



AGENDA

BOARD OF DIRECTORS REGULAR BOARD MEETING

December 11, 2019 4:30pm

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

Mission Statement

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

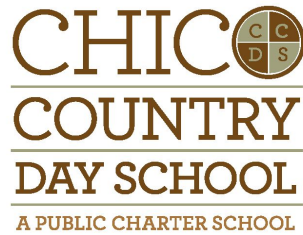
2019-20 CCDS Board Members:

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

1. **CALL TO ORDER & ROLL CALL (4:30pm)**
2. **CLOSED SESSION (Closed Session will take place in Room 4)**
 - 2.1 **Conference with Legal Counsel – Existing Litigation:**
Government Code §54956.9
Superior Court of California - County of Butte
Case Number: 19CV02508

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

3. **REGULAR SESSION (6pm – Room 4)**
 - 3.1 Approval of Regular Agenda
 - 3.2 Report from Closed Session
4. **PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA**
5. **CONSENT AGENDA**
 - 5.1 Minutes from Regular Meeting of 10/9/19
 - 5.2 Leadership Team Board Report
 - 5.3 2018-19 Audit
 - 5.4 2020-21 & 2021-22 School Calendar
 - 5.5 Comprehensive School Safety Plan 2019/2020
 - 5.6 CAASPP Scores 2018/2019



6. DISCUSSION/ACTION ITEMS

- 6.1 Plan for Increasing Diversity
- 6.2 LCAP Proposed Goals/Local Indicators
- 6.3 Job Description: Community Engagement Specialist
- 6.4 Job Descriptions: Director of Student Affairs
- 6.5 2019-20 1st Interim Budget Presentation & Revision
- 6.6 Excess Vacation Accrual Liability Payments - Audit Report Request
- 6.7 Update on Measure K project: Temporary Housing Plan, Draft Construction Schedule

7. ADJOURNMENT: Adjourn; Next Regular Meeting is December 11, 2019

Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

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

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

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

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

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



Minutes

CCDS Board of Directors Regular Meeting

Date: Wednesday, October 9 2019

Time: 5:45 p.m.

Location: CCDS Middle School

1054 Broadway Campus, Room 7

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:45 p.m. Attendees: Jessica Lawrence, Michele Mittman, Chris Constantin, Thang Ho, Fawn Ruby. Absent: Jamie Clyde, Nicole Plottel
- 2. CLOSED SESSION**
 - 2.1 Conference with Legal Counsel-Existng Litigation**
Per Government Code §54956.9
Superior Court of California, County of Butte
Case Number 19CV02508
- 3. REGULAR SESSION**
 - 3.1 Approval of Regular Agenda** – Constantin/Ho to approve. All in favor: Lawrence, Mittman, Constantin, Ruby, Ho (5-0).
 - 3.2 Report from closed session** – No reportable action
- 4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA** –None
- 5. CONSENT AGENDA** – Constantin/Mittman to approve. All in favor: Lawrence, Mittman, Ruby, Ho (4-0), Constantin Abstained
 - 5.1** Minutes from Regular Meeting of 9/4/19 and 9/11/19
 - 5.2** Leadership Team Board Report
 - 5.3** Smartphone Student Policy
 - 5.4** 2018-19 Special Education SEMA/SEMB Reports
 - 5.5** 2018-19 Excess Cost Report
 - 5.6** 2018-19 Unaudited Actuals Report
 - 5.7** MOU with BCOE for New Teacher Induction
- 6. DISCUSSION/ACTION ITEMS**
 - 6.1 MOU between CUSD and CCDS** – CCDS administration felt restricted by time and pressured by CUSD to sign the MOU in order to get our charter renewed. Board is in support of taking measures to improve diversity. Board expressed the need to maintain school values and family involvement. Constantin/Mittman to approve. All

in favor: Lawrence, Mittman, Constantin, Ruby, Ho (5-0). Comment from public: Effort and documentation. Diversity is not exclusive to race; need to consider students with disability and socio-economic status.

- 6.2 **LCAP, Local Indicators: 2019-20** – Presentation was given by Fischer. New for this year: Relevant to priority 3 of the LCAP: “Perceptions of how to build these relationships”.
- 6.3 **Job Description: Outreach Coordinator** – Committee discussed how to attract the most qualified candidates and a job description. Awaiting further information and responses to questions from Administration. Further discussion of this position to come in December.
- 6.4 **2019-20 Budget Presentation & Revision** – Reece presented budget revision. Constantin/Mittman to approve. All in favor: Lawrence, Mittman, Constantin, Ruby, Ho (5-0).
- 6.5 **2019-20 Calendar Update** - Constantin/Ho to approve. All in favor: Lawrence, Mittman, Constantin, Ruby, Ho (5-0).

7. ADJOURNMENT: Lawrence adjourned at 7:30 pm. Constantin/Mittman to approve. All in favor: Lawrence, Mittman, Constantin, Ruby, Ho (5-0). Next regular meeting is December 11, 2019.

Respectively Submitted,
Fawn Ruby

December 11, 2019

- Students presented their learning at our fall Exhibition of Learning. It was well-attended and showcased the growth and learning highlights through grades K-8.
- The Charter Kindergarten Faire had an attendance of just about 135 people. We got great feedback and really enjoyed the event. We look forward to hosting local families again next year.
- Our applications for the 2020-2021 school year are now open. We use an online system called SchoolMint and are very happy with the data collected and the ease of process for families
- We had our first enrollment info night on December 2nd. Attendance was about 60 people, mostly interested in kindergarten.
- 8th graders are midway through a Career Module through the Career and Technical Education department at BCOE. On Friday, Dec 6th, students attended different local businesses to hear more about a variety of careers. Businesses included 5th Sun, Gary Hawkins Architecture, Wells Fargo, Action News Now, 5th Street Fire Station, and Theia Virtual Reality.
- Our Giving Tuesday was a great success! We had 28 donors and raised nearly \$3000!
- On December 9th, we hosted BCOE's induction meeting for all first and second year teachers and their mentors throughout Butte County. This was a great chance for teachers to see our learning space and see more of what we do here at CCDS.
- BCOE Associate Superintendent Jeanette Spencer and Special Projects Administrator Becky Brown came for a tour of our campus on December 3rd. They are curious about the various programs offered by the charter schools and appreciated hearing more about what we do here and seeing students in action.
- The business department has been very busy closing out 208/19 for the audit, and doing the first interim report. Our new financial/hr software system is working very well, and our staff is still learning the in's and out's. We are also beginning preparation for the 2020/2021 budget.

Chico Country Day School

2020-2021 School Event Calendar

August 2020						
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					

8/19: First Day of School

9 days

September 2020						
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			

9/2: Minimum Day

9/7: Labor Day - No School

21 Days

October 2020						
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

10/8: Minimum Day - Conferences

10/9: No Student Day - Conferences

21 Days

November 2020						
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					

11/4: Minimum Day

11/11: Veteran's Day

11/23-27: Thanksgiving Break

15 Days

December 2020						
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		

12/2: Minimum Day

12/18: Minimum Day

12/21-1/1: Winter Break

14 Days

January 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						

1/1 - Winter Break

1/4 - No Student Day

1/18: MLK, Jr. Day - No School

18 Days

February 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						

2/3 - Minimum day, All School Skate

2/12: Lincoln's Birthday - No School

2/15: Presidents Day - No School

18 Days

March 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			

3/12: Minimum day

3/15-19: Spring Break

18 Days

April 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	

4/2: In Lieu Admissions Day - No School

4/5: Travel Day - No School

20 Days

May 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					

5/5-7: Minimum Day - Conferences

5/24 - Memorial Day - No School

20 Days

June 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			

6/3: Last Day of School - Minimum Day





6/3: Bridging Ceremony

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

3 Days

177 Days of School

Semesters end: 12/18, 6/3

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

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				

8/17: First Day of School

11 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				

11/11: 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

1/17: 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, All School Skate

2/11: Lincoln's Birthday - No School

2/14: 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		

3/11: Minimum day

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

4/15: 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				

5/11-13: 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		

6/2: Last Day of School - Minimum Day





6/2: Bridging Ceremony

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

2 Days

177 Days of School

Semesters end: 12/17, 6/2

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

Comprehensive School Safety Plan SB 187 Compliance Document

**2019-20
School Year**

School: Chico Country Day Charter School:
CDS Code: 04614246113773
District: Chico Country Day School
Address: 102 West 11th Street
Chico
Date of Adoption:

Approved by:

Name	Title	Signature	Date
Jessica Lawrence	Chair, Chico Country Day Board of Directors		
Chris Constantin	Vice Chair, Chico Country Day Board of Directors		
Michele Mittman	Treasurer, Chico Country Day Board of Directors		
Fawn Ruby	Secretary, Chico Country Day Board of Directors		
Jamie Clyde	Member, Chico Country Day Board of Directors		
Thang Ho	Member, Chico Country Day Board of Directors		
Nicole Plottel	Member, Chico Country Day Board of Directors		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.chicocountryday.org.

Safety Plan Vision

The mission of Chico Country Day School is to provide a safe, joyful community where all learners are inspired to achieve their personal best. Our core purpose is to educate student toward becoming engaged and thriving learners. CCDS has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents, and community members. CCDS was unanimously re-approved by the Chico Unified School District March 25, 2015.

Components of the Comprehensive School Safety Plan (EC 32281)

Chico Country Day Charter School: Safety Committee

Colly Fischer (administrator), Margaret Reece (administrator)

Anne- Marie Chik (staff), Debbie Hardesty (staff), Jamie Saderup (staff), Lisa Hoppe (staff), Pamela Wilson (staff), Stacy Ferguson (staff), Stuart Langford (staff)

Michele Mittman (parent/board member), Zach Plottel (parent), Nick, Bauer (parent), Irene Henkens (staff), Emily MacGibbon (staff), Wendy Fairon (administrator), Amie Parent (administrator)

Assessment of School Safety

School safety data sources include:

Attendance Rates, Suspension/Expulsion Rates, Office Referrals, Student and Parent Surveys, Local Law Enforcement data, and anecdotal evidence

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Chico Country Day School developed and implements a safety program that encompasses school emergencies, disaster procedures, crisis response, student safety, discipline and well-being. Students' best interests are at the core of all decisions we make and our purpose is to educate students toward becoming engaged and thriving learners. Our staff is trained in mandated reporting, first aid/cpr, CPI, yard supervision, and school norms and best practices for ingress and egress of the students. In addition, we have an incident team that has proven successful in all emergency situations. Each year, the safety committee meets to review and/or update our school plan. CCDS has implemented multi-tiered supports for student well-being and success. These include positive behavior supports, academic support, and social-emotional curriculum K-8.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Employees may, but are not required, to report such incidents to the Administrator. Reporting such incidents to the Administrator does not relieve the Employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. Child protective agencies are the police, sheriff, probation, child protective services/welfare department.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person" and includes:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation; and
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment

There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

When two or more persons who are required to report jointly have knowledge of or suspect an instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

FIRE DRILL and SCHOOL-WIDE EMERGENCY PLANS:

The CCDS Earthquake Plan, Fire Drill and School-Wide Emergency Plan are included in this Safe School Plan. These procedures and assignments are updated on an annual basis or whenever necessary as a result of events or training, or best practices.

School Wide Emergency Plans:

When dialing 9-1-1 from campus phones, dial 9-9-1-1

Fire Evacuation Procedures:

- Sound the school alarm
- Teachers and staff will
- Bring the emergency binder.
- Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.
- Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.
- Maintain control of students at a safe distance from fire, fire personnel, and equipment.
- Conduct roll call and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)
- An ALL CLEAR signal will be given indicating that conditions are safe to return to classrooms

Earthquake Procedures:

- Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside building and DROP when outside buildings.
- Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
- Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
- The administrator or office staff will announce "Evacuate to the fire drill location" over the PA. Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
- Take roll at the fire drill location and display RED or GREEN cards.

Evacuation:

- Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.
- Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
- Follow directions from Incident Command Team. Maintain radio contact.
- All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
- If the relocation site is unsafe, wait for the Incident Commander's instructions.
- An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
- Assist persons who may need assistance and render first aid as necessary.

Student Runaway Procedure

- Keep the student in your sight at all times.
- Follow student but do not chase
- Communicate with main office through your walkie talkie
- Contact police
- Continue visual contact and remain on scene until police and parents are present and situation is under control

Security Alert (Code Yellow)

- Alert (provided twice in two separate announcements): Administrator or office staff will announce to “Check email and monitor walkie talkies for a security alert” by PA. Runners will notify substitute teachers.
- This is a precautionary alert where teaching day continues
- Students stay in class, recess and dismissal may be altered or withheld depending on direction from law enforcement
- Blinds closed, doors locked, gates locked
- No entry or exit from campus until situation is resolved
- Administrator or office staff will notify staff by PA to check email and monitor walkie talkies. Runners will notify substitute teachers.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

Lockdown Procedure (Code Red)

- Alert (provided twice in two separate announcements): Administrator or office staff will announce “Lockdown. We are in lockdown with an outside threat. Staff and students in classrooms, lock doors, turn off lights, get low to the ground.”

All Staff will:

- Lock doors, turn off lights, close blinds, and account for students. Students will remain quiet
- Immediately email lockdown@chicocountryday.org with “all present”/“students missing”/or “extra adults” in subject line. Do not call the office unless it is absolutely necessary. If you do not have email capability, the office will contact you via phone or walkie talkie.
- Playground: Hurry to the closest building
- Staff in Gym: lock doors
- Lunch area: hurry to closest classroom or gym
- Restrooms: If students are in the restroom, they must remain there.
- NO STAFF or STUDENTS ALLOWED OUT UNDER ANY CIRCUMSTANCES.
- Call 911 and notify administration if there are injuries
- Administration will provide updates based on direction from law enforcement. Utilize the emergency buckets in the classroom for bathroom use.
- Law enforcement will take charge of the situation and direct activities and procedures
- Do not open the door until the ALL CLEAR signal is given.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

Evacuation site is Boys and Girls Club

601 Wall Street

Chico, CA

95928

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion as Disciplinary Actions

CCDS will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension. A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

2. Discretionary Suspension. A student may be suspended for any of the following offenses:

a. Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

d. Physical assault including, but not limited to aiding or abetting in the same.

e. Damage to school or private property including, but not limited to attempted or caused damage.

f. Sexual harassment.

g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.

i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.

j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.

k. Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

3. Mandatory Expulsion. A student shall be expelled when it is determined that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

4. Discretionary Expulsion. A student may be expelled for any of the following offenses:

a. Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

d. Physical assault including, but not limited to aiding or abetting in the same.

e. Damage to school or private property including, but not limited to attempted or caused damage.

f. Sexual harassment.

g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.

i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.

j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.

k. Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

Authority to Impose Discipline

The Dean of Students (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement of authorities.

The Dean of Students (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Dean of Students (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. The Dean of Students (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the Dean of Students (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the Dean of Students (or his/her designee).

Suspensions

Suspension Pending Investigation

The Dean of Students (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the Dean of Students (or his/her designee) determines that a student is to be suspended, the Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

Suspension Pending Expulsion Hearing

If the Dean of Students (or his/her designee) determines at the outset that an expulsion hearing is warranted, the Dean of Students (or his/her designee) may impose a suspension pending an expulsion hearing. The Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding CCDS expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the Dean of Students (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps. If the Dean of Students (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the Dean of Students (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

Expulsions

Expulsion Hearings

If the Dean of Students (or his/her designee) determines that consideration of expulsion is warranted, the Dean of Students will hold an expulsion hearing where the Dean of Students shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Dean of Students will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and CCDS. If a Dean of Students determines that a student is to be expelled, the Dean of Students shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The Dean of Students written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the Dean of Students determination.

Right to Appeal Dean of Student's Determination

The parents and/or guardians shall have ten (10) days from the Dean of Students Expulsion Determination Letter to submit a written request of appeal to the Director of Education of Chico Country Day School ("Written Appeal Request"). In response to the Written Appeal Request, the Director of Education of CCDS shall convene a committee consisting of one member of the CCDS Board of Directors, Special Education Director and the CBO of CCDS or his/her designee. The committee members appointed will be knowledgeable about CCDS basis for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within fifteen (15) days of receipt of a timely written request for an appeal. At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and CCDS. That decision shall be final.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To notify teachers of suspensions as they occur during the school year, the following process is used: After reviewing the cum folder of newly enrolled students, the site administrator will advise unit members at that site of documented incidents which, if repeated, could pose a threat to unit members, other students or employees. Unit members shall be responsible for maintaining confidentiality on a need to know basis.

When a child is suspended from school, copies of the suspension are placed in the student cum folder. Notification of suspensions are given to: parent/guardian, teacher, Dean of Students, Director of Special Education (if applicable).

(E) Sexual Harassment Policies (EC 212.6 [b])

Student Sexual Harassment Policy

It is the policy of Chico Country Day School to maintain learning and work environment that is free of sexual harassment. The goal of this policy is to have a process that is sensitive to the needs of students as well as the rights of those against whom allegations have been made. All complaints, both formal and informal, will be handled with confidentiality appropriate to the investigation. The administrator/designee will be the investigating officer. The administrator/designee will assist students at both the formal and informal grievance levels and be prepared to answer any questions or concerns. Parents of the complaining student will be notified.

At the informal level the administrator/designee will assist the student in approaching the person who has caused the complaint. If the student does not feel comfortable approaching the person, then the administrator will approach the person on the student's behalf. The student should specify the incident that caused the complaint and the action that, in the student's opinion, would resolve the matter.

At the formal level the student will file a written grievance with the administrator/designee. The written grievance will detail the specifics of the sexual harassment claim and must be filed in writing within 60 days of the occurrence. The administrator/designee will then conduct an investigation to determine the validity of the grievance and what disciplinary sanctions or further referrals should occur. The investigation must be completed within a 90-day period and the complainant will receive written notification of the final disposition. Findings may be appealed to the CCDS Board of Directors.

Definition

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, when made by a student to another student, or when made by a student to a staff member. Sexual harassment may include, but is not limited to:

Suggestive or obscene letters, notes, or invitations; derogatory comments, slurs, jokes, or epithets; assaults, touching, impeding or blocking movement; leering gestures, display of sexually suggestive objects, picture or cartoons.

Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction is not considered sexual harassment.

Implying or actually withholding grades earned or deserved. Offering favors, such as grades, in exchange for sexual favors.

Coercive sexual behavior to control, influence, or affect the educational opportunity, grades, and /or learning environment of a student.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

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

Clothing must cover the body with no undergarments exposed.

No exposed midriff and/or cleavage.

No backless, strapless, tube tops and/or halter tops. Please note a bandeau is considered an undergarment.

Shorts must have a two-inch inseam/skirts must be longer than the student's thumb when arms are straightened.

