflict with his/her responsibilities to School.

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.

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.

14. 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 and understand this Agreement and voluntarily 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

Available online:

- Appendix A: Job Description
- Appendix B: Pay Scale
- Appendix C: Mandated Reporter

**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	<a href="mailto:margaret@chicocountryday.org">margaret@chicocountryday.org</a> ; 530-895-2650
Year Established	1997
Charter Renewal Date	2025
CDS Code	04-61424-6113773
Charter Number	112
Website	<a href="http://www.chicocountryday.org">www.chicocountryday.org</a>

**1. Type of Project:**

- ☐ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☐ Modernization/Repair/Renovation/Improve  
☐ Purchase or lease Project  
☒ Other (including FF&E)

**2. Project Narrative:**

This project includes the furniture & equipment for new classrooms. This was excluded from the construction project due to cost concerns of the construction. We also need furnishings to allow for student spacing due to COVID.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

102 West 11<sup>th</sup> Street, Chico, CA 95928

- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA:** 568/538

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☐ yes ☒ no

CCDS had an audit recommendation in 19/20

- b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?  
CCDS has an undesignated reserve of \$2,648,012.22. The Ending Fund Balance at second interim were \$7,692,535.59 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule**

*Please briefly describe the timeline for the project planning and completion.*

Programming/Schematic Design Documents – completed

Design Development Documents – December 2018-19

Construction Documents – September/October 2019

DSA Review & Approval – February 2020

Bid & Award – April/May 2020

Construction Administration – May 2020-May 2021

Furniture & Equipment – May – August 2021

## 7. Preliminary Estimate (Cost)

Series A- C Allocation	\$5,714,238
Less Previously Allocated Funds	\$5,006,649
Less Current Project Funds Requested	\$125,000
Remaining Round Allocation	\$482,411

## School Facilities Projects to be Funded with Proceeds of Bonds

“Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter’s] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology.”—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work \_\_x\_\_ Included  
 Enrollment Capacity: Current Facility and/or Proposed \_\_\_\_ Included  
 Preliminary Estimate (Cost) \_\_\_\_ Included  
 Project Schedule \_\_\_\_ Included

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review \_\_\_\_ Included \_x\_ Not Applicable  
 Enrollment Capacity: Current Facility and/or Proposed \_\_\_\_ Included \_x\_ Not Applicable  
 Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* \_\_\_\_ Included \_x\_ Not Applicable  
 Facility Assessment \_\_\_\_ Included \_x\_ Not Applicable  
 Schematic Drawing(s) *(areas of work)* \_\_\_\_ Included \_x\_ Not Applicable  
 CEQA Process Determination *(pre-CEQA-form)* \_\_\_\_ Included \_x\_ Not Applicable  
 Design Development Drawings \_\_\_\_ Included \_x\_ Not Applicable  
 Design or Bid Estimate \_\_\_\_ Included \_\_ Not Applicable  
 Construction Documents \_\_\_\_ Included \_\_ Not Applicable

### For Committee Use:

All necessary documents were included:  
*(if no: request for additional documentation)*

x yes      \_\_\_\_ no

### CORE QUESTIONS:

1. Does the project fall under the bond language? Yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? Yes
3. Has the school demonstrated the feasibility of project completion? Yes
4. Has the local school board approved the project? 9/8/2020



**MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL**

Date of Committee Approval: \_\_\_\_\_9/28/2020\_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

*For questions or clarifications relative to the completion of this application, please contact:  
Kevin Bultema at [kbultema@chicousd.org](mailto:kbultema@chicousd.org) or (530) 891-3000 x. 112*

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** Stipends & Substitute Costs 2021/2022

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/12/21

**Discussion/Action Agenda**

**Background Information:**

The Board approves the Stipends and Substitute costs for the year based on subsequent years.

**Educational Impact:**

Stipends and substitute costs directly impact the educational program. Stipends allow for teachers to be compensated for work above contract that support our students. Substitutes are necessary if staff are ill and cannot attend work.

**Fiscal Impact:**

CCDS budgets annually for both stipends and substitute costs.

**Additional Information:**

None

**Recommendation:**

Approval of 2021/22 Stipend & Substitute costs

**Chico Country Day School  
2021-22 Stipend Addendum**

Stipend Name	Description	Annual	Schedule of Payments
<b>Athletic Director</b>			
Athletic Director	Manages all CCDS sports programs	\$ 6,250.00	Bi-monthly with payroll
<b>Coaching</b>			
Head Volleyball	Lead coach for volleyball	\$ 2,050.00	End of Season
Assistant Volleyball	Assistant coach for volleyball	\$ 1,050.00	End of Season
Head Girls Basketball	Lead coach for girls basketball	\$ 2,675.00	End of Season
Assistant Girls Basketball	Assistant coach for basketball	\$ 2,100.00	End of Season
Head Boys Basketball	Lead coach for boys basketball	\$ 2,165.00	End of Season
Assistant Boys Basketball	Assistant coach for basketball	\$ 2,165.00	End of Season
Cross Country	Coach for cross country	\$ 1,550.00	End of Season
<b>Mentor Teacher</b>			
Mentor Teacher	Mentor teachers who are working on their credential through an induction program	\$ 1,800.00	Paid Annually in June
<b>Leadership</b>			
Leadership Coach	Lead all Middle School Leadership activities, including coordination of socials & rallies	\$ 1,000.00	Bi-monthly with payroll.
<b>Overnight Field Trips</b>			
Overnight Field trips	provide staff supervision of all students on an overnight field trip	\$ 100.00	Payroll after study trip occurs; per night
<b>Science Camp Coordinator</b>			
Science Camp Coordinator	Provide coordination of 6th grade camping trip	\$ 2,500.00	Bi-monthly with payroll.
<b>Yearbook Coordinator</b>			
Yearbook Elective Teacher	Provide leadership and coordination of yearbook production	\$ 1,200.00	Bi-monthly with payroll.

**Chico Country Day School (DRAFT)**  
**2021-22 Substitute & Hourly Salary Schedule**

<b>Certificated Substitute</b>
--------------------------------

Full Day	Over 4 hours	\$	196.00	daily
Half Day	Up to 4 hours	\$	28.00	hourly
*Long Term		\$	245.00	daily

\* long term pay rate is effective on the 11th day of consecutive substituting for the same teacher (retro to day one) or if employed specifically as a long term substitute.

<b>Classified Substitute</b>
------------------------------

RTI Academic Coach	\$	16.00	hourly
Special Education Academic Coach	\$	16.00	hourly
Yard Duty	\$	15.00	hourly
Preschool	\$	16.00	hourly
Office	\$	16.00	hourly
Afterschool	\$	15.00	hourly
Janitorial	\$	15.00	hourly

## **CHICO COUNTRY DAY SCHOOL BOARD RESOLUTION IN SUPPORT OF EQUITY AND ANTI-DISCRIMINATION\***

**Whereas**, we have a moral obligation to provide a safe, equitable, and high-quality education for all students, regardless of background and person identity; and

**Whereas**, schools are the cornerstones of communities, and educators can play a powerful role in changing people's perceptions and resulting actions; and

**Whereas**, Chico Country Day School acknowledges that racism causes persistent discrimination and disparate outcomes in education, housing, employment, socioeconomic status, and criminal justice, and therefore declares an unwavering stance against racism in all forms; and

**Whereas**, we believe that we – individually and collectively – must create nurturing learning environments where every student has equitable access and opportunity; and

**Whereas**, Chico Country Day School's *Student Policy #21: Student Harassment, Discrimination, Intimidation, and Bullying Prevention Policy* "prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race or ethnic, gender (including gender identity, gender expression) ... sexual orientation, religion, color, national origin, ancestry, physical or mental status ... genetic information, political belief or affiliation"; and

**Whereas**, Chico Country Day School affirms our commitments to anti-racist leadership and an inclusive environment where each person is treated with respect and dignity, and to critically analyzing our current systems, policies and practices to ensure that they combat racism, xenophobia, and other forms of discrimination; and

**Whereas**, we believe that a robust and intentional civics education curriculum that directly addresses the role that the oppression of Black, Indigenous, and People of Color has played throughout US history is essential to ensure our students understand the stakes of participation in the civic life of our democracy;

**Therefore**, be it resolved that Chico Country Day School reaffirms its commitments to fighting discrimination in all of its forms through safe, equitable, and high-quality education that unwaveringly addresses the history, legacy, and continued reality of structural and individual discrimination that affects every member of our school, community, and country. We are committed to delivering on the promise of educational equity for all students including students from historically underserved and marginalized communities.