Shoes or sandals must be worn at all times. All shoes must have a backs on them, no backless flip-flops or slides. Slippers and heelys (shoes with wheels) are not acceptable. Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.

Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane content are not allowed.

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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students can arrive at school no earlier than 7:45 a.m. and should be dropped off on the Main Campus (K-5 side.) Upon arrival, your child must remain in supervised areas on campus. Students may be dropped off in the Middle School Building at 8:25 AM. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot.

Kindergarten students MUST be picked up at their classroom at 2:30 p.m by a parent or other authorized individual.

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

DROP OFF AND PICK UP OF STUDENTS & PARKING

Introduction: The safe arrival and departure of students is of paramount concern to the Charter School. The Charter School has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help the Charter School to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines

All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

Arrival and Departure of Charter School Students

Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area. There shall be no passing around other vehicles.
4. Enter the parking lot only if you plan to get out and walk your child to school. Otherwise, the parking lot is not a safe drop-off and pick-up area.
5. When you pull to the curb of the designated pick-up and drop-off area, the first car should pull as far forward as possible allowing others to pull in behind.
6. When leaving, pull out slowly and look carefully for students and other cars.
7. For afternoon pick-ups, if you arrive early, circle the block until students are released. The curb is designated for 3 Minute Loading Zones. After the children are dismissed, the first car should pull forward as far as possible to wait for his or her child.
8. Treat other drivers with respect.

Procedures

Students to be picked-up and dropped-off must report to the designated area when they are dismissed from class.

Parking

Parking spaces designated for employee use and visitor use shall be utilized accordingly.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Universal Expectations

Be Safe

Be Respectful

Be Responsible

All Classrooms and Common Areas: Keep your hands, feet and objects to self. Walk to the right at all times. Use equipment and materials appropriately. Use appropriate language and voice level. Clean up after self. Take proper care of all school equipment. Leave toys or other personal belongings at home.

Arrival and Dismissal: Arrive on time. When you arrive, put backpack in your designated area. At dismissal, stay in the pick up zone on the campus side of the sidewalks. Be an active listener. Hands and feet to self. Be in class line by the second bell.

Bathrooms: Walk. Report unsafe conditions. Use appropriate language and voice level. Respect the privacy of others. Use the bathroom for its intended purpose.

Cafeteria/Lunch Area: Keep your hands and feet to self. Eat only your food. Playground equipment is not permitted in eating areas. Use appropriate language and voice level. Listen and follow adult directions. Remain seated until signal for dismissal. Clean up trash and belongings. Pack it in, pack it out!

Gym: Keep your hands and feet to self. Use playground equipment how and where it is intended. Use appropriate language and voice level. Listen and follow adult directions. Return equipment.

Passing Periods: Keep your hands, feet and objects to self. Walk to the right at all times. Listen and follow directions the first time. Help others. Stay with your group or class when traveling together. Travel on pathways destination to destination.

Recess: Keep your hands and feet to self. Use playground equipment how and where it is intended Stay in assigned areas. Be an active listener. Freeze at the bell and return to class. Return equipment.

Accident Protocol

If there is a medical emergency on campus requiring assessment or treatment beyond what staff can or should do, staff should immediately call an ambulance or paramedics (9-911), then call the parent/guardian.

Paramedics will assess and evaluate the need for transportation. Usually the parent/guardian show up during this time. If not, and the paramedics decide to transport, provide them with a copy of the treatment authorization (emergency card) to take along. If the parent is not present, a staff member will accompany the student.

Finances do not play a part in this protocol. Paramedics can assess and decide not to transport; there is no cost involved in calling them to the school. Decision to transport is theirs as well as the liability for course of treatment at that point.

The school is not responsible for the medical costs incurred unless found at fault (possible negligence, safety issues, etc.)

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Training for all staff and students regarding school universal and expectations.	PBIS rotations, staff expectations, refine referral process for MS staff.		Dean of Students	ongoing
Track referrals year to year	Reports run quarterly. Final report in June. Provide comparisons year to year to staff and board.	Student information system	Dean of Students	ongoing

Component:

Safe Schools Partnership:

A safe school is a shared responsibility between school staff, students and parents.

STAFF:

- Park and lock your car in well-lit non-isolated areas
- Use the buddy system whenever possible when entering or leaving the campus at night
- Secure purses and valuable while on campus
- Monitor the school campuses. Be aware
- Notify the administration or Chico PD immediately when you observe trespassers on campus
- Do not return to campus during non-school hours without permission of the administration and making the required notification
- Know the emergency numbers for Chico Police Department. Notify other staff members when remaining on campus after school hours. Campus is to be cleared by 6pm unless permission to remain has been given.
- Know the alarm code, placement of key pads on campus and how to activate and deactivate alarms
- Develop a system of rumor control relative to activities that occur on campus
- Be aware of safety concerns in the community surrounding the school

STUDENTS:

- Report violence, bullying or criminal activity immediately to an adult
- Be aware of your surroundings
- Avoid isolation and unsupervised activities and areas on campus
- Stay on campus during school hours

PARENTS:

- Talk to students about what to do if confronted with violence, bullying, or anything else that is prohibited at our school
- Be aware of the route the children take to school
- Be familiar with whom your children socialize
- Discuss your child's activities at school
- Share with your children the importance of remaining on campus during the day
- Attend or chaperone school events when possible
- Help supervise the campus when you are there

Element:**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:**School Safety - Conditions for Classroom and School Visitation:**

While CCDS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, CCDS also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment. If a parent or guardian wishes to visit CCDS to view the education program, assist teachers, or conduct school business, the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq:

1. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds in a sign-in book. For purposes of school safety and security, a visitor's badge must be worn.
3. The Administrator, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Administrator or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Administrator or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Administrator or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

- 6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Administrator or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Administrator or the Board Chair within five days after the denial or revocation. The Administrator or Board Chair shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Administrator shall be held within seven days after the Administrator receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.
- 7. The Administrator or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
- 8. No electronic listening, photographic, or recording devices may be used by students or visitors on school grounds or on school sponsored field trips and other school activities without the teacher's and/or Administrator's permission. Exception: Parents/guardians of currently enrolled CCDS students who have signed the "Conditions under which students may be photographed/filmed" section of the CCDS Student-Parent Handbook.
- 9. Visitors should only come onto campus for the purpose(s) they designate in the sign-in logbook. Visitors shall not get involved in situations which are the responsibilities of CCDS staff, such as directing other students and intervening in discipline situations. Visitors shall not share confidential information or student information with individuals who are not CCDS staff members.
- 10. Visitors shall not interfere with, disrupt, or in any way prevent or hinder a CCDS staff member in the performance of his/her job duties.
- 11. School age children shall not visit CCDS during regular CCDS school hours without prior permission from the school administration.

Penalties

- 1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
- 2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor that would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Chico Country Day Charter School: Student Conduct Code

Conduct Code Procedures

Behavior at Chico Country Day School

In order to ensure a quality learning environment, we feel each student is entitled to a safe and respectful school environment. CCDS has implemented a Positive Behavior Intervention Support Program which provide clear behavior expectations and Restorative Practices which promotes positive behaviors focused on understanding conflict and how to repair harm. We believe that all our students can behave in a manner appropriate to school and that each student can be held accountable for their behavior. CCDS strives to build a community based on cooperation, trust and respect. The universal behavior norms are to be safe, respectful and responsible.

General rules for behavior and safety are:

- Use equipment for the intended use.
- Use appropriate language.
- Follow staff directions.
- Rough play is not allowed.
- Treat others with respect.

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

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

Positive reinforcements may include:

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

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

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

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

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

Universal Expectations

(J) Hate Crime Reporting Procedures and Policies

For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours. Contact the site administrator if you feel your child may have been a victim of a hate crime.

Safety Plan Review, Evaluation and Amendment Procedures

Plan will be reviewed by the CCDS Safety Committee each year. The committee will evaluate and amend the Comprehensive School Safety Plan. Subsequently, the plan will be reviewed by the CCDS Board of Directors.

Safety Plan Appendices

Emergency Contact Numbers

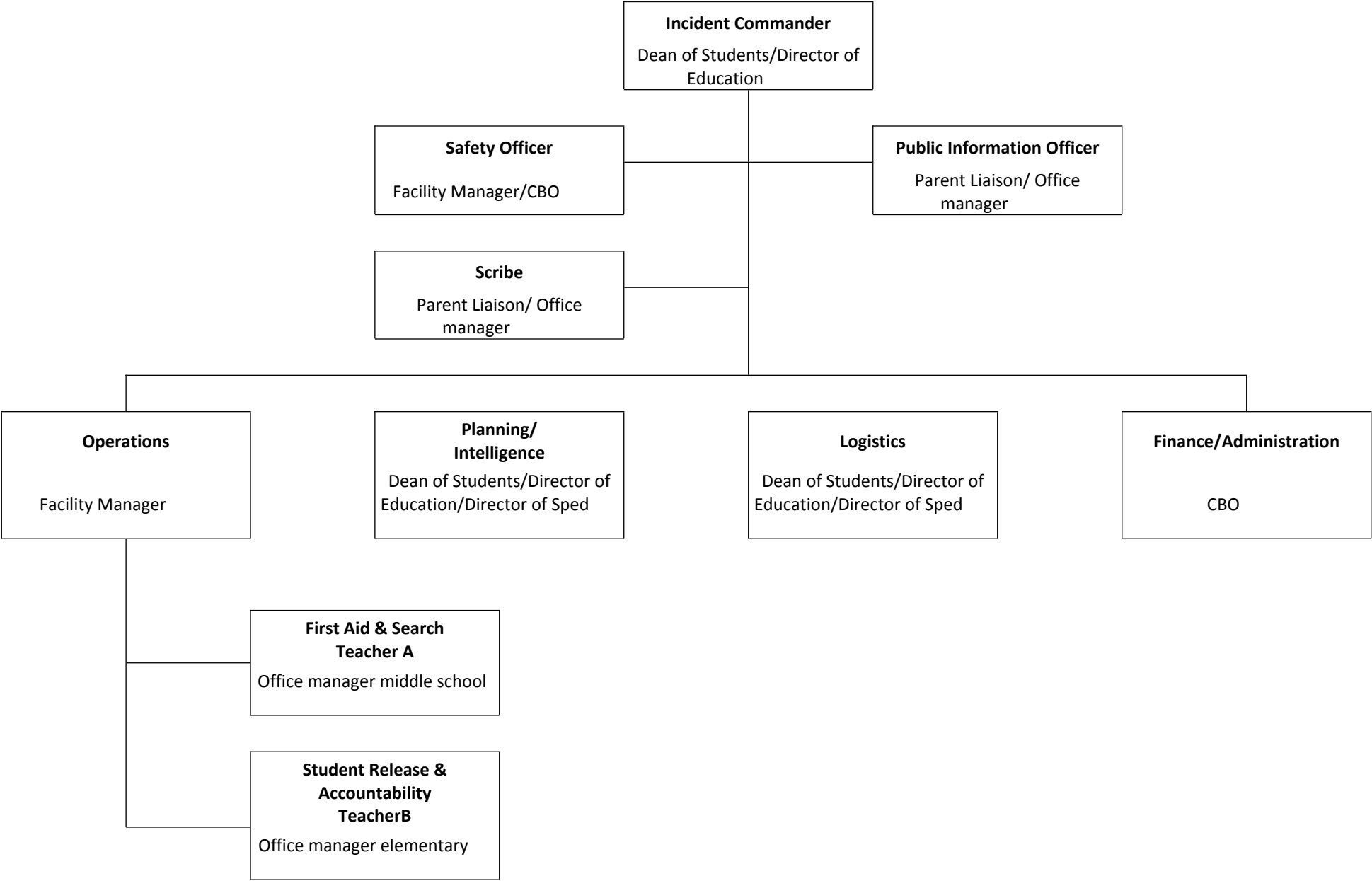
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico PD	897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire	897-3400	
Local Hospitals	Enloe	332-7300	
School District	Chico Unified	891-3000	
Public Utilities	PG&E	743-5000	
City Services	City of Chico	896-7200	
Other	Chico Country Day School	895-2650	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Committee Review of plan	November 14, 2019	Chico Country Day School
Board Approval	December 11, 2019	Chico Country Day School

Chico Country Day Charter School: Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Active Shooter/Armed Intruder

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm to students and staff. Such intruders may possess a gun, knife, or other harmful device. An active shooter or armed intruder will result in law enforcement and other emergency services responding as quickly as possible. It is critical to follow the instructions of and cooperate with law enforcement officers. Once law enforcement arrives, the School Incident Commander will be relieved by a law enforcement officer as quickly as possible.

If in close proximity to the danger, assess the situation for the best survival option. Make the decision on what is the best option at the pivotal time. The following are guidelines.

- **Alert:** The first person to note indication of an active shooter or armed intruder, as soon as it is safe, should call 911. All are authorized to alert the campus by any means using "Armed Intruder."
- **Lockdown:** Lockdown your room in any way possible if evacuation is not safe. Make use of barricades and any exits.
- **Inform:** Use technology to provide information to the School Incident Commander. If it is safe, use the lockdown email procedures. Upon arrival, law enforcement will commence communication through the School Incident Commander.
- **Counter:** If you are in immediate danger, you have the option to use whatever counter strategies necessary. This may include any and all forms of resistance to the threat.
- **Evacuate:** In the event of an intruder, the priority should be to safely leave the area as quickly as possible. If there is no safe manner, lockdown. Once evacuated, meet at the reunification site.
- Unless evacuating, rooms in lockdown shall remain secured until given the "ALL CLEAR" by the Incident Commander/law enforcement.
- Once the intruder is subdued, the Incident Commander in consultation with law enforcement will announce an "Evacuation" and relocation to the alternate site for the Family Reunification Process.

Biological or Chemical Release

Evacuation

Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander's instructions.

An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Bomb Threat/ Threat Of violence

Bomb Threat Procedure:

Bomb Threat: A suspected bomb or explosive has been reported but not located. All threats toward the school are taken seriously. The administrator will contact law enforcement and initiate next steps.

- **Alert:** Administrator or office staff will announce "This is an evacuation to ..." over the PA

- Do not handle or move the suspected device.
- Call 911 and alert administration
- Staff will move students in an orderly way to the opposite campus from the suspected bomb and account for their students.
- Be aware of a potential second device. Open areas are best locations for gathering.
- Return to buildings only when the ALL CLEAR signal is given.

Bus Disaster

Disorderly Conduct

Earthquake

Earthquake Procedures

Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside building and DROP when outside buildings.

1. Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
2. Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
3. The administrator or office staff will announce "Evacuate to the fire drill location" over the PA. Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
4. Take roll at the fire drill location and display RED or GREEN cards.

Explosion or Risk Of Explosion

Evacuation

Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander's instructions.

An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Fire in Surrounding Area

Evacuation

Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander's instructions.

An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Fire on School Grounds

Fire Evacuation Procedures

1. Sound the school alarm

2. Teachers and staff will

Bring the emergency binder.

Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.

Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.

Maintain control of students at a safe distance from fire, fire personnel, and equipment.

Conduct roll call and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)

3. An ALL CLEAR signal will be given indicating that conditions are safe to return to classrooms

Flooding

Loss or Failure Of Utilities

Motor Vehicle Crash

Psychological Trauma

Suspected Contamination of Food or Water

Unlawful Demonstration or Walkout

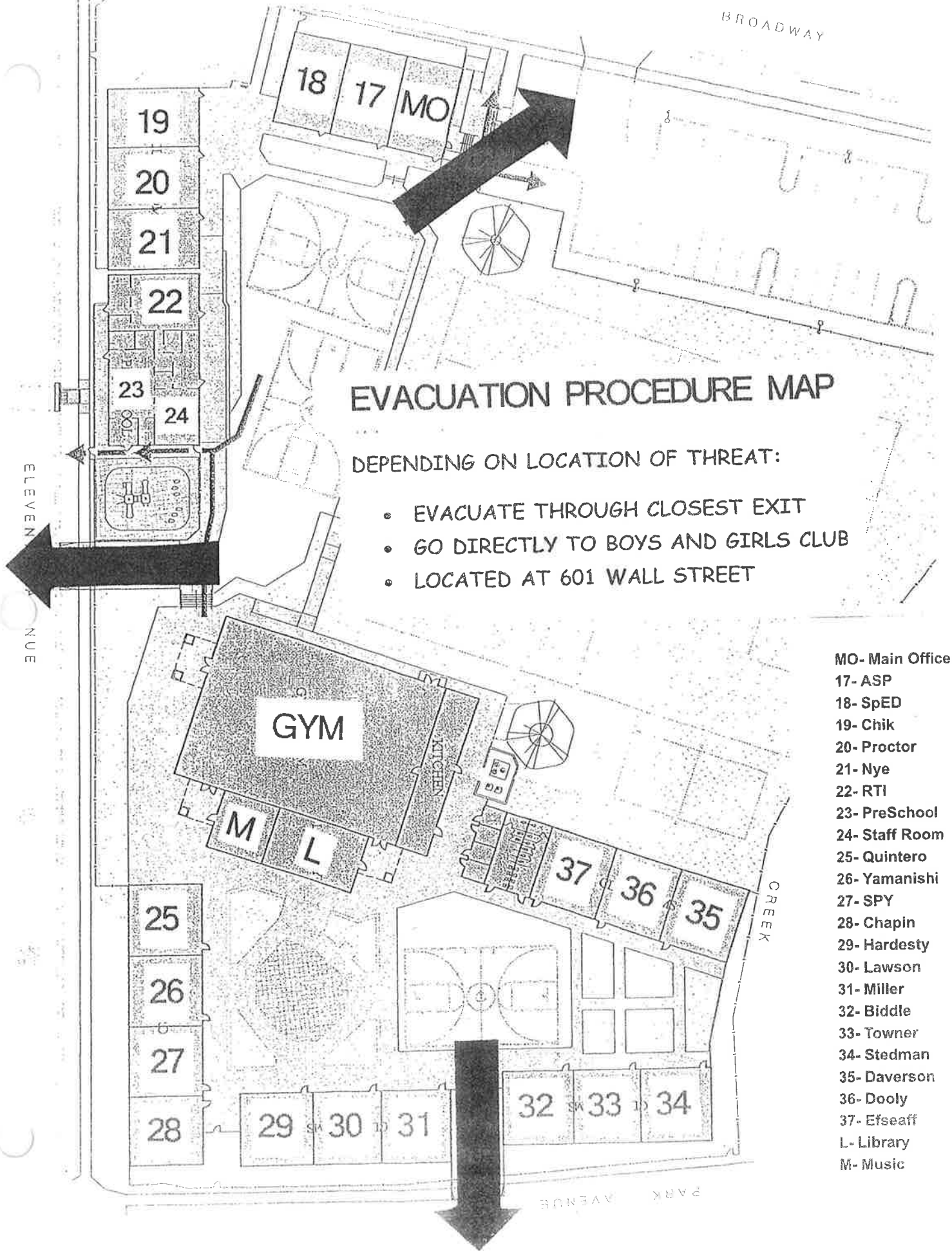
Emergency Evacuation Map

CCDS ELEMENTARY CAMPUS

EVACUATION PROCEDURE MAP

DEPENDING ON LOCATION OF THREAT:

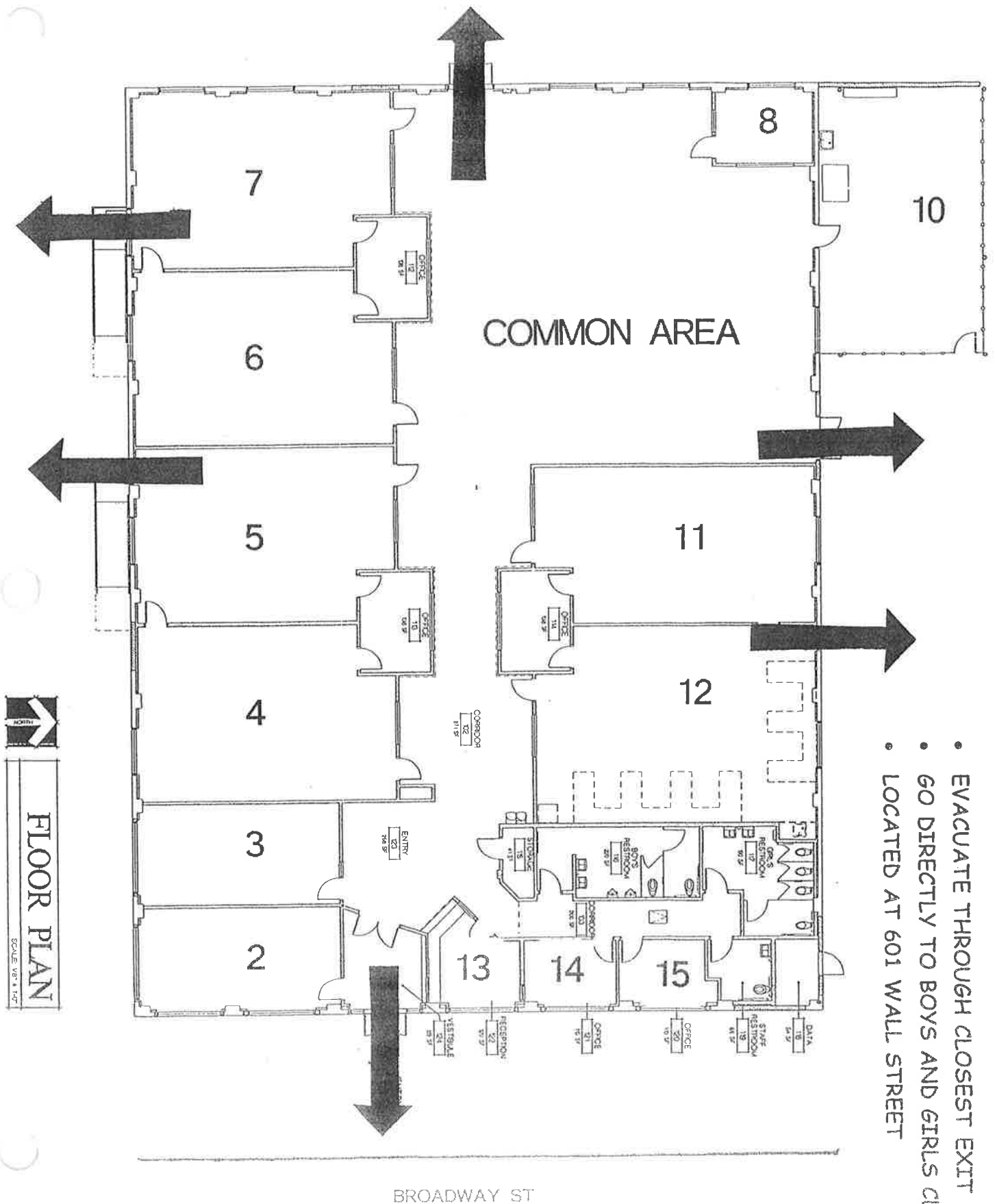
- EVACUATE THROUGH CLOSEST EXIT
- GO DIRECTLY TO BOYS AND GIRLS CLUB
- LOCATED AT 601 WALL STREET



- MO- Main Office
- 17- ASP
- 18- SpED
- 19- Chik
- 20- Proctor
- 21- Nye
- 22- RTI
- 23- PreSchool
- 24- Staff Room
- 25- Quintero
- 26- Yamanishi
- 27- SPY
- 28- Chapin
- 29- Hardesty
- 30- Lawson
- 31- Miller
- 32- Biddle
- 33- Towner
- 34- Stedman
- 35- Daverson
- 36- Dooly
- 37- Efseaff
- L- Library
- M- Music

EVACUATION PROCEDURE MAP

CCDS MIDDLE SCHOOL



DEPENDING ON LOCATION OF THREAT:

- EVACUATE THROUGH CLOSEST EXIT
- GO DIRECTLY TO BOYS AND GIRLS CLUB
- LOCATED AT 601 WALL STREET

Chico Country Day's

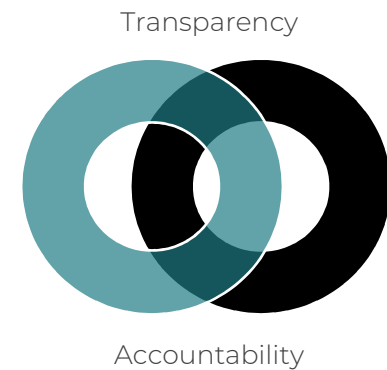
CALIFORNIA STATE TEST

Analysis Presentation

2018-19

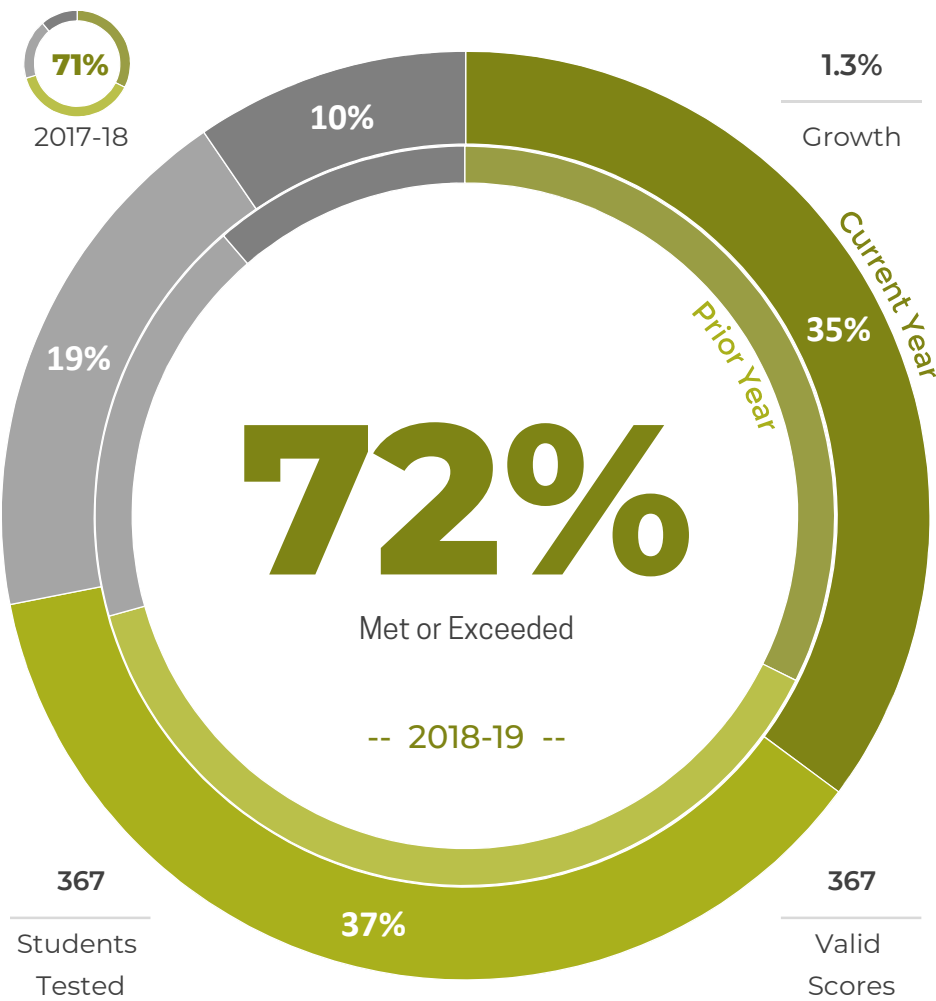
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Designed by Parsec Education

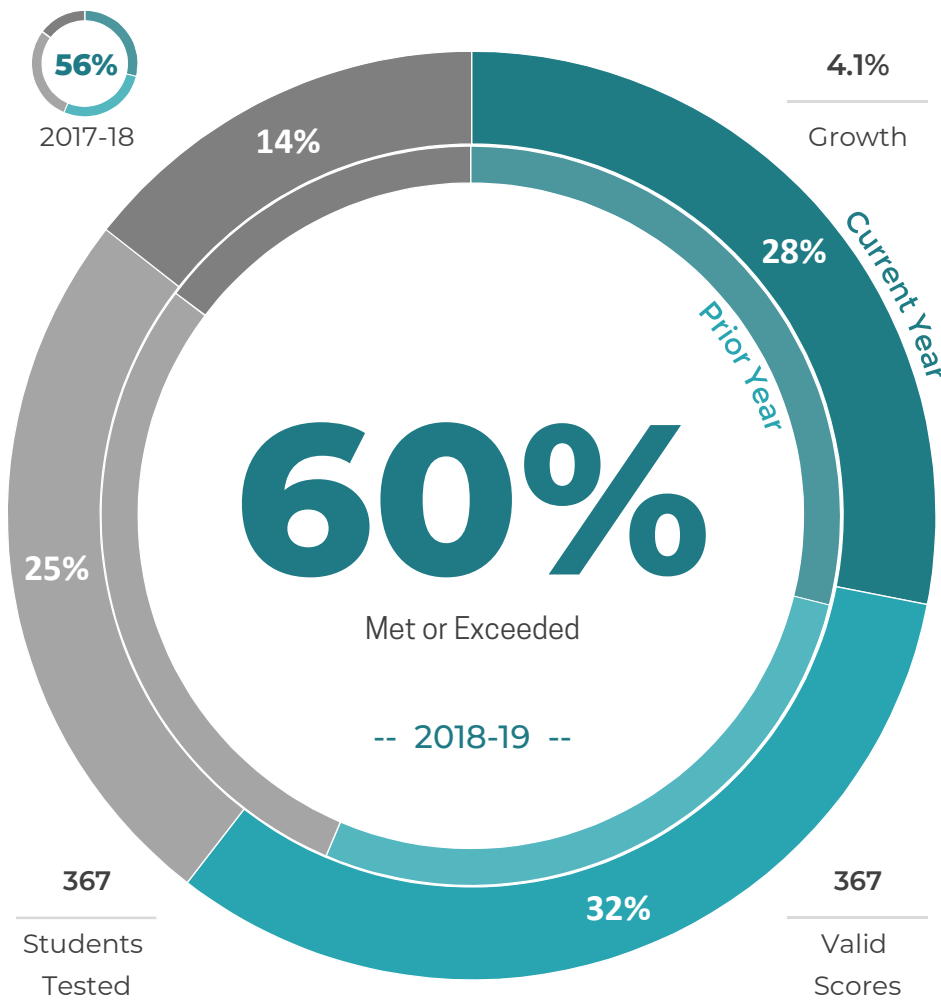


OVERALL

ENGLISH & LANGUAGE ARTS



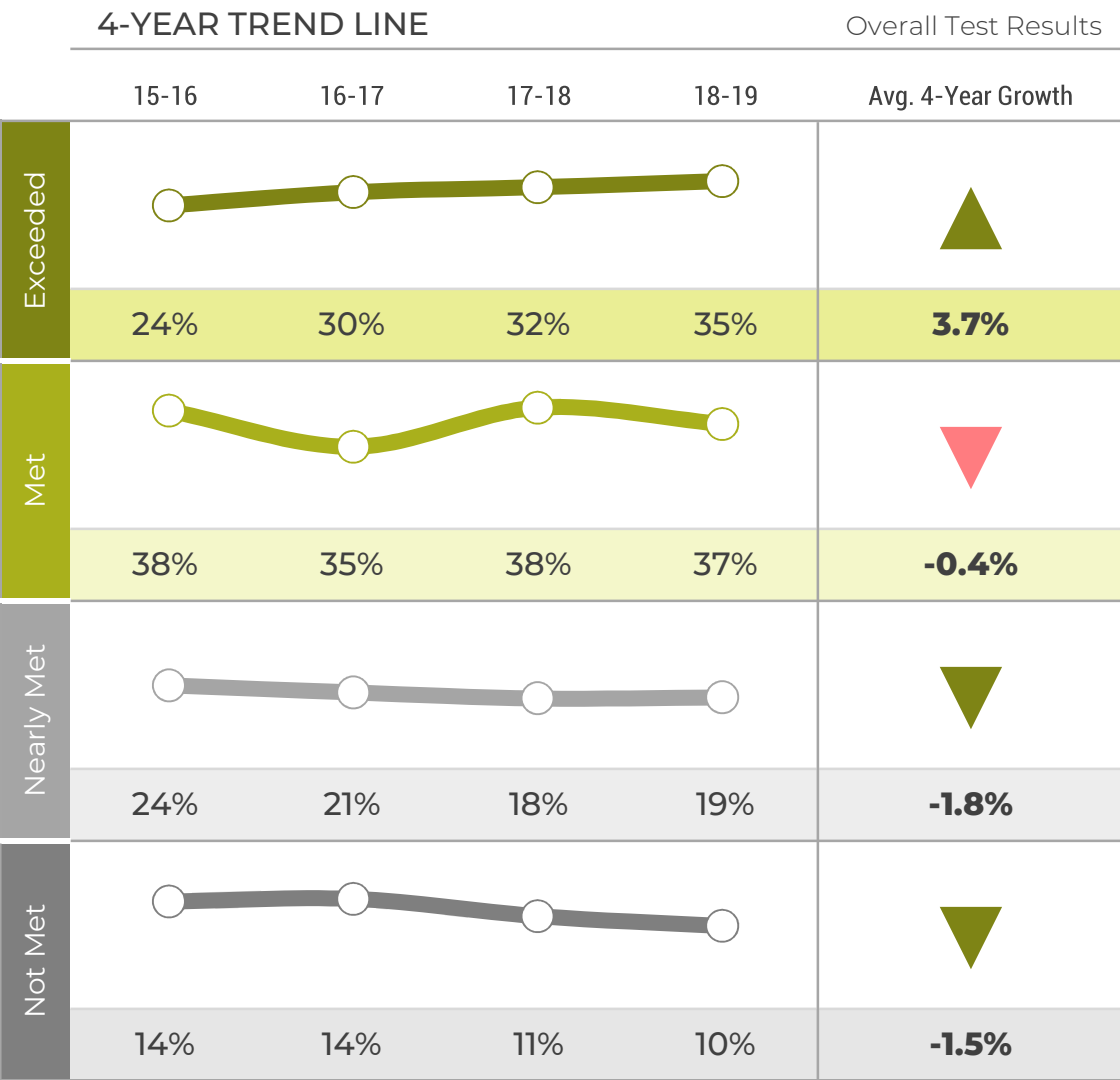
MATHEMATICS



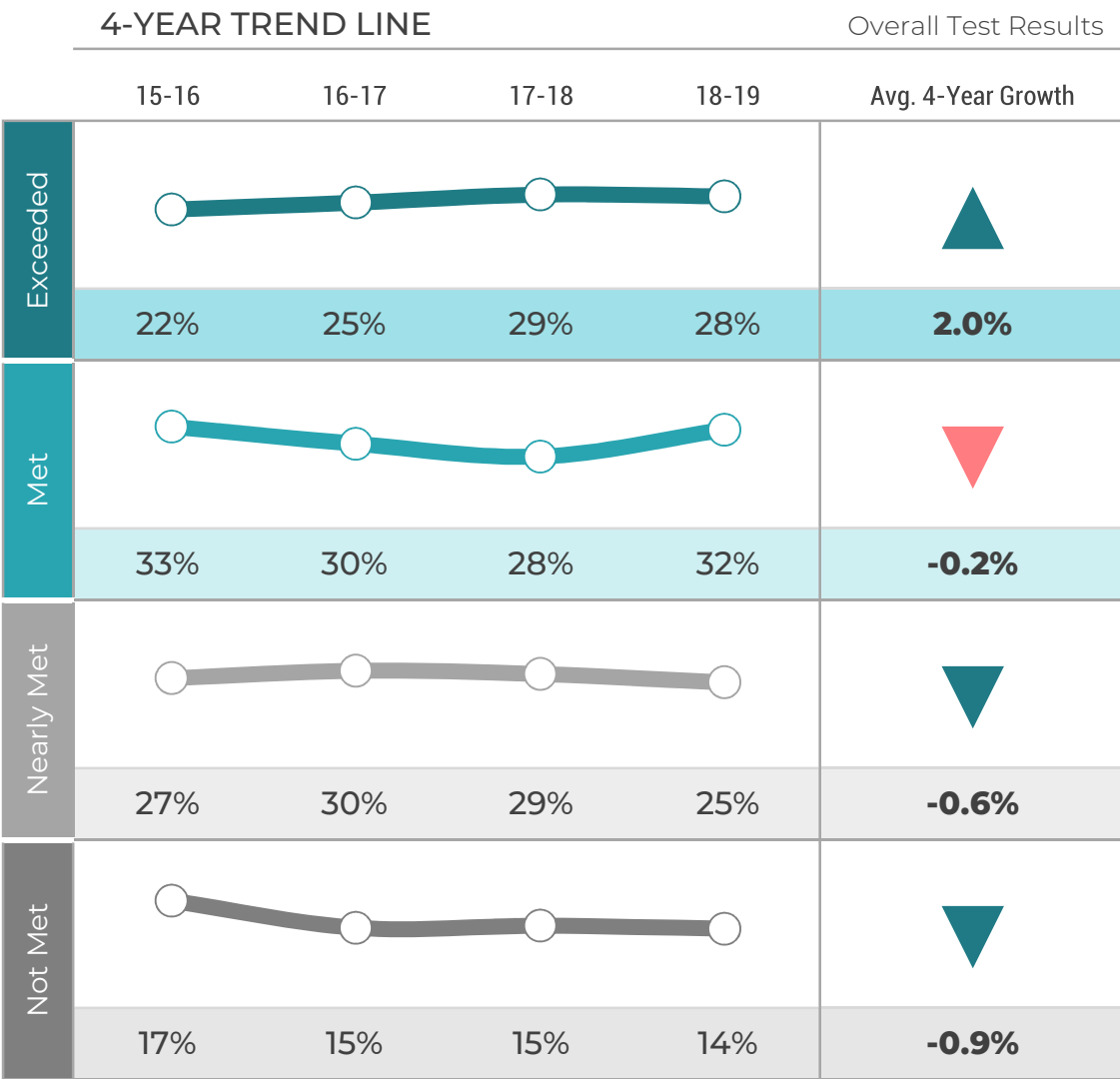
In 2018-19, Chico Country Day's test scores increased by 1.3% in ELA and 4.1% in mathematics. Overall, of the students who participated in the state test and received a valid score, 72% met or exceeded the standard in ELA and 60% in mathematics.

MULTI-YEAR TREND

ENGLISH & LANGUAGE ARTS



MATHEMATICS

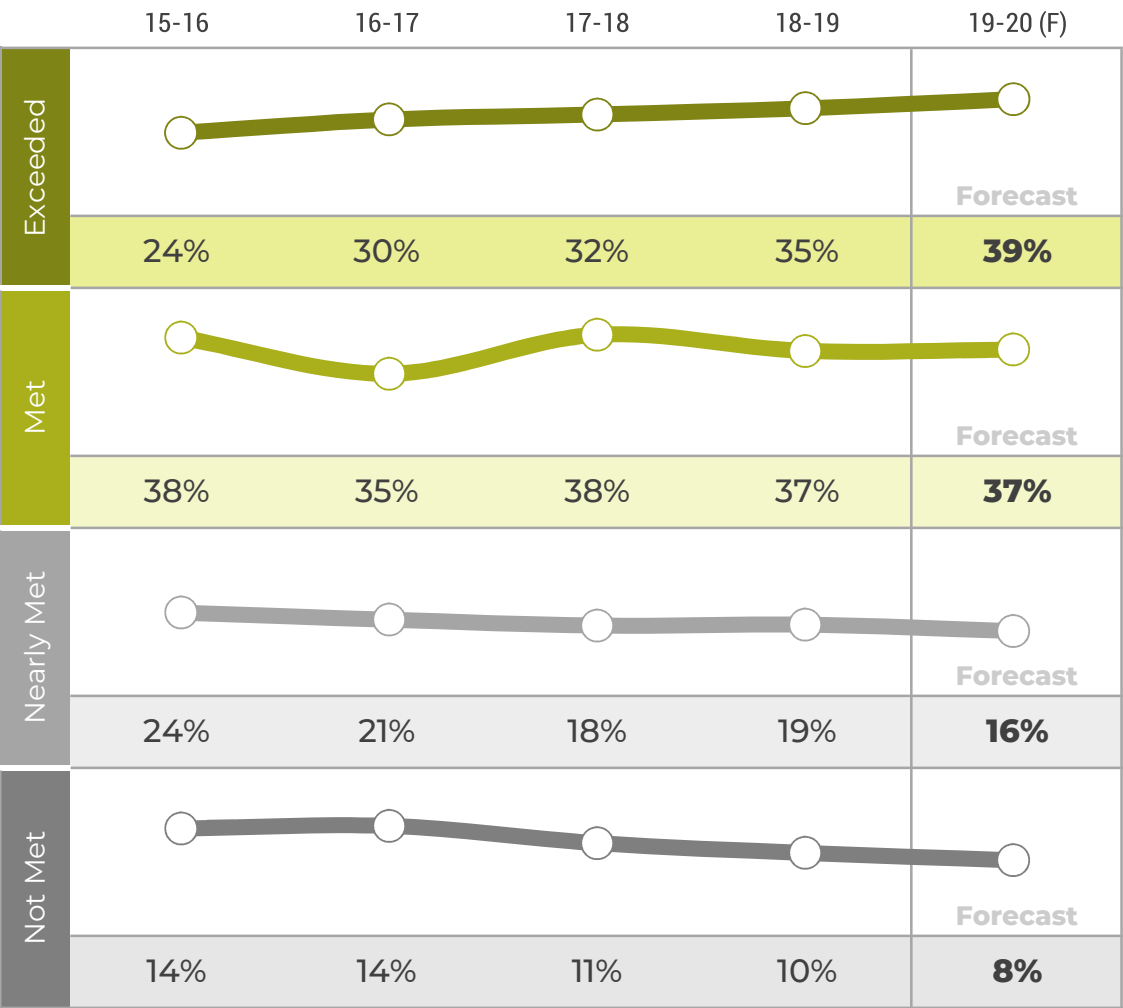


FORECAST (F)

ENGLISH & LANGUAGE ARTS

5-YEAR FORECAST LINE

Overall Test Results

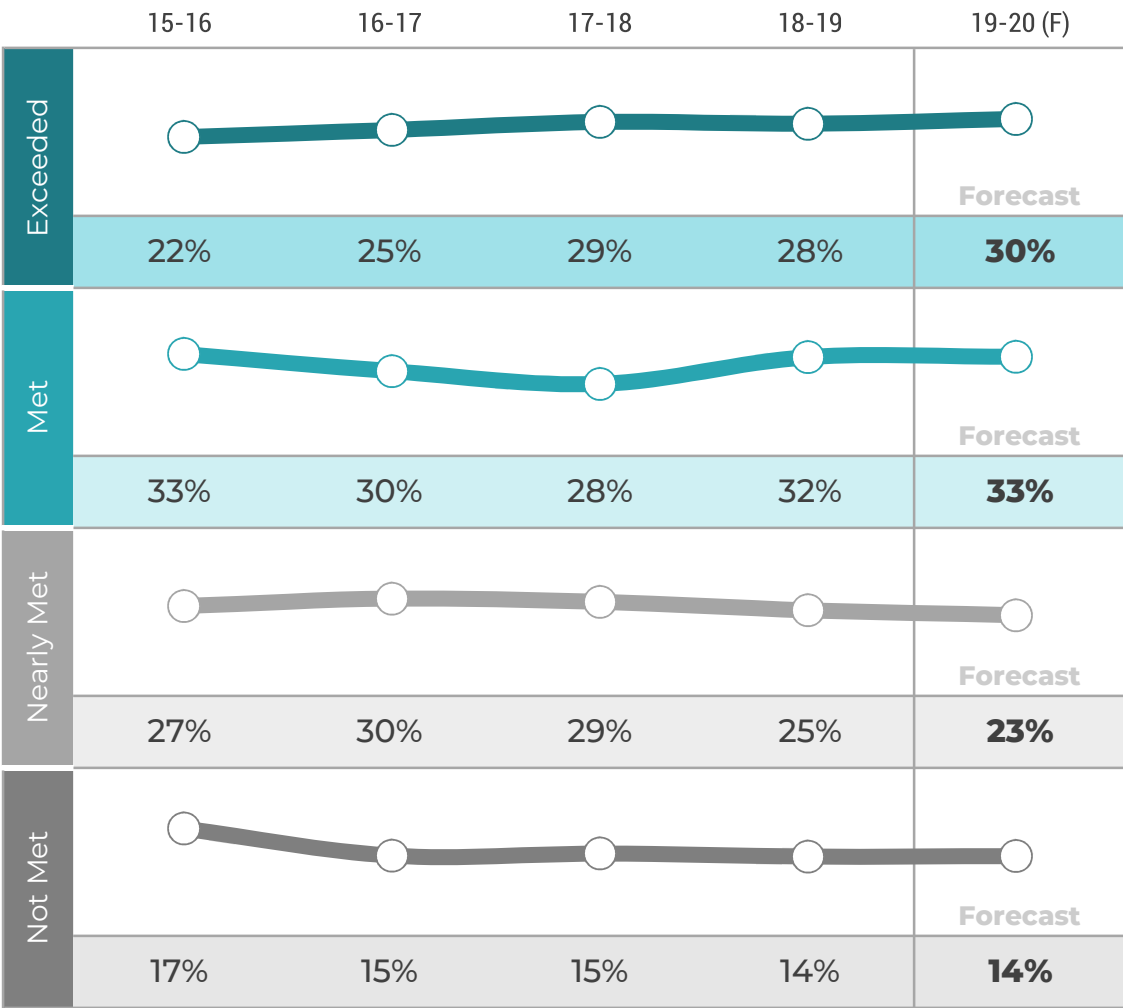


*Future value(s) are predicted based on existing 4-year historical values by using the linear forecast algorithm. The percentages in the last column may not add up to an exact 100%.

MATHEMATICS

5-YEAR FORECAST LINE

Overall Test Results



GRADE LEVEL

ENGLISH & LANGUAGE ARTS

Exceeded Met Nearly Met Not Met

BY GRADE LEVEL

% MET + EXCEEDED

Grade	18-19 Achievement Results				Scores	15-16	16-17	17-18	18-19
3rd	<div><div></div><div></div><div></div><div></div></div> <div>11%24%26%39%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>60%73%66%65%</div>						
4th	<div><div></div><div></div><div></div><div></div></div> <div>11%18%36%34%</div>	61	<div><div></div><div></div><div></div><div></div></div> <div>64%61%71%70%</div>						
5th	<div><div></div><div></div><div></div><div></div></div> <div>6%11%35%47%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>80%67%63%82%</div>						
6th	<div><div></div><div></div><div></div><div></div></div> <div>15%31%37%18%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>53%80%67%55%</div>						
7th	<div><div></div><div></div><div></div><div></div></div> <div>11%11%39%39%</div>	64	<div><div></div><div></div><div></div><div></div></div> <div>55%53%83%78%</div>						
8th	<div><div></div><div></div><div></div><div></div></div> <div>16%48%34%</div>	56	<div><div></div><div></div><div></div><div></div></div> <div>62%54%74%82%</div>						
11th		-	<div><div></div><div></div><div></div><div></div></div> <div>-</div>						

MATHEMATICS

Exceeded Met Nearly Met Not Met

BY GRADE LEVEL

% MET + EXCEEDED

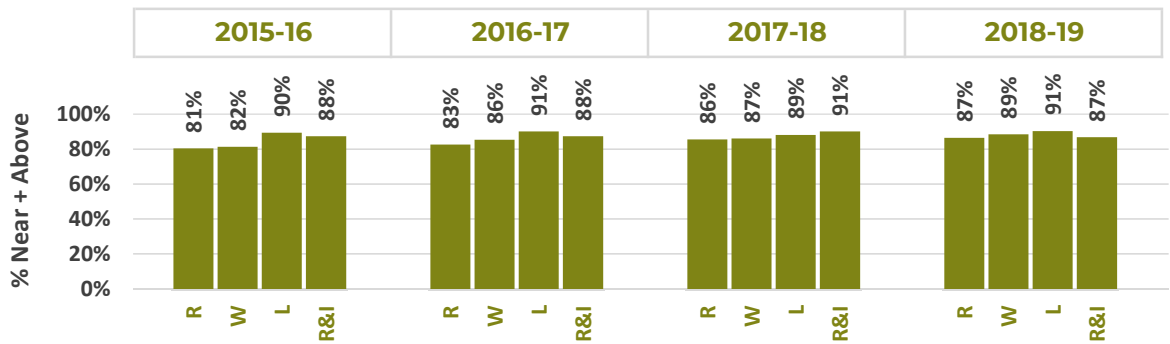
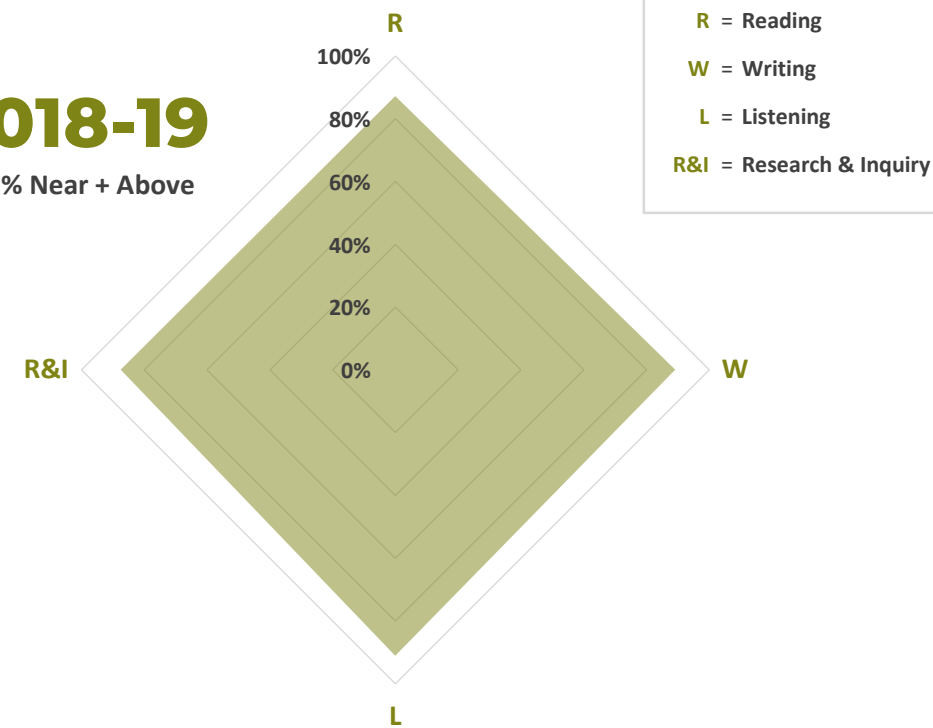
Grade	18-19 Achievement Results				Scores	15-16	16-17	17-18	18-19
3rd	<div><div></div><div></div><div></div><div></div></div> <div>11%24%39%26%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>77%71%72%65%</div>						
4th	<div><div></div><div></div><div></div><div></div></div> <div>28%39%28%</div>	61	<div><div></div><div></div><div></div><div></div></div> <div>65%57%63%67%</div>						
5th	<div><div></div><div></div><div></div><div></div></div> <div>11%24%29%35%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>51%57%49%65%</div>						
6th	<div><div></div><div></div><div></div><div></div></div> <div>26%26%29%19%</div>	62	<div><div></div><div></div><div></div><div></div></div> <div>37%62%52%48%</div>						
7th	<div><div></div><div></div><div></div><div></div></div> <div>17%22%20%41%</div>	64	<div><div></div><div></div><div></div><div></div></div> <div>50%37%63%61%</div>						
8th	<div><div></div><div></div><div></div><div></div></div> <div>16%27%39%18%</div>	56	<div><div></div><div></div><div></div><div></div></div> <div>55%46%41%57%</div>						
11th		-	<div><div></div><div></div><div></div><div></div></div> <div>-</div>						

CLAIM AREA PERFORMANCE IN 2018-19

ENGLISH & LANGUAGE ARTS

2018-19

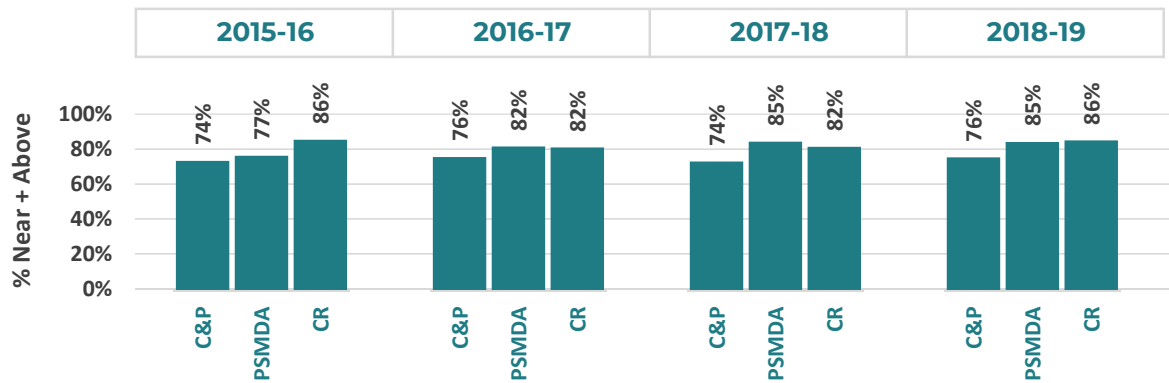
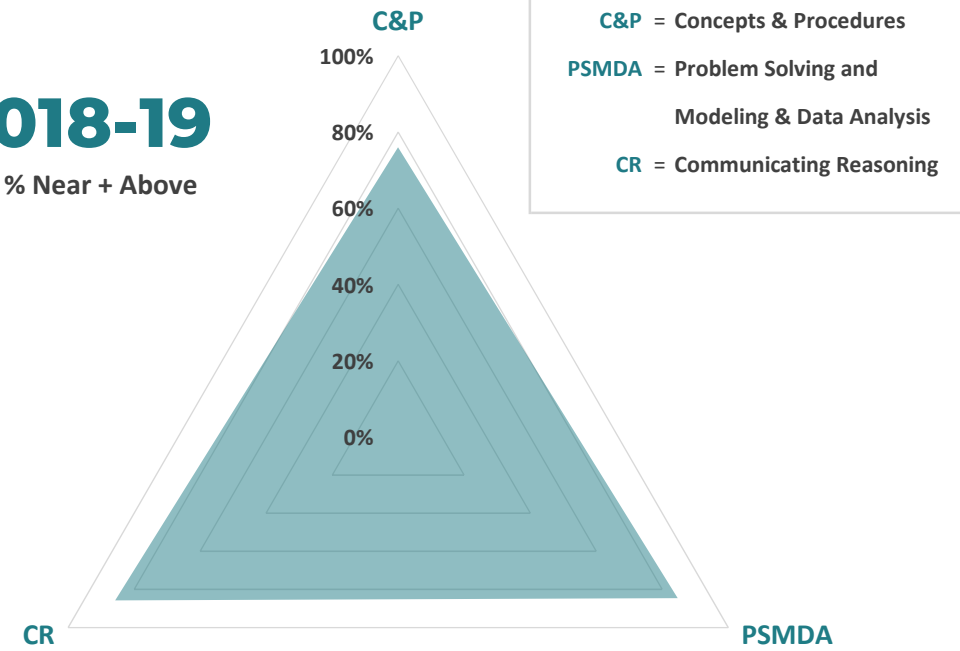
% Near + Above