**Therefore, be it further resolved**, that Chico Country Day School will strengthen efforts to promote anti-racism, equity, diversity and inclusion, while celebrating the rich diversities our students bring, combat bullying and harassment, increase student and community dialogue to build tolerance, understanding and healing, and identify and address systemic policies and practices that do not align with the beliefs described herein.

PASSED AND ADOPTED unanimously by the Chico Country Day School Board of Directors on  
**DATE.**

\*Adapted from [Sacramento County Board of Education Resolution No. 21-01](#) and [San Diego County Board of Education Resolution No. 2020-12](#).

# DEVJANI BANERJEE - STEVENS, PhD

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## EDUCATION:

- 2009    **PhD**  
University of Minnesota  
Minneapolis, MN  
Counseling and Student Personnel Psychology (CSPP) Program  
APA Accredited  
Title of Dissertation: *Critical Incidents in the Identity Development of Second Generation South Asian Women*  
Adviser: Michael Goh, PhD
- 2000    **MA**  
University of Minnesota  
Minneapolis, MN  
Counseling and Student Personnel Psychology (CSPP) Program  
Title of MA Thesis: *Biracial Students' Adjustment to College*  
Adviser: L. Sunny Hansen, PhD
- 1992    **BA**  
Stanford University  
Stanford, CA  
Music and English

## LICENSURE

- 2/2014    **PSY 26239**  
Licensed Psychologist  
State of California

**COUNSELING EMPLOYMENT:**

- 7/1/2019-present    **Deer Park Counseling & Consulting**  
 Chico, CA  
 Sole Proprietor of counseling and consulting business.
- Past and current clients include:
- North Valley Community Foundation
  - Catalyst Domestic Violence Services
  - Camp Fire Collaborative Disaster Case Management program
  - Jesus Center
  - Magalia Community Center
  - CSU, Chico
  - Butte College
  - CSU, Northridge
  - CSU, San Jose
- 6/2015-6/2019    **Counseling & Wellness Center**  
 CSU, Chico  
 Chico, CA  
 Clinical Director/Associate Director  
 U Matter Program Coordinator  
 Supervisor: Juanita Mottley, MBA, RN
- 2/2014-5/2015    **Counseling & Wellness Center**  
 CSU, Chico  
 Chico, CA  
 Staff Counselor and U Matter Program Coordinator  
 Supervisor: Deborah Stewart, MD
- 2/2012-6/2014    **Counseling & Wellness Center**  
 CSU, Chico  
 Chico, CA  
 Staff Counselor and CalMHSA Project Manager  
 Supervisor: Deborah Stewart, MD
- 9/2010-7/2011    **Counseling Center**  
 Ball State University  
 Muncie, IN  
 Staff Therapist  
 Total Hours to Date: 1760  
 Supervisor: June Payne, PhD, HSPP
- 9/ 2004 – 4/2005;    **University Counseling & Consulting Services**  
 9/2006 – 5/2007    University of Minnesota - Twin Cities  
 St. Paul, MN  
 Associate Staff  
 Total Hours: 1200  
 Supervisor: Robert A. Seybold, PhD, LP



## COUNSELING SUPERVISION AND CONSULTATION EXPERIENCE:

- 10/2020-present    **Butte College**  
 Oroville, CA  
*Provide weekly individual supervision to one pre-doctoral psychologist, and group consultation with two master's level therapists.*
- 9/2019-present    **Catalyst Domestic Violence Services**  
 Chico, CA  
*Provide weekly individual and group supervision and consultation to three master's level therapists.*
- 2016-2019    **Counseling & Wellness Center**  
 CSU, Chico  
 Chico, CA  
*Provided supervision to 3-4 master's level interns per academic year.*
- 9/2010-present    **Counseling Center**  
 Ball State University  
 Muncie, IN  
*Provided supervision to one predoctoral intern and two doctoral-level practicum students for one hour per week each.*
- 8/2005 – 5/2006    **Doctoral Internship Supervision Experience, University Counseling & Consulting Services**  
 University of Minnesota  
 Minneapolis, MN  
 Supervisors: Jerry Shih, PhD, LP and Salina Renninger, PhD, LP  
*Supervised four 2<sup>nd</sup> year Counseling Psychology doctoral students in their first counseling practicum in a group setting during Fall semester 2005, and one student individually Fall and Spring semesters. Participated in a supervision of supervision group for 1.5 hours each week.*
- 1/2002 - 5/2002    **Doctoral Supervision Practicum, Counseling and Student Personnel Psychology Program**  
 University of Minnesota  
 Minneapolis, MN  
 Supervisor: Thomas Skovholt, PhD, LP, Director of Clinical Training, CSPP  
*Supervised four master's level CSPP students in their first counseling practicum.*

## ADMINISTRATIVE EMPLOYMENT

- 2/2009-8/2010    **Indiana University School of Nursing**  
 Indiana University Purdue University Indianapolis (IUPUI)  
 Indianapolis, IN  
 Director of Diversity and Enrichment

## SPECIAL TRAINING/CERTIFICATIONS

- 9/2020    **ACEInterface Training**  
 Certified to facilitate trainings on the neuroscience and prevention of adverse childhood experience
- 2/2013    **SAFEtalk Training**  
 Certified to facilitate 3-hour suicide intervention trainings
- 1/2013    **Applied Suicide Intervention Skills Training (ASIST)**  
 Certified to facilitate 2-day suicide intervention trainings

## COUNSELING TRAINING:

- 8/2005 – 9/ 2006    **University Counseling & Consulting Services**  
 University of Minnesota - Twin Cities  
 Minneapolis, MN  
 Pre-Doctoral Internship  
 Total Hours through March, 2006: 1200  
 Supervisors: Salina Renninger, PhD, LP, Sarra Beckham - Chasnoff, PhD, LP, Linda Muldoon, PhD, LP
- 9/2002 – 5/2004    **Winton Health Services**  
 Macalester College  
 St. Paul, MN  
 Total Hours: 480  
 Supervisors: Ted Rueff, PsyD, LP and Linda Schmid, PhD, LP
- 9/2001 - 6/2002    **The Wellness Center**  
 Carleton College  
 Northfield, MN  
 Total Hours: 450  
 Supervisors: Hussein Rajput, PhD, LP and Marit Lysne, PsyD, LP
- 9/1999 - 5/2000    **University Counseling and Consulting Services (UCCS)**  
 University of Minnesota  
 Minneapolis, MN  
 Total Hours: 223  
 Supervisors: Rodney Loper, PhD, LP and Sarah Sprea, PhD, LP
- 9/1999 - 5/2000    **Learning and Academic Skills Center (LASC)**  
 University of Minnesota  
 Minneapolis, MN  
 Total Hours: 45  
 Supervisor: Scott Slattery, PhD, LP

1/1999 - 3/1999    **TRIO/Student Support Services**  
 University of Minnesota--General College  
 Minneapolis, MN  
 Total Hours: 24  
 Supervisor: Aly Jepsen, MA and Bruce Schelske

## **ASSESSMENT TRAINING**

1/2001 - 5/2001    **EPsy 8413: Personality Assessment**  
 Instructor, Sherri Turner, PhD  
 Counseling and Student Personnel Psychology Program  
 Successfully completed course with grade of "A"  
 Topics included: The Diagnostic and Statistical Manual of Mental Disorders (DSM - IV),  
 and the MN Multiphasic Personality Inventory (MMPI - 2)