MATHEMATICS

2018-19

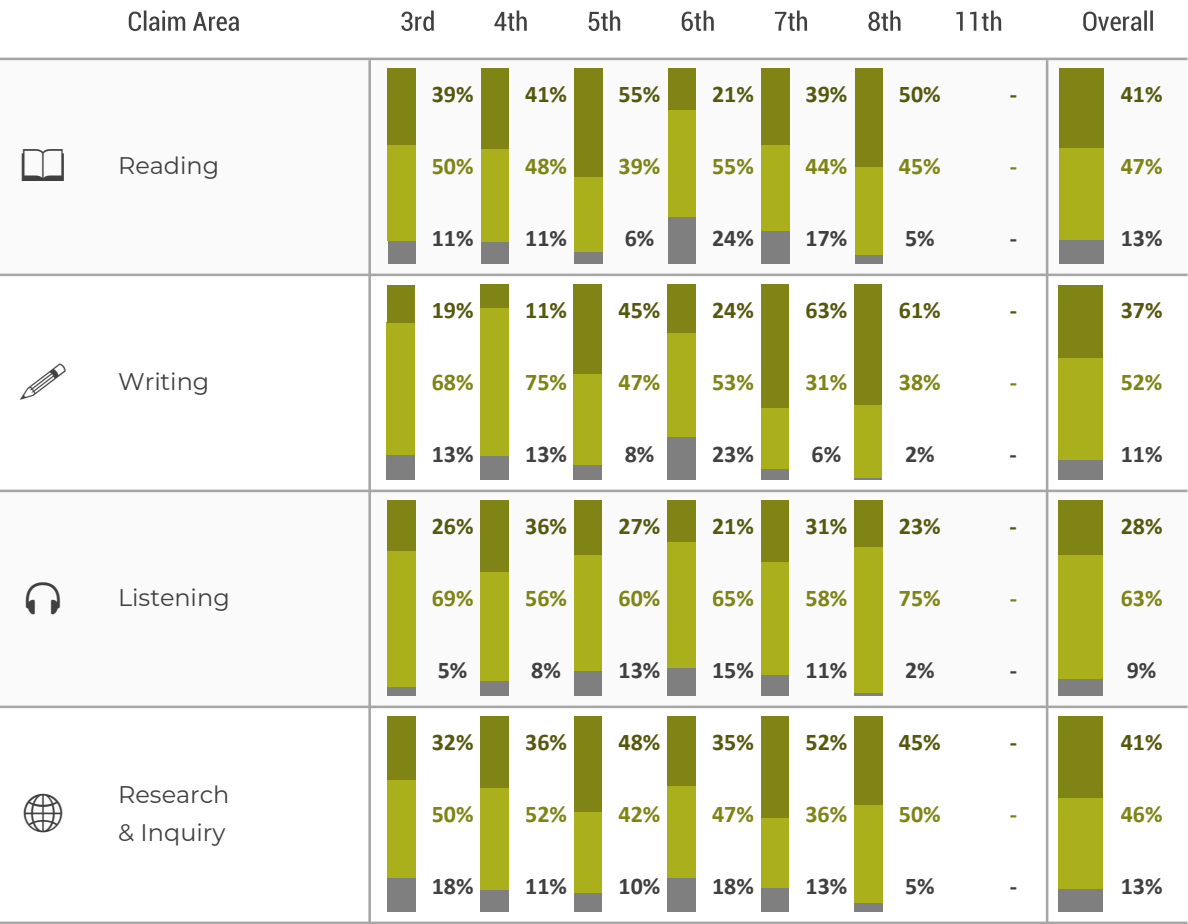
% Near + Above



CLAIM AREA PERFORMANCE IN 2018-19

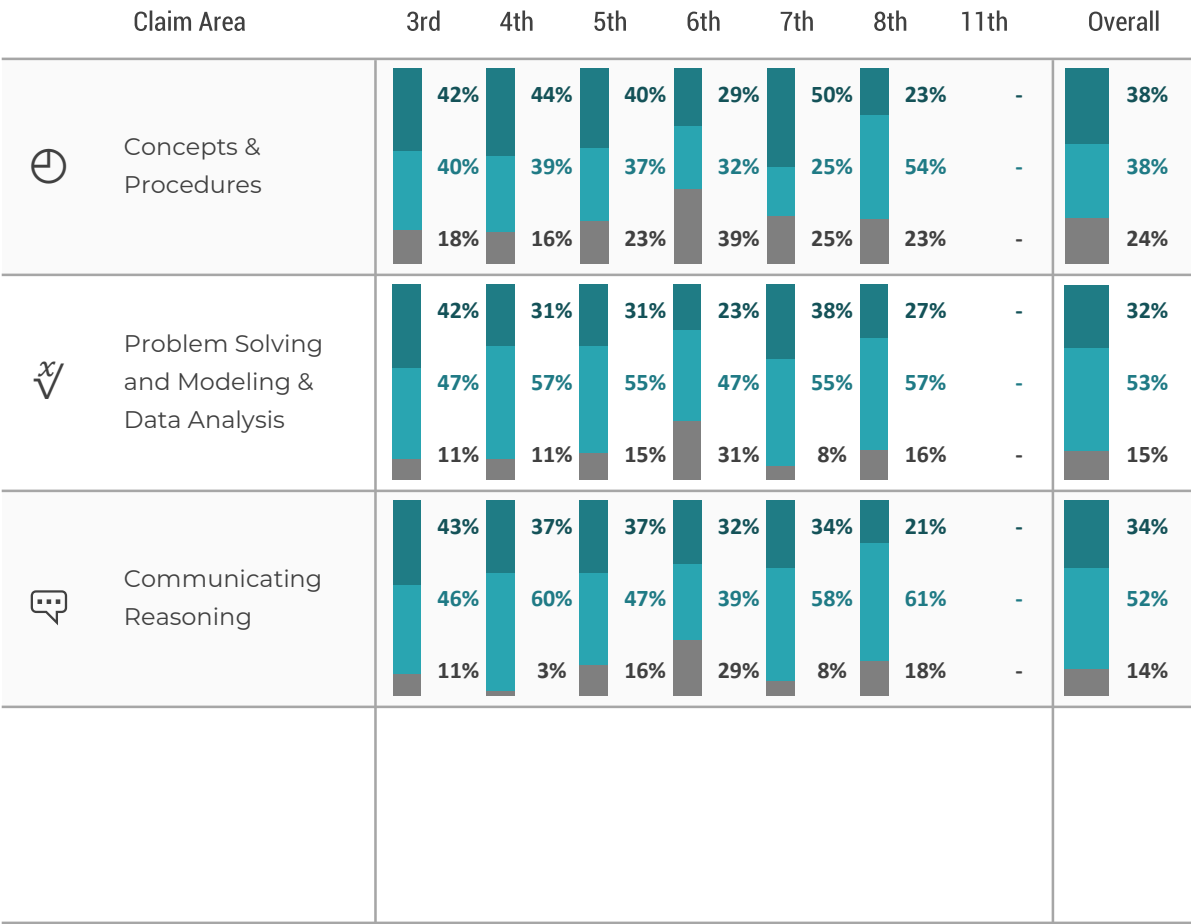
ENGLISH & LANGUAGE ARTS

ELA Performance Levels:  Below  Near  Above



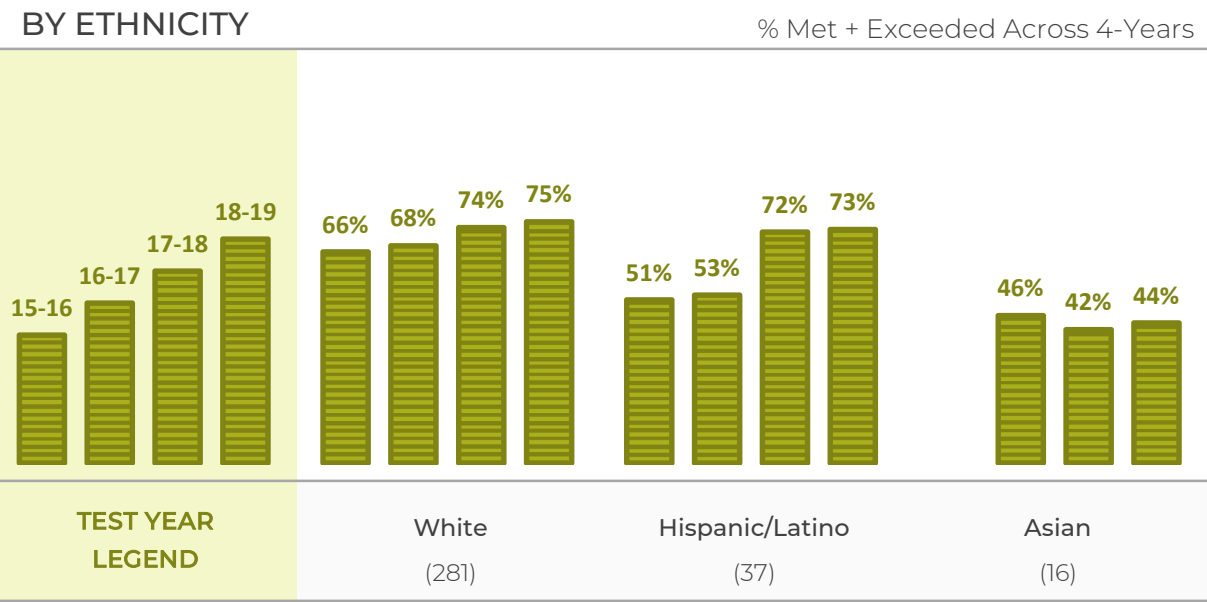
MATHEMATICS

Math Performance Levels:  Below  Near  Above

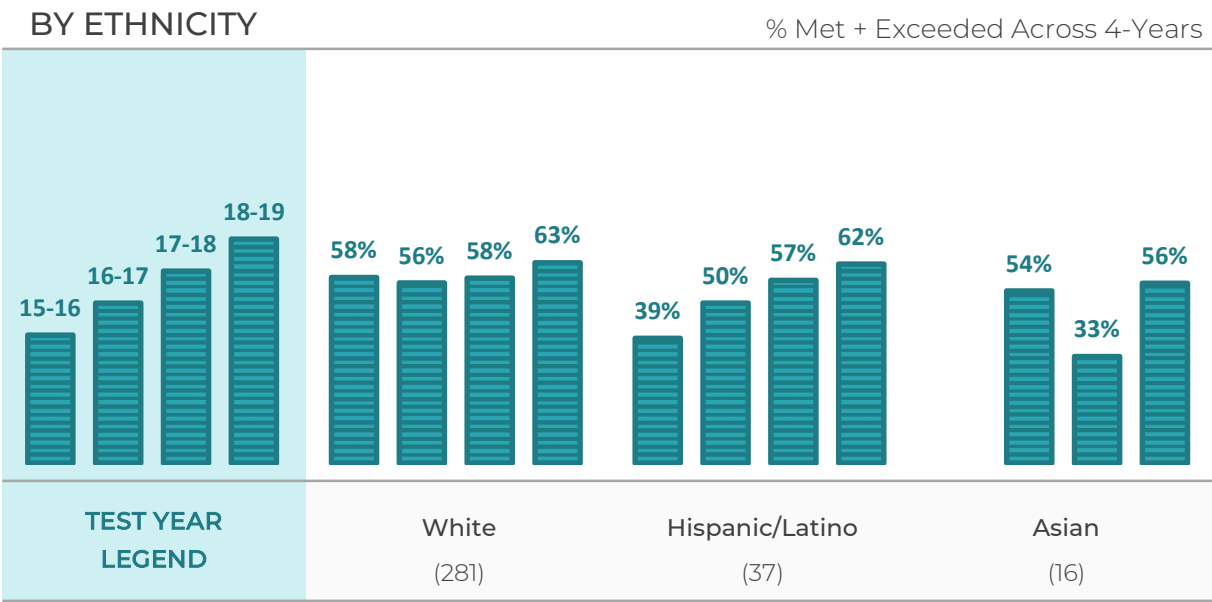


ETHNICITY

ENGLISH & LANGUAGE ARTS



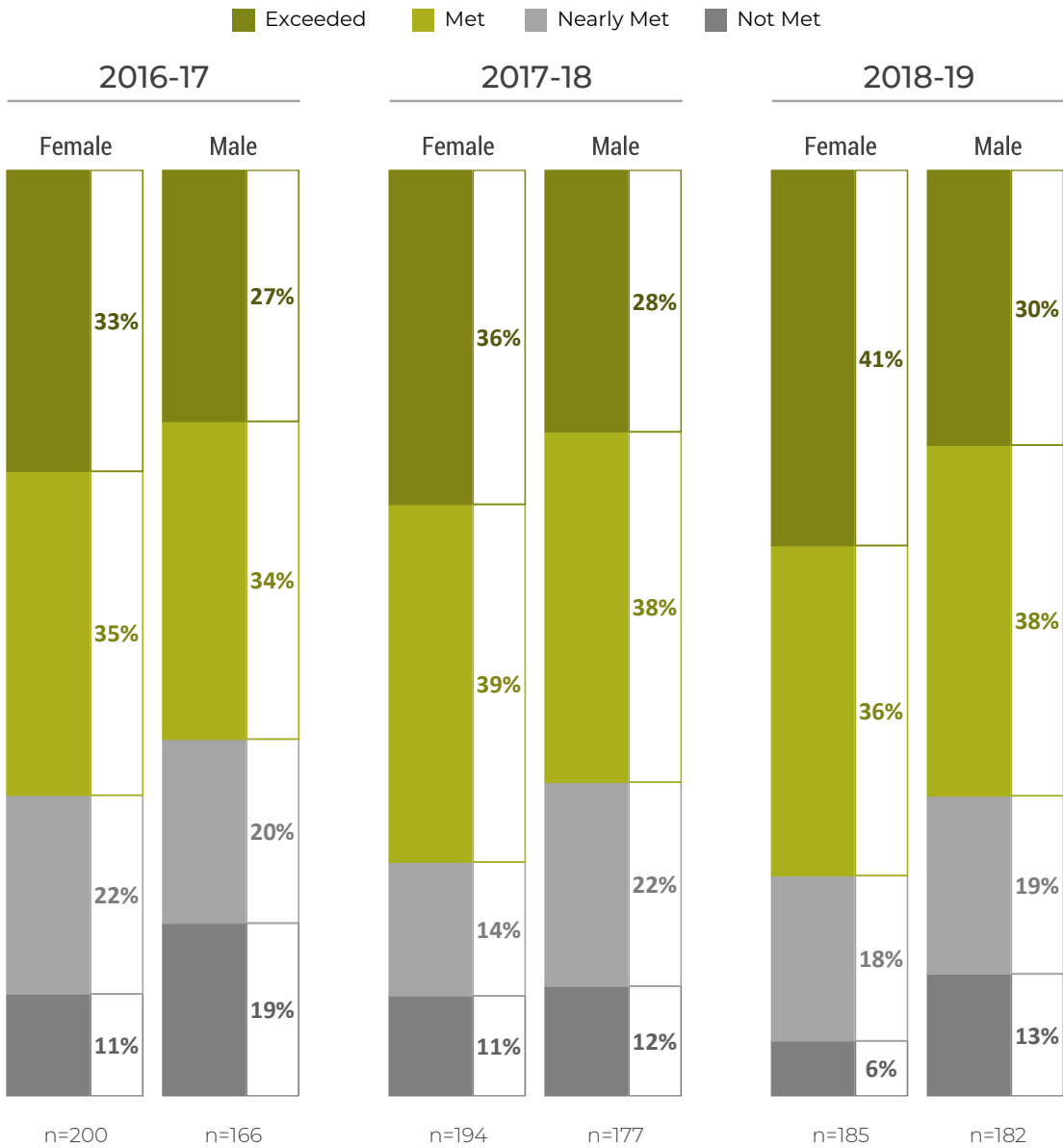
MATHEMATICS



(#) = number of students with scores

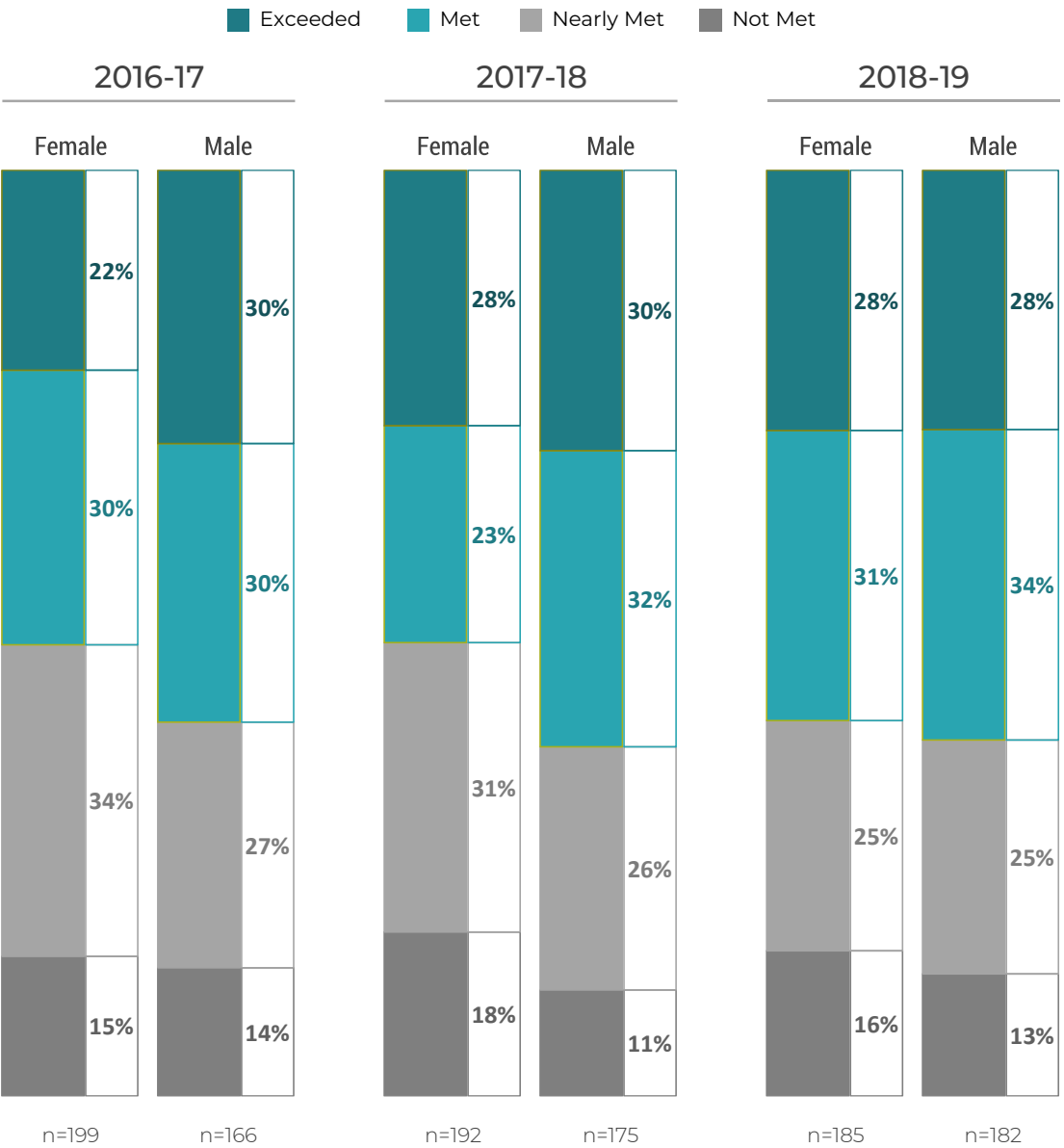
GENDER

ENGLISH & LANGUAGE ARTS



*n = number of students with scores

MATHEMATICS



COHORT

ENGLISH & LANGUAGE ARTS

COHORT ANALYSIS						% Met + Exceeded	
Grade	15-16	16-17	17-18	18-19	Avg. Growth		
4th			<div><div></div></div>	<div><div></div></div>	4.4%		
			66%	70%			
			3rd	4th			
5th		<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	4.8%		
		73%	71%	82%			
		3rd	4th	5th			
6th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	-1.7%		
	60%	61%	63%	55%			
	3rd	4th	5th	6th			
7th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	4.7%		
	64%	67%	67%	78%			
	4th	5th	6th	7th			
8th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	0.7%		
	80%	80%	83%	82%			
	5th	6th	7th	8th			