1/1999 - 3/1999    **EPsy 5413: Career Development**  
 Instructor, Christina Hupp, PhD  
 Counseling and Student Personnel Psychology Program  
 Successfully completed course with grade of "A"

1/1999 - 3/1999    **EPsy 5417: Clinical Use of Tests**  
 Instructor, Thomas Hummel, PhD  
 Counseling and Student Personnel Psychology Program  
 Successfully completed course with grade of "B+"

**TEST ADMINISTRATION AND INTERPRETATION EXPERIENCE:**

<b>Test</b>	<b>Total number interpreted:</b>
Beck Depression Inventory	20
Hamilton Anxiety Inventory	20
MN Multiphasic Personality Inventory (MMPI - 2)	2
California Psychological Inventory	1
Strong Interest Inventory (SII)	140
Myers - Briggs Type Indicator (MBTI)	140
Do What You Are Career Inventory	25
Campbell Interest & Skill Inventory	8
Learning and Study Strategies Inventory	4

**ACADEMIC ADVISING:**

8/2002 - 8/2004    **Adviser, General College Student Services**  
 University of MN  
 Minneapolis, MN  
 Graduate Assistantship in Academic Advising Program (20 hours/week)  
 Supervisors: Patty Neiman, MA, Avelino Mills - Novoa, PhD, and Robert Poch, PhD

**TEACHING EXPERIENCE**

7/2017    **Instructor, "Mindfulness and Mindfulness-Based Interventions"**  
 University Study Abroad Consortium  
 San Sebastián, Spain

8/2013-12/2013    **Instructor, "Mental and Emotional Health"**  
 California State University, Chico  
 Chico, CA

1/2010-5/2010    **Co-Instructor, "Group Interventions"**  
 Co-Instructor: Daniel Pesut, PhD, FAAN  
 Indiana University School of Nursing  
 Indiana University Purdue University Indianapolis (IUPUI), Indianapolis, IN

9/2004 - 12/2004    **Instructor, "Career Exploration and Planning Strategies"**  
 University of Minnesota—General College, Minneapolis, MN

9/2002 - 12/2002    **Co-Instructor, "Career Exploration and Planning Strategies"**  
 Co Instructor: Megumi Yamasaki, PhD  
 University of Minnesota—General College, Minneapolis, MN

- 9/2001 - 12/2001    **Teaching Assistant, "Multicultural Relations"**  
Instructor, LeRoy Gardner, Jr., Teaching Specialist  
General College - University of MN, Minneapolis, MN
- 9/1999 - 12/1999    **Teaching Assistant, "Counseling Pre - Practicum"**  
& 9/2000 - 12/2000    Instructor, Michael Goh, PhD, Assistant Professor  
Counseling and Student Personnel Psychology Program  
University of MN, Minneapolis, MN

#### RESEARCH EMPLOYMENT:

- 9/2007 – 2/2009    **Research Assistant, The Center for Urban and Multicultural Education (CUME)**  
School of Education – Indiana University Purdue University at Indianapolis  
Supervisors: Joshua S. Smith, PhD and Debora Hinderliter Ortloff, PhD
- 9/2000 - 8/2002    **Graduate Research Assistant, The Center for Research on Developmental Education and Urban Literacy (CRDEUL)**  
General College - University of MN, Minneapolis, MN  
Supervisors: Dana Britt Lundell, PhD and Jeanne Higbee, PhD
- 9/2000 - 12/2000    **Graduate Research Assistant, "The Role of Interpreters in Counseling"**  
Counseling and Student Personnel Psychology Program  
University of MN, Minneapolis, MN  
Supervisor: Michael Goh, PhD
- 8/1998 - 8/1999    **Research Assistant, "Role of cytokines in eating disorders"**  
Department of Psychiatry  
University of MN, Minneapolis, MN  
Supervisor: Nancy Raymond, MD
- 4/1996 - 8/1998    **Research Project Coordinator, "Central nervous system processing and ondansetron treatment of bulimia nervosa"**  
Department of Psychiatry  
University of MN, Minneapolis, MN  
Supervisors: Patricia Faris, PhD and Boyd Hartman, MD

#### SELECTED WORKSHOPS, PRESENTATIONS, & PROFESSIONAL OUTREACH:

- 2/2018    **"How to Plunge a Toilet, or Emotional Intelligence 101"**  
Student Affairs Staff "First Friday" presentation  
CSU, Chico  
Chico, CA
- 11/2016    **"Is it Me, or Are You Racist?" Keeping the Conversation Going When it Hurts**  
Conversations on Diversity series  
CSU, Chico  
Chico, CA

- 10/2016 **"How May I Help You? Supporting Our Centers' Front Lines**  
AUCCCD (National Counseling Center Directors) Conference presentation  
Tampa Bay, FL
- 1/2015 **"Positive Psychology Makes U Matter!"**  
PAUSE (CSU, Chico Student Affairs retreat) presentation  
Sacramento, CA
- 2/2014 **"Oh no, you didn't! Challenging The Interpersonal Risks and Rewards of Challenging Intolerance."**  
Presentation to students, staff and faculty during Black History Month  
CSU, Chico  
Chico, CA
- 1/2014 **"Harm Reduction for Student Affairs Professional: How Compassion Fatigue and Burnout Happen"**  
PAUSE (CSU, Chico Student Affairs retreat) presentation  
Napa, CA
- 10/2013 **"Wellness, Schmellness: What's This Got To Do with Teaching and Learning?"**  
Center for Excellence in Teaching and Learning (CELT) Conference presentation  
CSU, Chico  
Chico, CA
- 10/2013 **"Classroom Management"**  
CELT Workshop  
CSU, Chico  
Chico, CA
- 9/2013 **"This is What Depression Looks Like"**  
Conversations on Diversity presentation  
CSU, Chico  
Chico, CA
- 7/2013 **"Healthy Transitions"**  
Parent Orientation presentation  
CSU, Chico  
Chico, CA
- 3/2013 **"Helping Distressed and Distressing Students"**  
Center for Excellence in Teaching & Learning (CELT) presentation  
CSU, Chico  
Chico, CA
- 10/2012 **"How Stigma Shuts Out Students"**  
Conversations on Diversity presentation  
CSU, Chico  
Chico, CA

- 10/2012 **"The Art of Helping"**  
Workshop for Resident Assistants  
CSU, Chico  
Chico, CA
- 4/2011 **"Oh no, you didn't! Challenging The Interpersonal Risks and Rewards of Challenging Intolerance."**  
Presentation given at the annual conference for the Society for Intercultural Education, Training, and Research (SIETAR).  
Co-presenter, Dr. Laura Dupont-Jarrett, Capella University  
Denver, CO
- 10/2010; 4/2011 **"Alcohol Use in College: All or Nothing?"**  
Presentation to 300 undergraduates across six classes on developing harm reduction strategies when using alcohol in the college setting.  
Ball State University  
Muncie, IN
- 9/2010 **"Mental Health and Alcohol and Drug Use on College Campuses"**  
Presentation to Ball State University Student Services Professionals  
Ball State University  
Muncie, IN
- 4/2009, 8/2009 **Diversity 101: *Sound and Fury* Video Presentation and Discussion**  
Presented a model for developing cultural intelligence to pre-nursing students. Viewed *Sound and Fury*, a film that examines issues facing the deaf community. Facilitated a discussion about how the film impacted students' views of majority and minority cultures and privilege.
- 3/2007 **Graduate Student Research Day**  
Presented results of predissertation research to University of MN's College of Education and Human Development faculty, students and staff. Title of Predissertation Research Project: *An Exploratory Qualitative Study of Second-Generation South Asian Women's Identity Development*  
University of MN – Twin Cities  
Minneapolis, MN
- 3/2006 **"Diversity in the Workplace"**  
Presentation to undergraduate students in ID 3201: Career Planning  
University of MN - Twin Cities  
Minneapolis, MN
- 2/2006 **"Stress Management through Creative Leadership"**  
Workshop presented to faculty, staff and student attendees of the Leadership Workshop Series  
University of MN - Twin Cities  
Minneapolis, MN

- 2/2006    **“Nothing & Depression”**  
Facilitated discussion on the meaning of “nothing” in depression with 1<sup>st</sup> year students in ASTR 1901: Freshman Seminar, *Nothing*  
University of MN - Twin Cities  
Minneapolis, MN
- 1/2006    **“Instant Calm for Graduate Students”**  
Workshop presented to PhD students in Epidemiology  
University of MN - Twin Cities  
Minneapolis, MN
- 11/2006 & 11/2005    **“Seeking Your Healthy Balance”**  
Workshop presented to faculty, staff and students in the College of Human Ecology  
University of MN - Twin Cities  
St. Paul, MN
- 10/2005    **“Testing Strategies”**  
Workshop presented to undergraduate residents of Territorial Hall  
University of MN - Twin Cities  
Minneapolis, MN
- 10/2005    **National Depression Screening Day**  
Conducted depression screenings and provided referral information for participants
- 10/2005    **“College 101”**  
Workshop on transitioning to college presented to 1<sup>st</sup> year students  
University of MN - Twin Cities  
Minneapolis, MN
- 9/2005    **“Time Management for Graduate Students”**  
Workshop for 1<sup>st</sup> year neuroscience PhD students; co - presenter with Steve Girardeau, MA  
University of MN - Twin Cities  
Minneapolis, MN
- 3/2003 & 10/2003    **“Academic Interventions for Student Success: What Works for You?”**  
Co - presenter with Mary Ellen Shaw, PhD, Lizette Bartholdi, MA, and Mark Bellcourt, MA  
NACADA Region V & VI Conference, Madison, WI;  
NACADA National Conference, Dallas, TX
- 10/2002    **“Integrity, Creativity, Vision: Effective Leadership from Within”**  
Co - presenter with Julie Schmitt Gersch, PhD  
Macalester College, St. Paul, MN
- 2/2002    **“Culture, Body Image, and Eating Disorders”**  
Co - presenter with Marit Lysne, PsyD and Hudlin Wagner, Associate Dean of Students  
Carleton College, Northfield, MN



- 10/2002    **“Writing for Publication: Advice from the ACPA Media Board”**  
Co - presenter with Dr. Jeanne Higbee, Associate Professor of Developmental Education, General College - University of MN  
MN College Personnel Association (MCPA) Conference, St. Paul, MN
- 5/2000    **“Eating Disorders Awareness and Prevention”**  
Workshop presented at Robbinsdale Cooper High School, Grades 10 - 12  
Robbinsdale, MN
- 11/1999    **“Eating Disorders Awareness and Prevention”**  
Presentation to 11<sup>th</sup> and 12<sup>th</sup> grade classes at Cooper High School, Robbinsdale, MN
- 8/1999    **“Eating Disorders: Warning Signs and Interventions”**  
Workshop for Resident Assistant Training Program  
Macalester College, St. Paul, MN
- 4/1999 - 5/1999    **“Reducing Academic Anxiety and Stress”**  
Five - session workshop for undergraduate and graduate students  
University Counseling and Consulting Services, Learning and Academic Skills Program  
University of MN, Minneapolis, MN

#### PUBLICATIONS:

- Faris, P. L., Kim S. W., Meller, W. H. Goodale, R. L. Oakman, S. A., Hofbauer, R.D., Marshall, A. M., Daughters, R. S., **Banerjee - Stevens, D.**, & Eckert, E. D. (2000). Effect of decreasing afferent vagal activity with ondansetron on symptoms of bulimia nervosa: A randomised, double - blind trial. *Lancet*, 355(9206), 792 - 7.
- Jennings, L., Goh, M., Skovholt, T. M., Hanson, M. & **Banerjee - Stevens, D.** (2003). Multiple factors in the development of the expert counselor and therapist. *Journal of Career Development*, 30(1), 59 - 72.
- Schank, J., Slater, R., **Banerjee - Stevens, D.**, & Skovholt, T. M. (2003). Ethics of multiple and overlapping relationships. In W. O'Donohue & K. E. Ferguson *Handbook of Professional Ethics for Psychologists* (pp. 181 - 193). Thousand Oaks, CA: Sage Publications.

#### COMMITTEE WORK AND OTHER LEADERSHIP EXPERIENCE:

- 1/2014-present    **Member, Dream Student Support Team**  
CSU, Chico  
Chico, CA
- 1/2013-present    **Member, Black Faculty & Staff Association**  
CSU, Chico  
Chico, CA

- 9/2012-present **Member, Campus Equity Council**  
CSU, Chico  
Chico, CA
- 9/2010-7/2011 **Leader, Substance Abuse Outreach Team**  
Ball State University  
Muncie, IN
- 1/2011-7/2011 **Member, Diversity Outreach Team**  
Ball State University  
Muncie, IN
- 9/2004 – 1/2005 **Member, Diversity Committee**  
College of Education and Human Development  
University of MN - Twin Cities  
Minneapolis, MN
- 9/2004 - 4/2005 **Member, Diversity Workgroup**  
University Counseling & Consulting Services (UCCS)  
University of MN - Twin Cities  
Minneapolis, MN
- 9/2004 - 8/2005 **Member, Social Committee**  
University Counseling & Consulting Services (UCCS)  
University of MN - Twin Cities  
Minneapolis, MN
- 9/2002 - 5/2003 **PhD Student Representative**  
Counseling and Student Personnel Psychology Program  
University of MN - Twin Cities  
Minneapolis, MN

#### PROFESSIONAL DEVELOPMENT:

- 1/2014 **Brief Alcohol Screening and Intervention for College Students (BASICS) Training**  
CSU, Chico  
Chico, CA
- 9/2000 - 12/2000 **Preparing Future Faculty (PFF), Part One**  
University of MN, Minneapolis, MN  
*PFF is a two - part program designed to assist graduate students in becoming reflective and proficient college instructors. In Part One, pedagogical strategies (e.g., active learning and collaborative learning techniques) and teaching philosophies are discussed, modeled, and practiced. Part Two is a teaching practicum in which a mentor provides one - to - one guidance for the novice instructor.*

## PROFESSIONAL AWARDS & RECOGNITION

5/2013 **“Most Promising Newcomer” Award**  
Conversations on Diversity

## EDITORIAL EXPERIENCE:

9/2001 - 4/2002 **Assistant Editor**  
The Center for Research on Developmental Education and Urban Literacy (CRDEUL)  
Monograph Series  
**General College - University of MN, Minneapolis, MN**

9/2001 - 4/2002 **Assistant Editor**  
National Association for Developmental Education Monograph

## OTHER WORK EXPERIENCE:

10/1993 - 2/1996 **Administrative Assistant, Hennepin County Women’s and Children’s Health Clinics**  
Brooklyn Center, MN

8/1992 - 5/1993 **Assistant to the Director, Stanford Overseas Studies Program**  
Stanford University, Stanford, CA

## PROFESSIONAL AFFILIATIONS:

American Psychological Association  
American Counseling Association

## OTHER ACTIVITIES AND HOBBIES:

8/1998 - 6/2000 **The Dale Warland Singers (professional chorale)**  
Mezzo - soprano

9/1996 - 6/1999 **Volunteer Tutor**  
**Ronald M. Hubbs Center for Lifelong Learning, St. Paul, MN**

# MELISSA PEARSON

• Learning & Development Professional•

## ABOUT ME

Human resources leader with a strong focus on employee development and performance execution; excellent team player and collaborator; forward thinker who brings a broad perspective and passion for equity & inclusion to training and talent development. My preferred pronouns are she/her/hers.