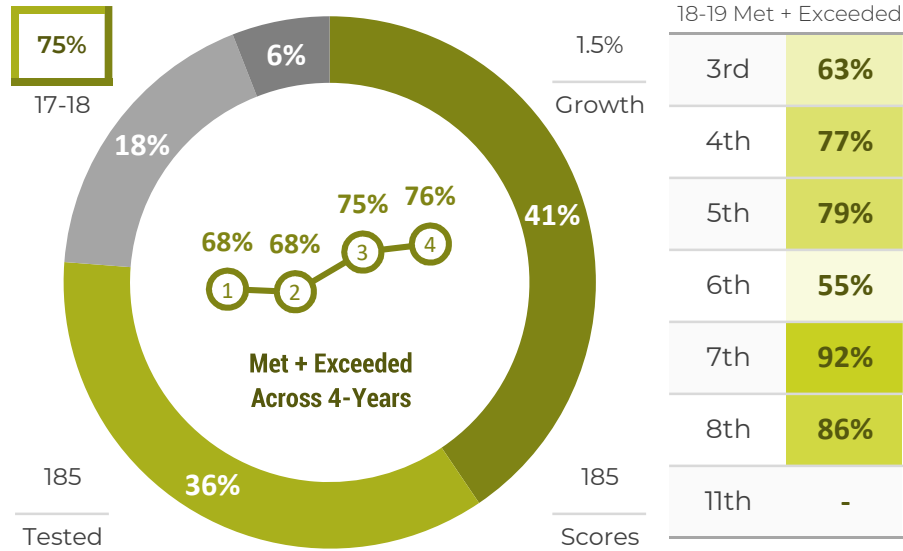
MATHEMATICS

COHORT ANALYSIS						% Met + Exceeded	
Grade	15-16	16-17	17-18	18-19	Avg. Growth		
4th			<div><div></div></div>	<div><div></div></div>	-4.5%		
			72%	67%			
			3rd	4th			
5th		<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	-3.2%		
		71%	63%	65%			
		3rd	4th	5th			
6th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	-9.5%		
	77%	57%	49%	48%			
	3rd	4th	5th	6th			
7th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	-1.4%		
	65%	57%	52%	61%			
	4th	5th	6th	7th			
8th	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	2.0%		
	51%	62%	63%	57%			
	5th	6th	7th	8th			

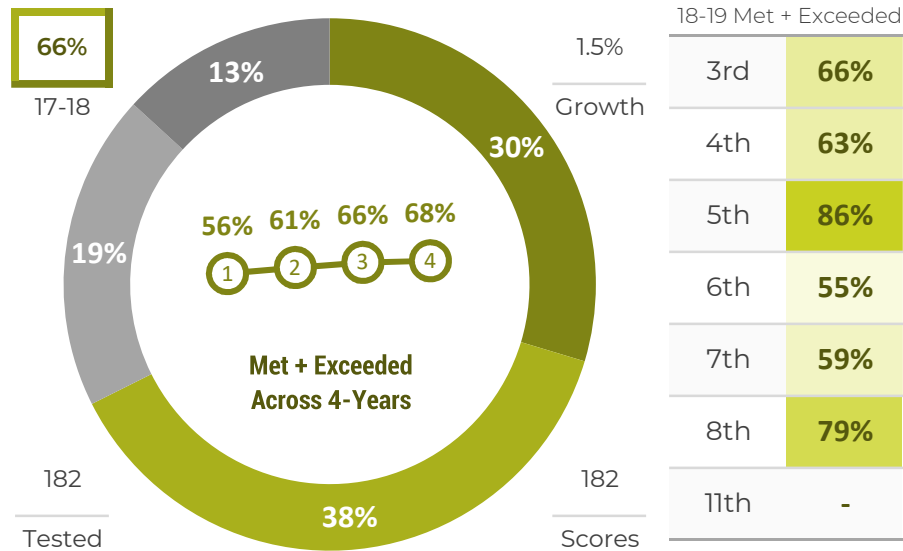
SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

FEMALE

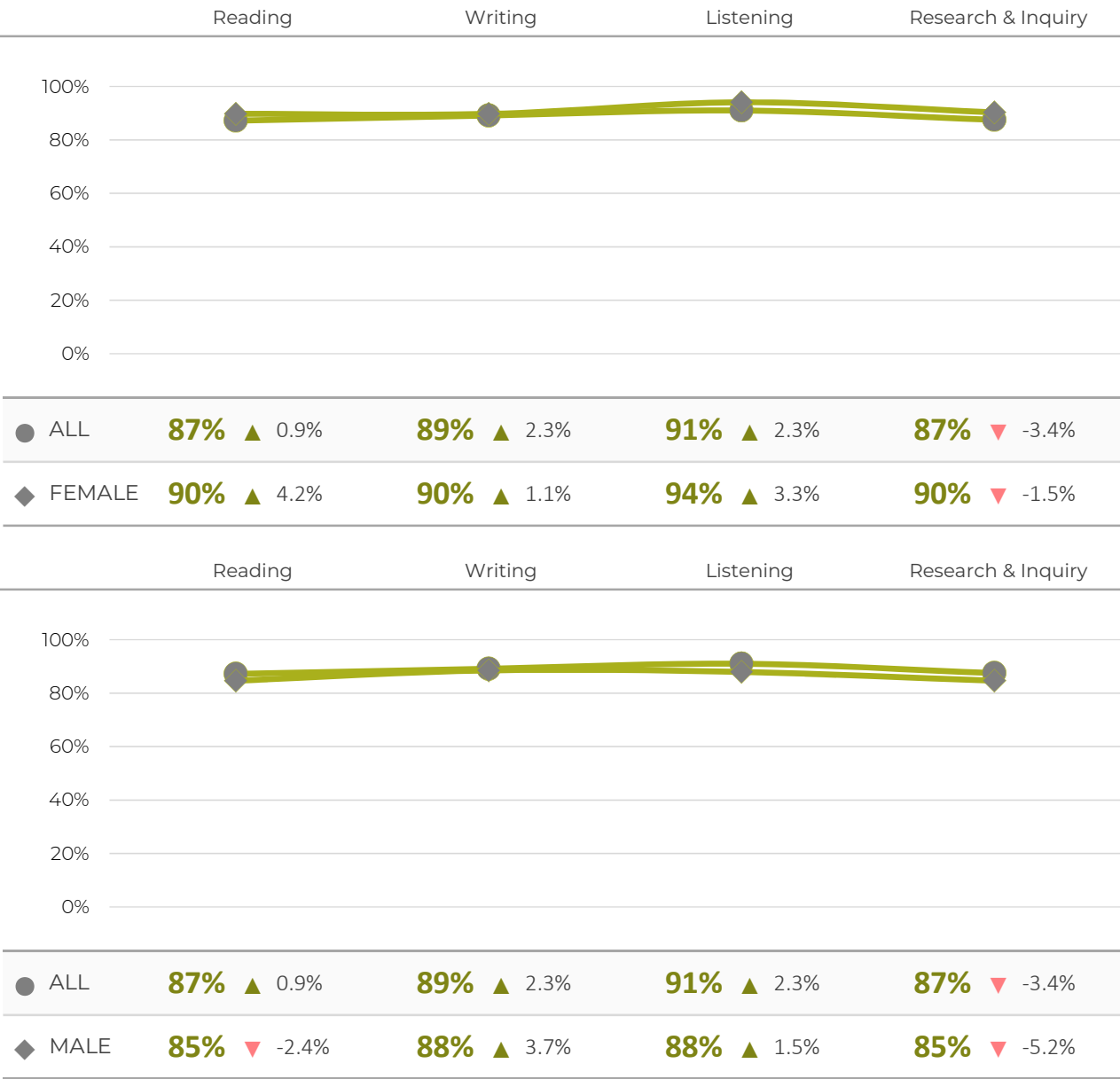


MALE



ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

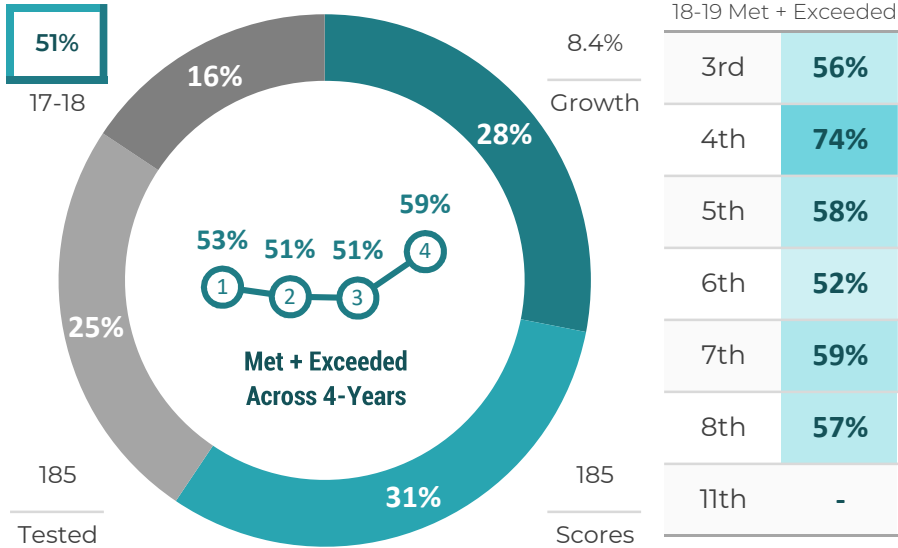
18-19 % Near + Above



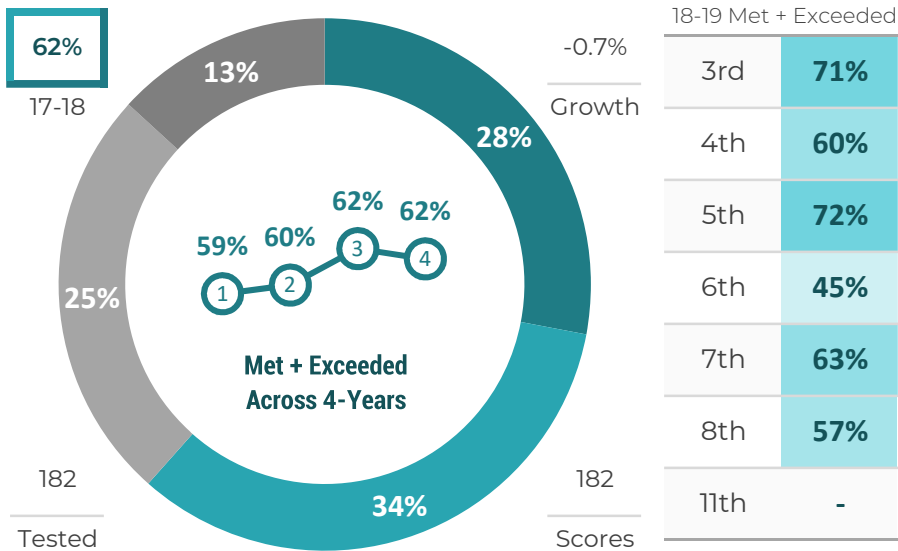
SUBGROUP ANALYSIS

MATHEMATICS

FEMALE

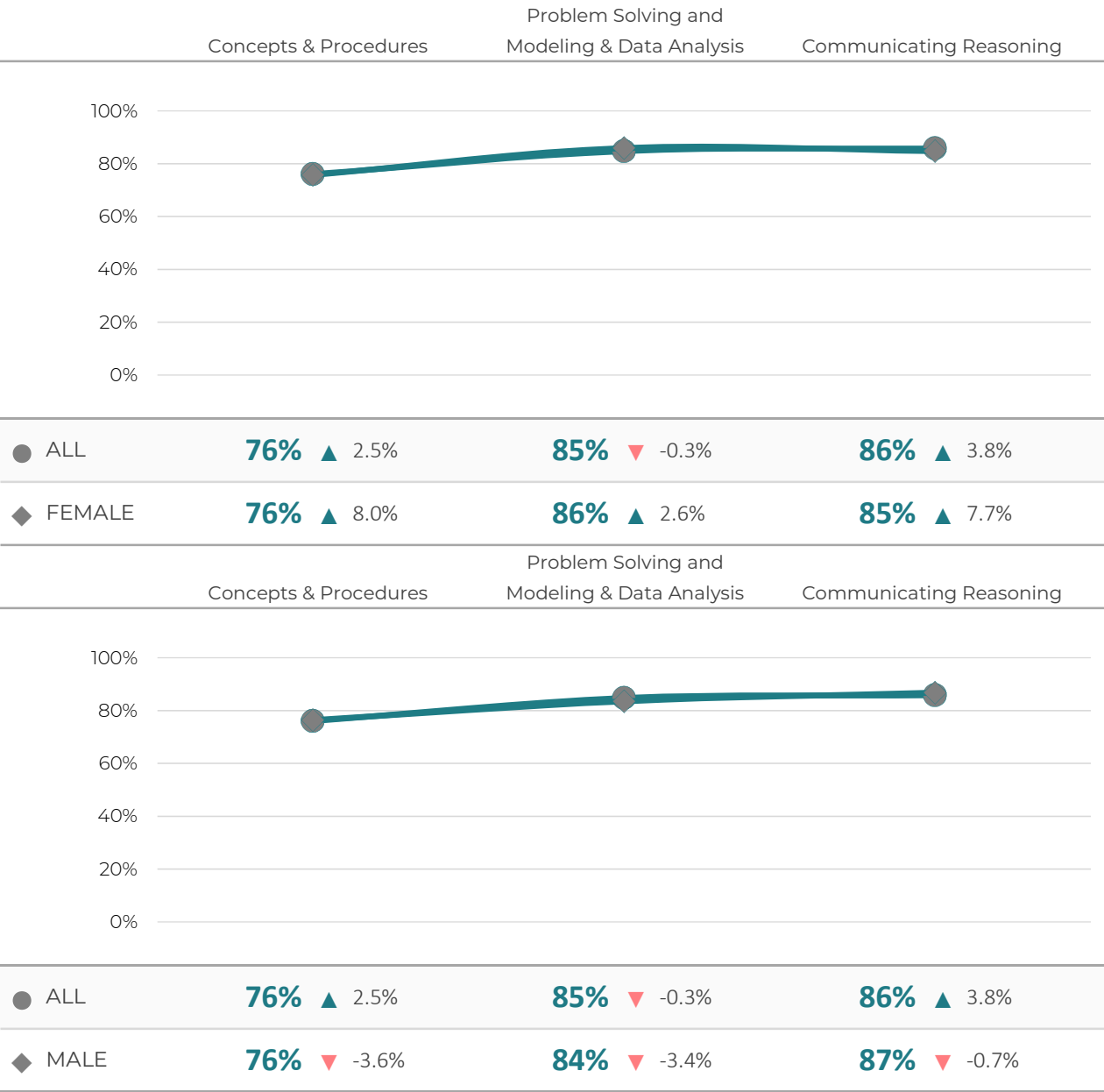


MALE



ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

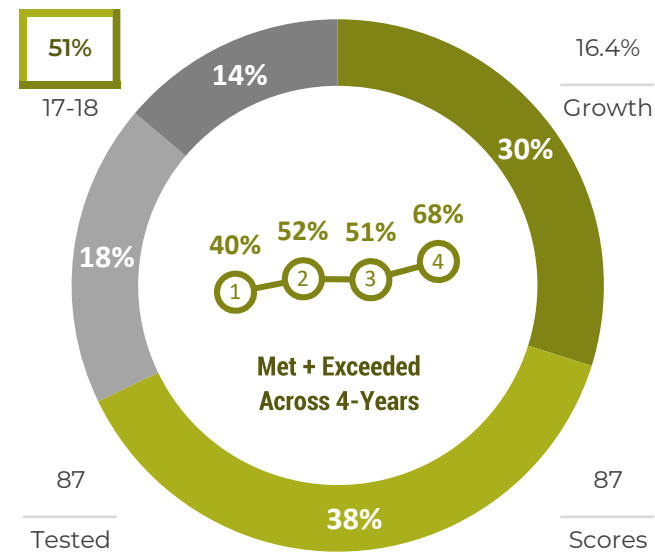
18-19 % Near + Above



SUBGROUP ANALYSIS

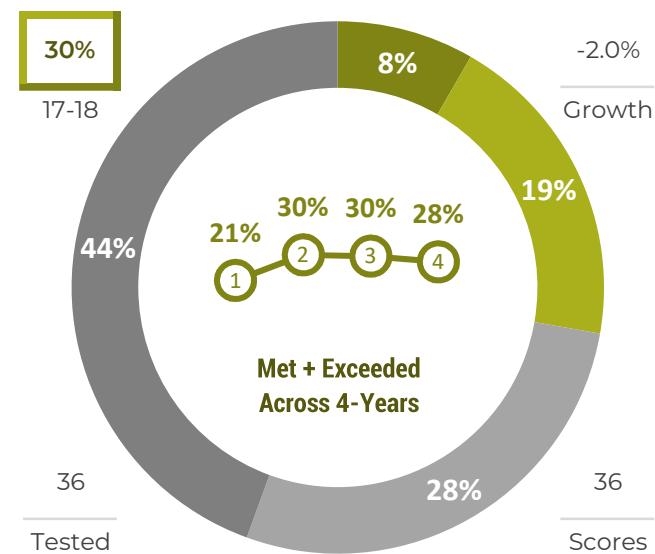
ENGLISH & LANGUAGE ARTS

ECONOMICALLY DISADVANTAGED (ECD)