## EDUCATION

University of Illinois • MA Education Policy, Organization & Leadership - Diversity & Equity in Education Concentration • Spring 2022

Colorado State University - Global Campus • BS Human Resource Management • June 2018

## EXPERIENCE

### **December 2018 - Present • Sierra Nevada Brewing Co.**

*Employee Development Manager*

- Collaborate with my team & across all levels of the organization to identify leadership training and development solutions for employees.
- Develop, implement & facilitate soft-skill & leadership trainings, covering 22 topics, including Bystander Intervention, Emotional Intelligence, and Coaching.
- Assess organization-wide developmental needs to drive training initiatives.
- Creatively design & utilize various training methods to enhance employee performance.

### **June 2014 - December 2018 • Sierra Nevada Brewing Co.**

*Employee Development Specialist*

- Managing learning & performance platforms for the entire organization.
- Developed, improved & facilitated employee on-boarding programs.
- Designed & implemented multi-course management training series through collaboration with HR staff and internal subject matter experts.

### **June 2013 - June 2014 • Sierra Nevada Brewing Co.**

*Web Order Specialist*

- Maintained & managed online retail gift shop.
- Reviewed & verified customer orders, directly communicated confirmations as needed.
- Designed & editing photos for posters, web banners and video promotion.

### **August 2008 - June 2013 • Tri Counties Bank**

*Web Host*

- Provided customer support to consumer online banking customers.
  - Co-developed & implemented tracking processes to monitor issues & system errors.
-



# Chico Country Day School



## 2021-2022 Reopening Plan

Draft

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# 2021-22 PROPOSED INSTRUCTIONAL MODELS

**CCDS is currently planning for a full in-person instructional model for the 2021-2022 school year.**

## Full Day, In-Person Instruction

**Students are back in school in an instructional model similar to the school day prior to the COVID-19 pandemic.**

In-person instruction will be utilized in combination with safety modifications. CCDS will continue to follow health and safety protocols as mandated by the California Department of Public Health (CDPH) and Butte County Public Health (BCPH).

### **Safety Considerations:**

- Facial Coverings (as mandated by CDPH)
- Social Distancing (as mandated by CDPH)
- Cleaning

### **Independent Study Option**

Online and coordinated by a designated Distance Learning teacher. Note: Proposed legislation may limit our ability to provide this model.

## **Contingency Models are developed in the case of a GOVERNMENT MANDATED adjustment to on-campus learning**

### **Hybrid Learning: to reduce number of students on campus**

**The Hybrid Model (A and B Cohort Days) will only be utilized if required to meet State mandates.** All students will have access to in-person learning days in a smaller, cohort model

### **Distance Learning: Fully online instructional model**

Distance Learning is the most restrictive educational environment. Most students will receive no in-person instruction. There may be limited in-person instruction for students with identified needs. **Again, only utilized as mandated.**



**Chico Country Day School plans to return to school in the Fall in a full-day in-person instructional model.** Knowing this may not meet the needs of all of our community members, we will plan to offer an independent study option with our Independent Study teacher. Current Legislation proposals, however, could limit our ability to offer Independent Study. We inform families of any changes to the laws as soon as we are aware of such changes.

While we hope to return to and remain in a full time, in-person instructional model for all of 2021-2022, we are making contingency plans to ensure a smooth transition should changes to the school day be mandated by the State. **Listed below is information for both the Full Time In-Person Instructional model as well as contingency plan models.**

## FULL TIME IN-PERSON INSTRUCTIONAL MODEL

**Students are back in school in an instructional model similar to the school day prior to the COVID-19 pandemic.**

Traditional in-person instruction will be utilized in combination with safety modifications. CCDS will continue to follow health and safety protocols as mandated by the California Department of Public Health (CDPH) and Butte County Public Health (BCPH). **Please note that these protocols will change in accordance with changes made by CDPH and/or BCPH.**

### **Safety Considerations:**

- Facial Coverings (as mandated by CDPH)
- Social Distancing (as mandated by CDPH)
- Cleaning



## **General Guidelines**

To ensure a safe and welcoming start of the 2021-22 school year, CCDS has developed the following guidelines:

# **ON CAMPUS GUIDELINES**

## **Ingress/Egress of Students and Staff**

- We will minimize contact at school between students, staff, families and the community at the beginning and end of the school day by providing supervised ingress and egress points on each campus.
- At each entrance/exit, hand sanitizer will be provided. Additionally, signage will reinforce the need to socially-distance, wear face coverings, and wash/sanitize hands regularly.

## **Social-Distancing in Classrooms/Meeting Spaces**

- We will maximize space between seating and desks.
- Teacher and other staff desks will be distanced at least 6 feet away from student and other staff desks.
- Student desks will be distanced **3 feet** between the middle of student chairs to the greatest extent possible.

## **Face Coverings**

- Until the facial covering requirement is lifted by the State, students in all grade levels TK-8 are required to wear face coverings at all times while on campus.
- A cloth face covering or face shield may be removed for meals, snacks, or when it needs to be replaced.
- Until the facial covering requirement is lifted by the State, all staff must use face coverings in accordance with [CDPH guidelines](#).
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) may be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others.

### **Cafeteria and Recess Protocols**

- While wearing a facial covering, students will maintain 3 feet distance during lunch and recess breaks.
- Students will maintain 6 feet of distancing when masks are removed for the purpose of eating and drinking.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.

### **Co/Extra-Curricular Events**

- Assemblies, field work, promotions, Exhibitions of Learning, and Back to School Night events will be held virtually or, if in-person, will follow all safety, social distancing, and masking guidelines.

## HYBRID IN-PERSON INSTRUCTIONAL MODEL

**The Hybrid Model (A and B Cohort Days) will only be utilized if required to meet State mandates.** The Hybrid Model allows for a more restrictive educational environment. Students attend school utilizing a modified schedule to limit student interactions on campus and increase social distancing capabilities.

- Asynchronous work will be available to students via Altitude Learning and all students will have daily instruction via video conferencing and teacher-led instructional videos.
- All students will have access to in-person learning days in a smaller, cohort model.

# DISTANCE LEARNING (NO IN-PERSON) INSTRUCTIONAL MODEL

**The Distance Learning Model will only be utilized if required to meet State mandates.** Distance Learning is the most restrictive educational environment. Students receive instruction remotely in an online model. Most students will receive no in-person instruction. There may be limited in-person instruction for students with identified needs.

- There will be daily instruction utilizing Altitude Learning and daily online teacher instruction. Standards-based instruction and assessment will continue.

## **Transition Between Schedules**

- CCDS will transition to State mandated instructional models as directed by the State. Schools will transition back to in-person instructional models within 10 school days of State Mandates being changed.

# CA FRAMEWORK FOR A RESTORATIVE RESTART

THE FIRST SIX WEEKS

## Restorative Restart

There is one bold move districts can make in the coming months. Every California district should take **6 weeks** to offer students, families, and educators a restorative restart. During this time, district and school leaders and staff should prioritize the following practices and then continue to expand them year round.



Center Relationships



Address Whole Child Needs



Strengthen Staffing & Partnerships



Make Teaching & Learning Relevant & Rigorous



Empower Teams to Reimagine & Rebuild Systems

[Reimagine and Rebuild CA Schools Site](#)

## ADDITIONAL ONLINE RESOURCES

### **State of California Safe Schools For All Hub**

*California's Safe Schools for All Plan provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.*

*The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis.*

- <https://schools.covid19.ca.gov/>

### **Butte County Department of Public Health**

- <http://www.buttecounty.net/ph/covid19/vaccine>

# Chico Country Day School

## 2021-2022 School Event Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/16: First Day of School

12 days

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/1: Minimum Day

9/6: Labor Day - No School

21 Days

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

10/7: Minimum Day - Conferences

10/8: No Student Day - Conferences

20 Days

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/3: Minimum Day

11/11: Veteran's Day

11/12: No School

11/22-26: Thanksgiving Break

15 Days

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/1: Minimum Day

12/17: Minimum Day

12/20-1/1: Winter Break

13 Days

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/3 - No Student Day

1/5: Minimum Day

1/17: MLK, Jr. Day - No School

19 Days

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/2 - Minimum day

2/18: Lincoln's Birthday - No School

2/21: Presidents Day - No School

18 Days

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/2: Minimum day

3/11: Spring Break

3/14-18: Spring Break

3/21: No Student Day

18 Days

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/6: Minimum Day

4/15: In Lieu Admissions Day - No School

4/18: Travel Day - No School

19 Days

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/2-4: WASC Visit

5/11-13: Minimum Day - Conferences

5/30 - Memorial Day - No School

21 Days

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6/3: Last Day of School - Minimum Day





6/3: Bridging Ceremony

6/3: 8th Grade Graduation, Home of the Eagles Gym

3 Days

179 Days of School

Semesters end: 12/17, 6/3

-  End of Semester
-  First/Last Day of School
-  Minimum Day
-  No School

# Chico Country Day School

## 2022-2023 School Event Calendar

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/15: First Day of School

13 days

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5: Labor Day - No School

9/7: Minimum Day

21 Days

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/6: Minimum Day - Conferences

10/7: No Student Day - Conferences

20 Days

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/2: Minimum Day

11/10: No Student Day

11/11: Veteran's Day

11/21-25: Thanksgiving Break

15 Days

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/7: Minimum Day

12/23-1/6: Winter Break

16 Days

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/11 - Minimum day

1/16: MLK, Jr. Day - No School

16 Days

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/1 - Minimum day

2/10: Lincoln's Birthday - No School

2/20: Presidents Day - No School

18 Days

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/10: Minimum day

3/13-17: Spring Break

18 Days

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/5: Minimum day

4/7: In Lieu Admissions Day - No School

4/10: Travel Day - No School

18 Days

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/10-12: Minimum Day - Conferences

5/29 - Memorial Day - No School

22 Days

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/2: Last Day of School - Minimum Day





6/2: Bridging Ceremony

6/2: 8th Grade Graduation, Home of the Eagles Gym

2 Days

179 Days of School

Semesters end: 12/22, 6/2

-  End of Semester
-  First/Last Day of School
-  Minimum Day
-  No School

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** Expanded Learning Grant

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

**Discussion/Action Agenda**

**Background Information:**

CCDS will receive \$333,989 in the form of the In Person Learning Grant.

**Educational Impact:**

Additional funding to support eligible students and staff in the return to school; funds must be spent by August 2022

**Fiscal Impact:**

CCDS will receive ELO funds to augment the budget beginning in May 2021. It is recommended that we adopt the spending plan as follows and based on feedback from parents, students & staff:

- Summer Enrichment Program in June 2021 and June 2022
- Expanded Academic Calendar by two days to 179 days in 21/22 and 22/23
- Provide afterschool program fee reduction to families
- Expand RTI program into additional grade levels & include math intervention
- Provide professional development to our paraprofessional staff

**Additional Information:**

None

**Recommendation:**

Approval of Expanded Learning Grant Plan

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

School staff participated in the development of the plan through a staff meeting held on April 21 as well as a teacher meeting the week of April 6. All staff were included, including certificated and classified staff. During the week of 3/22-3/26 grade level meetings were held to discuss extended learning needs and teacher professional developments to address learning loss and social emotional needs of students. Parents were involved via a Kelvin survey sent during the week of April 12 through the 23rd as well as a Zoom parent meeting on April 19. We asked parents for input on a variety of topics, including learning loss, mental health, family needs, equity, diversity and inclusion action. Students were also included in the development of this plan. A Kelvin pulse for 4th-8th grade students regarding learning loss from a student perspective and their social emotional needs going forward into a new school year. An ongoing weekly opportunity for feedback is always offered, giving parents the chance to weigh in on the direction of the school. These communications go out using different modalities, including email, texts, direct access to administration and surveys.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified by using a variety of methods to determine eligibility to participate in Expanded Learning Opportunities. CALPADS reports will determine eligibility based on low income, ELL, foster, and homeless students. Special Education students will be identified using SEIS. Teacher assessments and input will help target neglected, delinquent, below grade level, or disengaged students. Based on engagement records and chronic absenteeism reports, students will be invited to participate. Additionally, parents and teachers will be



notified and can bring forward to our attention other students who have needs for expanded learning, but can't be identified in the traditional manner of assessment or other methods. The needs of all students identified to participate will be assessed through the our assessment system AIMSWEB, as well as teacher formative assessment data. Additionally, we will focus on reading diagnostic assessments, social emotional needs identified through the surveys, and math skills assessment. Number sense would be a key component of math needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents will be notified beginning the week of April 26 of the opportunity to participate in our summer enrichment program. A general advertisement will be put out in our efler and via fliers around school and also home with kids in their backpacks. We will also be sending invitations to identified students in order to ensure parents are aware of the opportunity. Identified students with the highest needs will receive phone calls and personalized emails to ensure notification. The school calendar will be amended to add instructional days and this will be communicated via campus-wide notifications, eflers, emails and phone calls. Based on our school's assessment data and teachers formative assessment, students will be selected for reading and math targeted instruction. Parents and guardians will be notified of this via mail, email and phone calls.

A description of the LEA's plan to provide supplemental instruction and support.

Extended instructional learning time:

CCDS will be offering a summer enrichment for four weeks in June of 2021, 2022 and 2023. We will offer after school program opportunities for identified students through 2023. Additionally, CCDS will add two instructional days to the calendar through 2022-23.

Learning Recovery & Additional Academic Services:

Based on our school's assessment data and teachers formative assessment, students will receive reading and math targeted instruction. This will be provided by certificated staff and supported by additional trained paraprofessionals. CCDS will continue to use adopted state curriculum to ensure alignment to state standards. CCDS will hire an Response to Intervention Lead Teacher who is certificated and trained in interventions and academic support for students, as well as provide additional hours for paraprofessional academic coaches.

Integrated student supports to address other barriers to learning:

CCDS will hire a School Social Worker to address mental health and social emotional needs of our students as they transition to in person learning. Kelvin pulses will be utilized to create small counseling groups and identify student support needs. CCDS will use the state adopted social emotional curriculum, Second Step, to ensure implementation of an effective SEL program. CCDS will also offer clubs and intra-mural athletics, led by credentialed teachers trained in SEL.

Professional Development:

Certificated and classified staff will participate in Cognitively Guided Instruction Math professional development for 8 days beginning in June 2021 and throughout the 21/22 school year. Paraprofessionals will complete the paraprofessional certification offered by Butte County to ensure highly qualified staff work with our students. They will also receive training in effective reading instruction and math practices to support low performing students, as well as how to run and manage small groups of students and keep students engaged in learning. All staff will be trained in a new assessment system and how to read the data reports to target instruction.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	204000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	0	
Integrated student supports to address other barriers to learning	89000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	33000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	8000	
Total Funds to implement the Strategies	334000	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

All expenditures for the ELO grant funds are coordinated with the ESSER funds we will receive. It is important that we are not duplicating services, and so based on our data collected, we are targeting student reading and math instruction and SEL needs. The ELO grant funds are being concentrated on expansion of instructional time and targeted instruction as well as SEL and professional development. ESSER funding will build on these identified student support services by allowing CCDS to continue to offer SEL services and intervention for additional years. ESSER will also be spent on additional technology needs, parent training, paraprofessionals, and in classroom needs of teachers and students. Both ELO and ESSER will coordinate our services to ensure learning loss is addressed for the next four years at least.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact*  
[ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** In Person Learning Grant

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

### **Discussion/Action Agenda**

#### **Background Information:**

CCDS will receive \$154, 292 in the form of the In Person Learning Grant.