18-19 Met + Exceeded	
3rd	76%
4th	72%
5th	92%
6th	42%
7th	69%
8th	-
11th	-

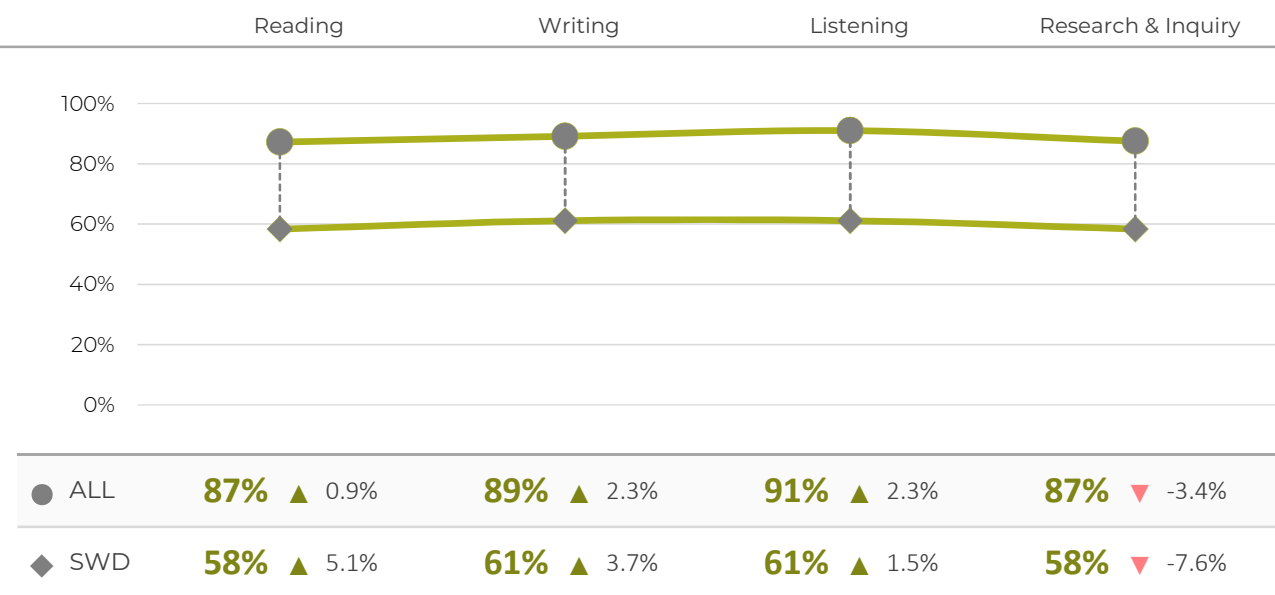
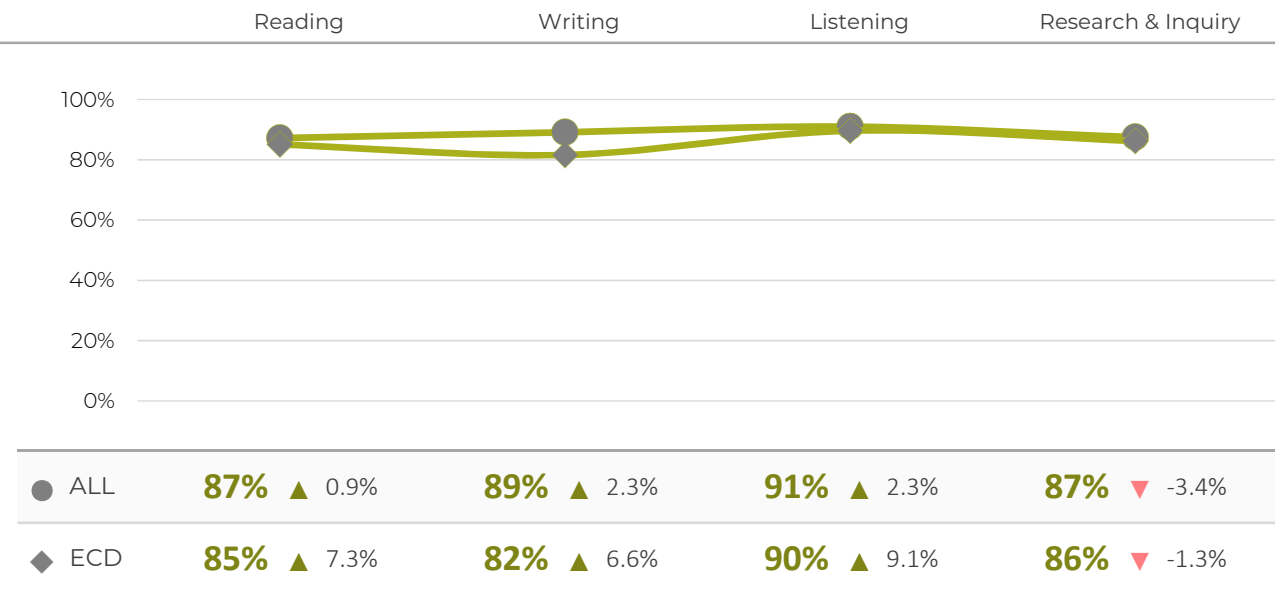
STUDENTS WITH DISABILITIES (SWD)



18-19 Met + Exceeded	
3rd	-
4th	-
5th	-
6th	-
7th	-
8th	-
11th	-

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

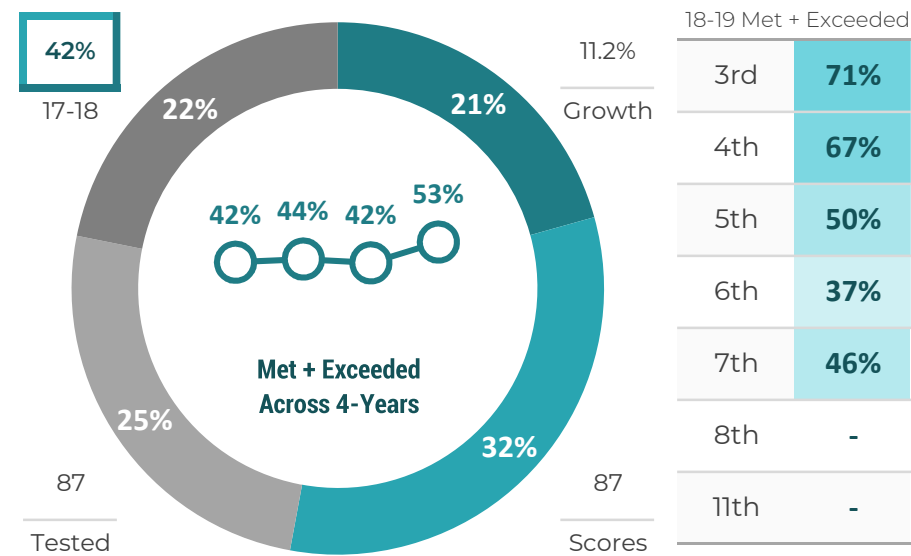
18-19 % Near + Above



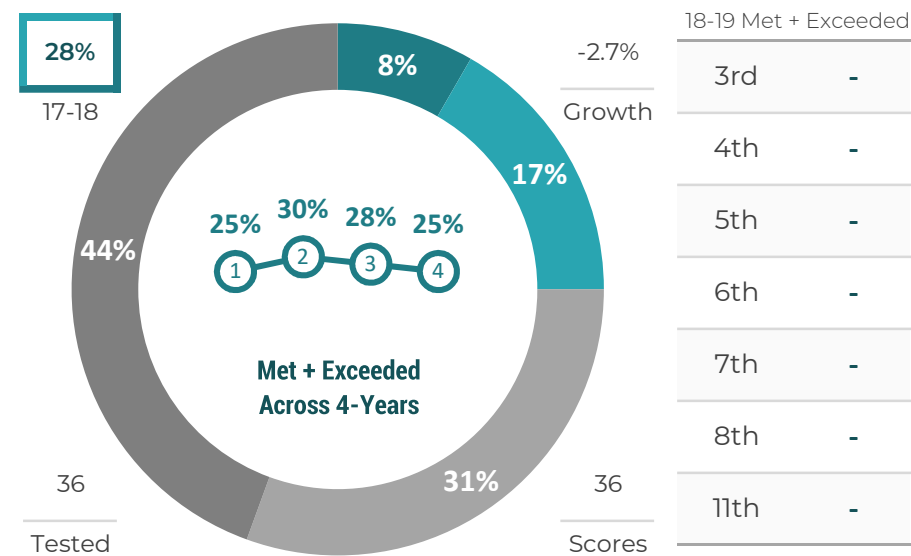
SUBGROUP ANALYSIS

MATHEMATICS

ECONOMICALLY DISADVANTAGED (ECD)

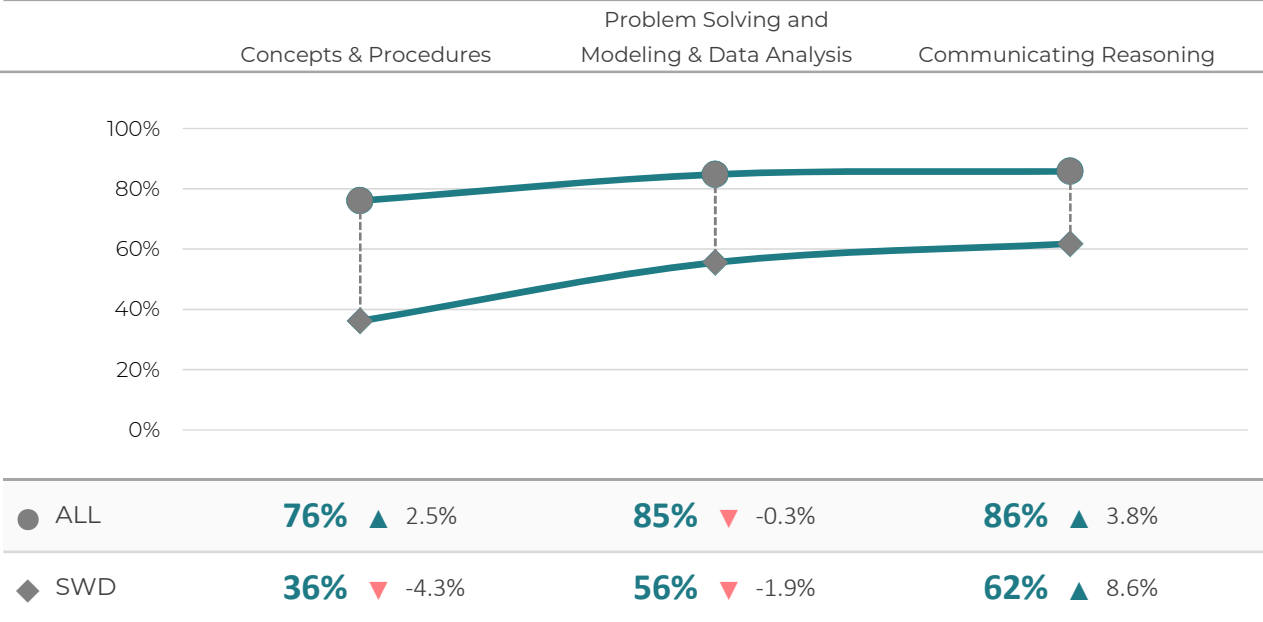
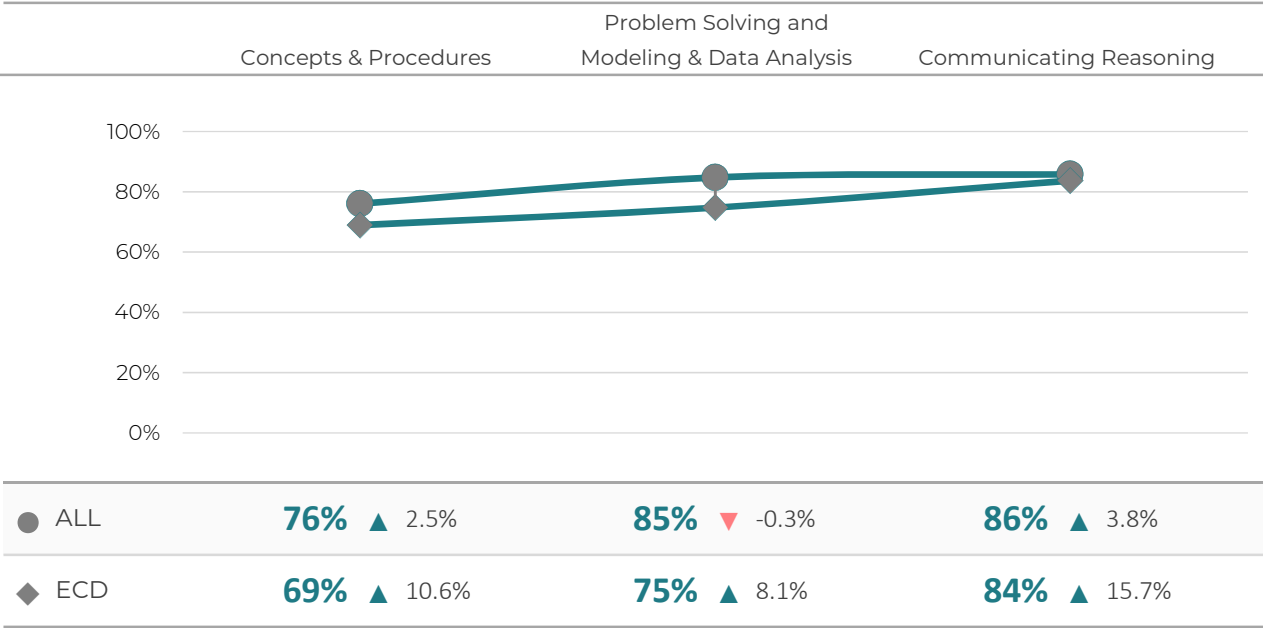


STUDENTS WITH DISABILITIES (SWD)



ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

18-19 % Near + Above



SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

ENGLISH LEARNER (EL)

-

17-18

NA NA NA NA
1 2 3 4
Met + Exceeded
Across 4-Years

-

Tested

NA
Growth

18-19 Met + Exceeded

3rd -

4th -

5th -

6th -

7th -

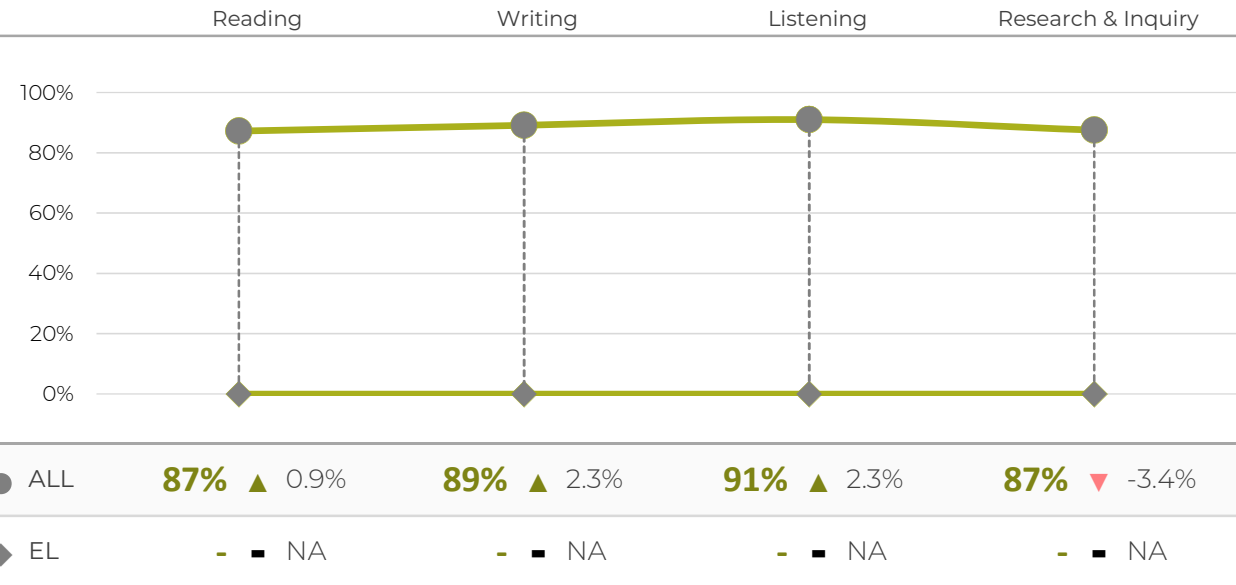
8th -

11th -

-
Scores

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

18-19 % Near + Above



RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)

-

17-18

NA NA NA NA
1 2 3 4
Met + Exceeded
Across 4-Years

-

Tested

NA
Growth

18-19 Met + Exceeded

3rd -

4th -

5th -

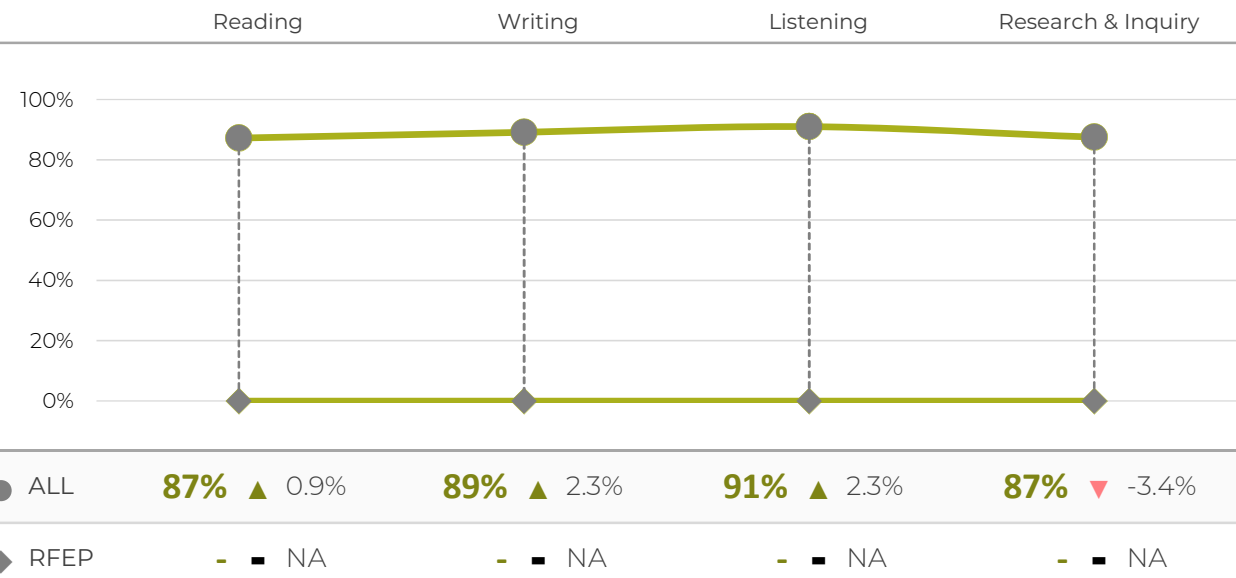
6th -

7th -

8th -

11th -

-
Scores



SUBGROUP ANALYSIS

MATHEMATICS

ENGLISH LEARNER (EL)