#### **Educational Impact:**

Additional funding to support eligible students and staff in the return to school; funds must be spent by August 2022

#### **Fiscal Impact:**

CCDS will receive IPL funds to augment the budget beginning in May 2021. It is recommended that we adopt the spending plan as follows and based on feedback from parents, students & staff:

- Ensure access to hotspots, chromebooks, tablets & internet
- Install extra fans on HVAC units
- Provide afterschool tutoring to students beginning in 2021-2022
- Continue the contract with Go Guardian to ensure internet safety
- Continue the contract with Kelvin to understand the SEL needs of our students (paid for in 20/21 through a NVCF grant)
- Provide afterschool clubs and intramural athletics to students for additional social/emotional supports
- Provide our staff with professional development in math and social/emotional trauma informed practices
- Ensure access to literary materials in all classroom by updating classroom libraries



**Additional Information:**

None

**Recommendation:**

Approval of In-Person Learning Grant Spending Plan

In Person Learning Grant Expenditures Proposal
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**Income**

\$	154,292.00
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**Expenses**

Internet/Connectivity/Tech	\$	15,000.00
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HVAC	\$	5,000.00
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Tutoring	\$	36,000.00
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Tech Security	\$	4,800.00
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Kelvin	\$	6,000.00
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Athletics/Clubs	\$	30,400.00
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Professional Development Week/SEL/Math training	\$	38,000.00
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Classroom libraries/reading materials	\$	20,000.00
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TOTAL	\$	155,200.00
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Revenues Over Expendures	\$	(908.00)
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esser

18000

2400

15200

Classified Staff Salary Increase
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<b>Classified Staff</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>Total</b>
Full Time Classified	\$ 10,475.00	\$ 8,035.00	\$ 3,035.00	\$ 21,545.00
After School Program	\$ 12,475.00	\$ 311.88	\$ 623.75	\$ 13,410.63
Preschool Program	\$ 6,550.00	\$ 163.75	\$ 327.50	\$ 7,041.25
Janitorial	\$ 2,450.00	\$ 61.25	\$ 122.50	\$ 2,633.75
Academic Coaches	\$ 9,433.00	\$ 235.83	\$ 471.65	\$ 10,140.48
Yard Duty	\$ 2,050.00	\$ 51.25	\$ 102.50	\$ 2,203.75
<b>TOTAL</b>	<u>\$ 43,433.00</u>	<u>\$ 8,858.95</u>	<u>\$ 4,682.90</u>	<u>\$ 56,974.85</u>
<b>Statutory Benefits</b>				
PERS	\$ 2,304.50	\$ 1,888.23	\$ 789.10	\$ 4,981.83
Medicare	\$ 826.14	\$ 128.45	\$ 67.90	\$ 5,153.17
UI	\$ 21.72	\$ 4.43	\$ 2.34	\$ 28.49
SDI	\$ 434.33	\$ 88.59	\$ 46.83	\$ 569.75
Social Security	\$ 2,692.85	\$ 549.25	\$ 290.34	\$ 3,532.44
<b>Total Benefits:</b>	<u>\$ 6,279.53</u>	<u>\$ 2,658.95</u>	<u>\$ 1,196.51</u>	<u>\$ 10,134.99</u>
<b>Grand Total Increase</b>	<u><u>\$ 49,712.53</u></u>	<u><u>\$ 10,693.95</u></u>	<u><u>\$ 4,231.51</u></u>	<u><u>\$ 64,637.99</u></u>

Certificated Staff Salary Increase
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Certificated/Cert Admin Salary Schedule Increase	2021-22	2022-23	2023-24	Total
Certificated Staff	<u>\$ 122,298.60</u>	<u>\$ 33,394.40</u>	<u>\$ 31,290.60</u>	<u>\$ 186,983.60</u>
<b>Statutory Benefits</b>				
STRS	\$ 20,692.92	\$ 6,010.99	\$ 5,632.31	\$ 32,336.22
Medicare	\$ 1,773.33	\$ 484.22	\$ 453.71	\$ 3,646.18
UI	\$ 611.49	\$ 166.97	\$ 156.45	\$ 2,804.75
SDI	\$ 1,222.99	\$ 333.94	\$ 312.91	\$ 39,075.23
Total Benefits:	<u>\$ 24,300.73</u>	<u>\$ 6,662.18</u>	<u>\$ 6,242.47</u>	<u>\$ 37,205.39</u>
Grand Total Increase	<u><u>\$ 146,599.33</u></u>	<u><u>\$ 40,056.58</u></u>	<u><u>\$ 37,533.07</u></u>	<u><u>\$ 224,188.99</u></u>

## CCDS CERTIFICATED SALARY SCHEDULE: May 2021 (DRAFT)

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	49,250	50,728	52,249	53,817	55,431
2	50,235	51,742	53,294	54,893	56,540
3	51,240	52,777	54,360	55,991	57,671
4	52,264	53,832	55,447	57,111	58,824
5	53,310	54,909	56,556	58,253	60,001
6	54,376	56,007	57,687	59,418	61,201
7	55,463	57,127	58,841	60,606	62,425
8	56,573	58,270	60,018	61,819	63,673
9	57,704	59,435	61,218	63,055	64,947
10	58,858	60,624	62,443	64,316	66,246
11	60,035	61,837	63,692	65,602	67,570
12	61,236	63,073	64,965	66,914	68,922
13	62,461	64,335	66,265	68,253	70,300
14	63,710	65,621	67,590	69,618	71,706
15	64,984	66,934	68,942	71,010	73,140
16	64,984	68,273	70,321	72,430	74,603
17	64,984	69,638	71,727	73,879	76,095
18	64,984	71,031	73,162	75,357	77,617
19	64,984	71,031	74,625	76,864	79,170
20	67,583	71,031	76,117	78,401	80,753
21	67,583	71,031	77,640	79,969	82,368
22	67,583	71,031	80,745	81,568	84,015
23	67,583	73,872	80,745	83,200	85,696
24	67,583	73,872	80,745	84,864	87,410
25	70,286	73,872	80,745	84,864	89,158
26	70,286	73,872	80,745	84,864	89,158
27	70,286	73,872	83,975	84,864	89,158
28	70,286	76,827	83,975	88,259	92,724
29	70,286	76,827	83,975	88,259	92,724
30	70,286	76,827	83,975	88,259	92,724
31	70,286	76,827	83,975	88,259	92,724
32	72,395	79,132	86,494	90,907	95,506

**Masters Degree: \$1500**

Wage divided by 185 = Daily Wage

Daily Wage divided by 7 = Hourly Wage



[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
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Music & Drama Director	195	Hourly	\$ 28.00	\$ 28.70	\$ 29.42	\$ 30.15	\$ 30.91	\$ 31.68	\$ 32.47	\$ 33.61	\$ 34.62	\$ 35.65	\$ 36.72	\$ 37.83	\$ 38.96	\$ 40.13	\$ 41.13
		Daily	\$ 224	\$ 230	\$ 235	\$ 241	\$ 247	\$ 253	\$ 260	\$ 269	\$ 277	\$ 285	\$ 294	\$ 303	\$ 312	\$ 321	\$ 329
		Annually	\$ 43,680	\$ 44,772	\$ 45,891	\$ 47,039	\$ 48,215	\$ 49,420	\$ 50,655	\$ 52,428	\$ 54,001	\$ 55,621	\$ 57,290	\$ 59,009	\$ 60,779	\$ 62,602	\$ 64,167
After School Program Director	195	Hourly	\$ 27.00	\$ 27.68	\$ 28.37	\$ 29.08	\$ 29.80	\$ 30.55	\$ 31.31	\$ 32.41	\$ 33.38	\$ 34.38	\$ 35.41	\$ 36.48	\$ 37.57	\$ 38.70	\$ 39.66
		Daily	\$ 216	\$ 221	\$ 227	\$ 233	\$ 238	\$ 244	\$ 250	\$ 259	\$ 267	\$ 275	\$ 283	\$ 292	\$ 301	\$ 310	\$ 317
		Annually	\$ 42,120	\$ 43,173	\$ 44,252	\$ 45,359	\$ 46,493	\$ 47,655	\$ 48,846	\$ 50,556	\$ 52,073	\$ 53,635	\$ 55,244	\$ 56,901	\$ 58,608	\$ 60,366	\$ 61,876
Preschool Director	195	Hourly	\$ 28.00	\$ 28.70	\$ 29.42	\$ 30.15	\$ 30.91	\$ 31.68	\$ 32.47	\$ 33.61	\$ 34.62	\$ 35.65	\$ 36.72	\$ 37.83	\$ 38.96	\$ 40.13	\$ 41.13
		Daily	\$ 224	\$ 230	\$ 235	\$ 241	\$ 247	\$ 253	\$ 260	\$ 269	\$ 277	\$ 285	\$ 294	\$ 303	\$ 312	\$ 321	\$ 329
		Annually	\$ 43,680	\$ 44,772	\$ 45,891	\$ 47,039	\$ 48,215	\$ 49,420	\$ 50,655	\$ 52,428	\$ 54,001	\$ 55,621	\$ 57,290	\$ 59,009	\$ 60,779	\$ 62,602	\$ 64,167

**Management**

Draft - JUNE 2021

		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	\$ 57.85	\$ 59.59	\$ 61.37	\$ 63.21	\$ 65.11	\$ 68.37	\$ 71.78	\$ 75.37	\$ 79.14	\$ 83.10
	Daily	\$ 462.80	\$ 476.68	\$ 490.98	\$ 505.71	\$ 520.88	\$ 546.93	\$ 574.27	\$ 602.99	\$ 633.14	\$ 664.79
	Annually	\$ 98,113	\$ 101,056	\$ 104,088	\$ 107,211	\$ 110,427	\$ 115,948	\$ 121,746	\$ 127,833	\$ 134,225	\$ 140,936
	w/MA	\$ 99,778	\$ 102,721	\$ 105,753	\$ 108,876	\$ 112,092	\$ 117,613	\$ 123,411	\$ 129,498	\$ 135,890	\$ 142,601
Director of Student Affairs	212										
	Hourly	\$ 57.85	\$ 59.59	\$ 61.37	\$ 63.21	\$ 65.11	\$ 68.37	\$ 71.78	\$ 75.37	\$ 79.14	\$ 83.10
	Daily	\$ 462.80	\$ 476.68	\$ 490.98	\$ 505.71	\$ 520.88	\$ 546.93	\$ 574.27	\$ 602.99	\$ 633.14	\$ 664.79
	Annually	\$ 98,113	\$ 101,056	\$ 104,088	\$ 107,211	\$ 110,427	\$ 115,948	\$ 121,746	\$ 127,833	\$ 134,225	\$ 140,936
	w/MA	\$ 99,778	\$ 102,721	\$ 105,753	\$ 108,876	\$ 112,092	\$ 117,613	\$ 123,411	\$ 129,498	\$ 135,890	\$ 142,601
Director of Student Support Services	212										
	Hourly	\$ 57.85	\$ 59.59	\$ 61.37	\$ 63.21	\$ 65.11	\$ 68.37	\$ 71.78	\$ 75.37	\$ 79.14	\$ 83.10
	Daily	\$ 462.80	\$ 476.68	\$ 490.98	\$ 505.71	\$ 520.88	\$ 546.93	\$ 574.27	\$ 602.99	\$ 633.14	\$ 664.79
	Annually	\$ 98,113	\$ 101,056	\$ 104,088	\$ 107,211	\$ 110,427	\$ 115,948	\$ 121,746	\$ 127,833	\$ 134,225	\$ 140,936
	w/MA	\$ 99,778	\$ 102,721	\$ 105,753	\$ 108,876	\$ 112,092	\$ 117,613	\$ 123,411	\$ 129,498	\$ 135,890	\$ 142,601
Chief Business Officer	212										
	Hourly	\$ 57.85	\$ 59.59	\$ 61.37	\$ 63.21	\$ 65.11	\$ 68.37	\$ 71.78	\$ 75.37	\$ 79.14	\$ 83.10
	Daily	\$ 462.80	\$ 476.68	\$ 490.98	\$ 505.71	\$ 520.88	\$ 546.93	\$ 574.27	\$ 602.99	\$ 633.14	\$ 664.79
	Annually	\$ 98,113	\$ 101,056	\$ 104,088	\$ 107,211	\$ 110,427	\$ 115,948	\$ 121,746	\$ 127,833	\$ 134,225	\$ 140,936
	w/MA	\$ 99,778	\$ 102,721	\$ 105,753	\$ 108,876	\$ 112,092	\$ 117,613	\$ 123,411	\$ 129,498	\$ 135,890	\$ 142,601
School Psychologist	195										
	Hourly	\$ 46.79	\$ 48.20	\$ 49.64	\$ 51.13	\$ 52.67	\$ 55.30	\$ 58.07	\$ 60.97	\$ 64.02	\$ 67.22
	Daily	\$ 374.36	\$ 385.59	\$ 397.16	\$ 409.07	\$ 421.34	\$ 442.41	\$ 464.53	\$ 487.76	\$ 512.15	\$ 537.75
	Annually	\$ 73,000	\$ 75,190	\$ 77,446	\$ 79,769	\$ 82,162	\$ 86,270	\$ 90,584	\$ 95,113	\$ 99,869	\$ 104,862
	w/MA	\$ 74,665	\$ 76,855	\$ 79,111	\$ 81,434	\$ 83,827	\$ 87,935	\$ 92,249	\$ 96,778	\$ 101,534	\$ 106,527

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** Salary Schedule Increase

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

### **Discussion/Action Agenda**

#### **Background Information:**

The CCDS Board approved salary schedules in 2019. In January 2022, the minimum wage increases to \$15 per hour, which necessitates some changes to the salary schedules for most staff.

Additionally, review of several organizations, including both local charter schools and local districts, indicates that the CCDS certificated scale should be adjusted to remain competitive. Additionally some changes to job titles needed to be incorporated.

#### **Educational Impact:**

Ensuring staff is competitively compensated impacts the quality of the educational program.

#### **Fiscal Impact:**

Fiscal analysis attached. Much of the fiscal impact is in 2021/2022.

Classified Staff: Proposed increase would be \$49,712.53 in 21/22

Certificated Staff: Proposed increase would be \$145,599.33 in 21/22

The projected revenues over expenditures in 20/21 are \$1.277 million.

The projected ending fund balance for 20/21 is projected to be \$8.5 million, with \$3.5 million in undesignated reserves.

Over the next 4 years, CCDS can absorb the cost increases due to minimum wage increases and competitive revision of the salary schedules.

#### **Additional Information:**

None

#### **Recommendation:**

Approval of salary schedule increases

## **CCDS BOARD OF DIRECTORS**

**Agenda Item:** Years of Experience for Certificated Staff

**Prepared by:** Margaret Reece

**Board Meeting Date:** 5/14/21

### **Discussion/Action Agenda**

#### **Background Information:**

CCDS limited the years of experience accepted at employment several years ago. In the competitive hiring environment that we currently are experiencing, this limitation makes it difficult to hire experienced staff for teaching positions. CCDS should consider changing the limitation in order to hire the best person for the position.

#### **Educational Impact:**

Hiring the best person for the position benefits the organization's educational program.

#### **Fiscal Impact:**

There is definitely an impact fiscally to allowing an increase in the number of years of experience of credentialed staff. However, the cost of re-hiring or missing out on the best candidate due to a non-competitive salary offer also has a fiscal impact. The recommendation is to offer to start teachers on Step 10 rather than Step 8 if their years of experience support that placement.

#### **Additional Information:**

None

#### **Recommendation:**

Approval of acceptance of years of experience to 10.