-

17-18

NA NA NA NA
1 2 3 4
Met + Exceeded
Across 4-Years

-

Tested

NA
Growth

18-19 Met + Exceeded

3rd	-
4th	-
5th	-
6th	-
7th	-
8th	-
11th	-

-
Scores

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)

-

17-18

NA NA NA NA
1 2 3 4
Met + Exceeded
Across 4-Years

-

Tested

NA
Growth

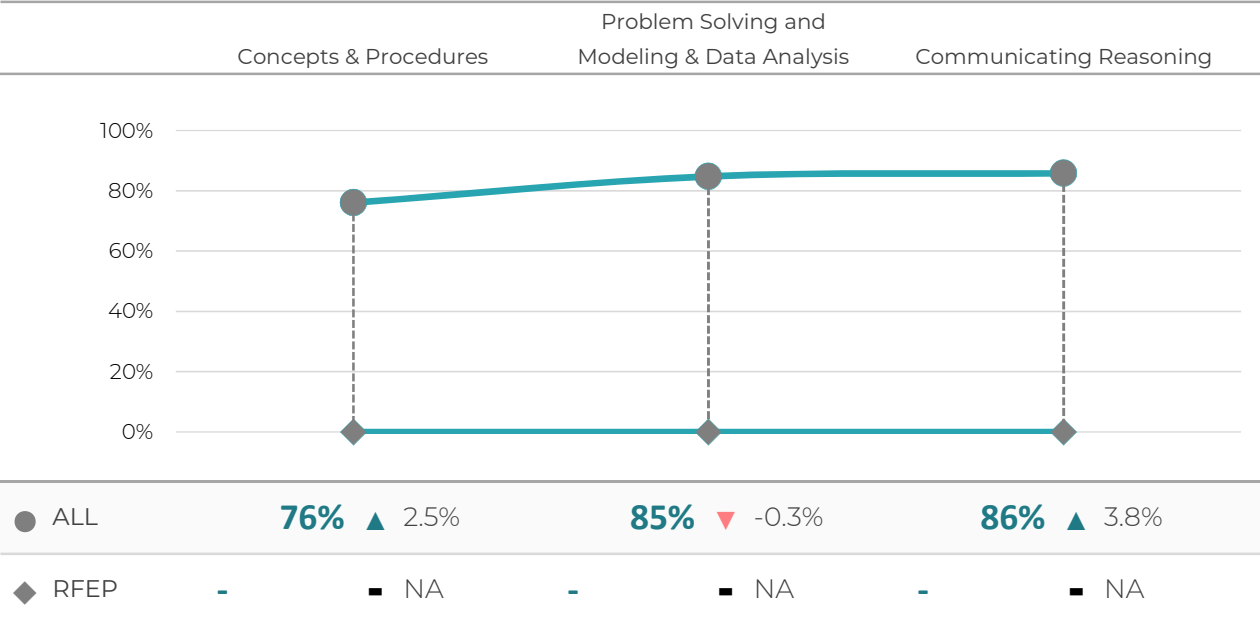
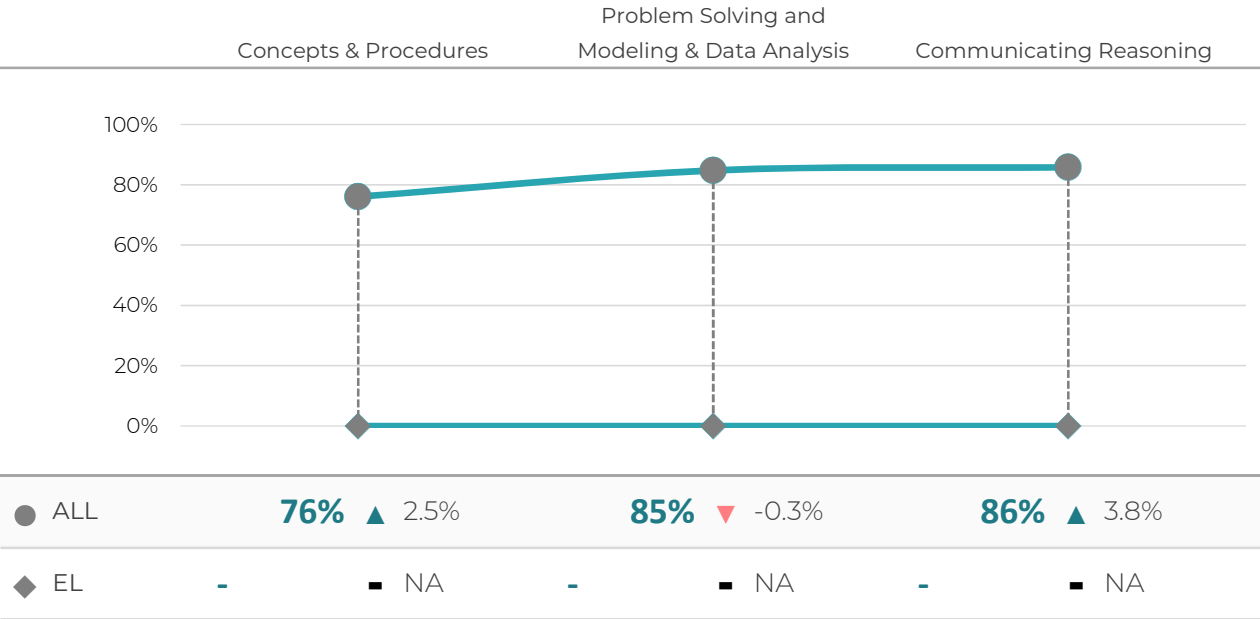
18-19 Met + Exceeded

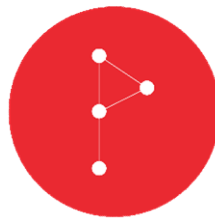
3rd	-
4th	-
5th	-
6th	-
7th	-
8th	-
11th	-

-
Scores

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

18-19 % Near + Above





www.parseceducation.com

Proposed LCAP 2020/2021 for Chico Country Day School

New goals, expected outcomes, metrics, actions and services developed for the upcoming years.

Goal 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.

State Priority 2: State Standards (Conditions of Learning)

State Priority 3: Parental Involvement (Engagement)

State Priority 5: Pupil Engagement (Engagement)

State Priority 7: Course Access (Conditions of Learning)

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Metrics:

- % of student project exhibitions that include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.
- % of families attending an exhibition or student led conference
- Parent survey

Action:

1. 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.

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.

State Priority 2: State Standards (Conditions of Learning)

State Priority 4: Pupil Achievement: (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 7: Course Access (Conditions of Learning)

Metrics:

- LCFF Rubric ELA Indicator
- LCFF Rubric Math Indicator
- % of students meeting end of year AIMSWEB Plus benchmarks
- % of faculty participating in Project Based Learning or CCSS professional opportunities
- English language learner progress (CA Dashboard)

Actions:

1. Provide professional learning experiences aligned with EL Curriculum for staff.
2. 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 of Next Generation Science Standards and the Common Core will be provided for teachers.

Goal 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.

Priority 1: Basic (Learning Conditions)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Metrics:

- Rate of chronic absenteeism
- rate of chronic absenteeism SED students
- P2 attendance, suspension rate
- suspension rate SED students
- student surveys
- % of credentialed teachers
- % of students with instructional materials
- % of facility system inspections that are in “good repair”

Actions:

1. Continue to support implementation of restorative practices and support the development and maintenance of a happy, healthy, student community through MTSS and PBIS.
2. Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices.
3. Provide staff time to gather and examine data regarding sense of belonging from student survey in order to identify and implement best practices.
4. Continue to support enrichment opportunities through our specialists (Art, Music, STEM)
5. Provide high quality credentialed teachers, appropriate instructional materials and well maintained facilities optimized for learning.
6. Provide bus passes and snacks to ensure students are prepared for and attend school.

Goal 4: Support For Struggling Students

CCDS schools provide targeted interventions to students in need of additional support

State Priority 4: Pupil Achievement: (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Metrics:

- Number of students receiving RtI services
- Number of students who exit RtI services
- Number of students who participate in SEL intervention groups

Actions:

1. Continue to provide professional learning to teachers in effective three-tier instruction and intervention for academic services.
2. Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or food.
3. 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 RtI director and academic coaches.
4. Provide community outreach and administrative support.

CA Dashboard for 2019 data



Analysis:

- Chronic Absenteeism went from 12 students in 17/18 to 21 students in 18/19. Ten students were outside the 90% threshold by one or two days in 18/19. Eight of these students had a long illness or suffer from anxiety. Therefore, we will be changing the wording on the letters to explain this piece of attendance and doing more outreach to those that are in the 88% range as P2 nears. We increased from 2.3% chronically absent students in 201 and 2018 to 4% in 2019. This is far below the state average of 10%.
- Suspension rate increased in the 18/19 school year. The rates went from 1.9% in 2017 to 0.9% in 2018. The 2019 rate was 1.5%. This is below the state average of 3.4%. 12 students were suspended at least one time last year compared to 6 the previous year. With the 18/19 year being a year of flux and crisis, this is not surprising.
- Academic indicators look positive for all subgroups. All subgroups except for Students with Disabilities are in the green or blue.



COMMUNITY ENGAGEMENT SPECIALIST

The School Outreach Coordinator is a forward-thinking and vibrant, self-starter who is responsible for the development and implementation of the vision, goals, and strategy for Chico Country Day School's (CCDS) student enrollment initiatives, ensuring that a diverse student body is enrolled at the school. This position will play a critical role in designing and implementing a student outreach plan that aligns with the CCDS mission and long-term strategy. This role will partner closely with the Director of Education to ensure a comprehensive, coherent strategy, including but not limited to, planning, community outreach, marketing and data management. They will work with all levels at CCDS, as well as with families, students and community-based partners.

The primary role of the Outreach Coordinator is to ensure diverse populations within Chico have an opportunity to apply for the lottery at CCDS, and help achieve racial & ethnic balance within the student population. The Outreach Coordinator will excel at project management, share best practices and develop strong marketing materials and messages about CCDS, charter schools, the academic program and the lottery/enrollment process. Additionally, they will provide effective recruitment and enrollment strategies and tactics. This role reports directly to the Director of Education and will manage volunteers.

Responsibilities:

Student Outreach and Enrollment Strategy

- Partner with the Director of Education and Outreach Subcommittee to develop & implement goals around student outreach, enrollment and diversity of student demographics;
- identify and implement strategies, initiatives, and partnerships to fulfill those goals;
- monitor overall progress of student outreach and enrollment work
- Build new partnerships and collaborate with diverse organizations and build the CCDS brand, community presence & visibility
- Provide outstanding customer service and warm hospitality while engaging young families across Chico
- Develop and implement a robust family referral program that best utilizes current CCDS families to generate word of mouth and interest within the communities that CCDS serves
- Attend various community events, meet prospective parents, and/or plan events where a diverse population can learn more about CCDS.
- Design, launch and manage a canvassing team with on-the-ground recruitment efforts
- Track metrics, analyze historical and current trends, and evaluate the progress of student applications; develop data-driven enrollment projections and generate action plans as needed to ensure student outreach and enrollment goals are met
- Upon enrollment of students, work with parents and staff to create a welcoming environment that ensures the retention of students, and promotes an inclusive culture among parents, staff and students.
- Help conduct exit interviews if necessary to collect data to inform future efforts.
- Keep meticulous notes and data on all events attended;
- Build professional capacity at school sites to develop and implement data-driven student outreach and enrollment plans; manage, train and coach school-based community volunteers; coach administration team on their strategies for marketing the school

CCDS provides a safe, joyful community where all learners are inspired to achieve their personal best.



- Strengthen public charter school awareness across Chico; create individualized marketing for CCDS; develop online/offline campaign strategies for attracting new families
- Assist as necessary with lottery processes and preparation and organize & attend all informational sessions at CCDS

Qualifications

- Bachelor's degree or equivalent coursework or experience, preferred
- Successful experience with marketing, implementation, and recruiting
- Strong interpersonal communication skills: Outgoing, warm, and empathetic with an ability to network and build relationships
- Demonstrated cultural competency and understanding of independent charter school environments;
- Familiarity with diverse communities within Chico a plus; understanding and/or experience working with children and/or young families
- project management skills with strong attention to detail and ability to efficiently and simultaneously manage multiple projects to completion
- Collaborative and organized work style, forward thinking, detail oriented, ready to take ownership, flexible, persistent and persuasive;
- Flexibility and availability to work occasional evenings and weekends.
- Strong written and verbal communication skills
- Social media savvy and comfortable with new technologies and proficient with standard office products and software
- Bilingual strongly preferred
- Valid driver's license and dependable transportation, as travel between CCDS and community locations will be required

Employment Type

Part time, approximately 20 hours per week

Length of Work Year

Limited work over school breaks and summer. Primarily a 10 month position with some hours during the summer for projects.

Terms of Employment: Salary and work schedule to be established by the Director of Education.

Evaluation: Performance of this job will be evaluated in accordance with CCDS policies.

ADA Accommodations: Decision regarding appropriate and reasonable accommodation(s) will be based upon the merits of each situation. The principle criteria will be that of effectiveness and safety.

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.

CCDS provides a safe, joyful community where all learners are inspired to achieve their personal best.



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. The noise level in the work environment is usually moderate to loud.

This job description in no way states or implies that these are the only duties to be performed by this employee. This position is required to follow any other instructions and to perform any other related duties as assigned by the Board of Directors. The Board reserves the right to update, revise or change this job description and related duties at any time.

Approvals:

Director of Education

Date

I acknowledge that I have received and read this job description.

Employee Name (print)

Signature

Date

Revised: 11/4/19



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Director of Student Affairs

Director of Student Affairs

Reports to: Board of Directors, Chico Country Day School

Summary: The **Director of Student Affairs** must collaboratively support student conduct, attendance, and the educational vision of the school.

Qualifications:

1. Experience working in a K-8 environment
2. **Three** years of teaching experience **desired**
3. Ability to relate to students, parents, and staff in a positive and professional manner
4. Ability to communicate effectively, both verbally and in writing

Essential Job Functions:

Programmatic Development and Supervision

- Assists in long term planning and daily operations of the school.
- Coordinates Charter Renewal, WASC and LCAP process
- Works with the board to implement policies and ensure compliance with State and Federal requirements
- ~~Coordinates and resolves student and parent issues regarding student discipline~~
- ~~Actively manages and monitors student attendance~~
- ~~Assists in the development and coordination of program assessments and evaluations~~
- Coordinates all CAASPP state testing, including **ELPAC** and physical fitness, and provides analysis of test results to teachers to help inform instruction; communicates results to the stakeholder groups
- Shared oversight of special events and activities (~~i.e. athletics, music concerts, and art show~~)
- ~~Coordinates scheduling K-8 and the elective program, advisory and student leadership programs in Middle School~~
- Oversees independent study program
- Oversees the Afterschool program
- Oversees the Preschool program
- ~~Oversees educational technology program, working with CBO to purchase appropriate equipment, and ensure use in the classroom setting~~

Faculty Support and Development

- Facilitates unity amongst staff and foster positive and productive communication
- Communicates to staff at meetings, or in writing, the academic and curricular development and implementation expectations, both individually and school-wide
- Visits classrooms regularly to provide coaching and support
- Mentors new classified staff
- Facilitates teaching staff's full implementation of Project Based Learning
- Assists in setting agenda and facilitation of staff meetings

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Personnel Supervision and Hiring

- Provides support, evaluation and guidance to Independent Study teacher and Athletic Director
- Provides support, evaluation and guidance to Community Liaison, School Nurse and Office Manager
- Oversees and evaluates all yard supervisor personnel, including scheduling and training.
- Ensures adherence to CCDS Personnel Policies and Procedures in conjunction with the Business/HR Department.

Practices

Communication with constituents

- Serves as Liaison to Parent Teacher Participation group, attending all meetings as necessary
- Available to answer questions regarding all programs at CCDS
- Attends orientation events to promote enrollment
- Promotes student health, working with School Nurse
- Writes articles, blogs, emails to inform community on pertinent issues.
- Prepares and presents CAASPP state test academic reports to parents
- Assists in oversight of oversight of afterhours school related special events and activities (i.e. athletics, music concerts, and art show)
- Assists in oversight of PTP Board and general meetings

Student Support

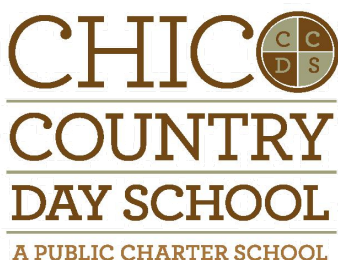
- Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints.
- Coordinates and supervises Student Success Team meetings
- Responsible for coordination of student supervision
- Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
- Promotes and ensures character building skills are integrated into classroom, playground and school events
- Promotes and ensures implementation of Positive Behavioral Interventions and Supports (PBIS)
- Coordinates support services as McKinney/Vento Foster and Homeless Youth Liaison
- Attends IEP, 504 meetings as needed
- Oversees the Emergent Bilingual services
- Oversees GSuite Administration

Health and Safety Assurance

- Coordinates Safety Committee Meetings
- Responsible for the Comprehensive School Safety Plan
- Ensures school is safe for all children
- Notifies appropriate person of any safety issue needing attention, assuring implementation in a timely manner
- Ensures emergencies are handled in a timely and efficient manner

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- ~~Oversees and monitors yard~~
- Schedules all safety drills as



~~duty personnel~~
required by law

CCDS Board of Directors

- The **Director of Student Affairs** for their position by the Board
- Serves in an advisory capacity to the CCDS Board of Directors
- Attends all CCDS Board meetings
- Presents a monthly report of school events and activities at regularly scheduled Board meetings
- Serves on committees as needed, including Curriculum, Instruction & Professional Development, ~~Personnel, Climate,~~ and Finance Committees, as needed
- Brings to the Board of Directors attention any information the board needs to carry out its fiduciary responsibilities in regards to the academic program and academic accountability

reports directly to and is held accountable of Directors

Public Relations

- Collaborates with other school leaders as needed
- Maintains positive and open communication with parent community
- ~~Oversees communication via newsletters & e-fliers, provides assistance and advice to Community Liaison~~
- Attends outside meetings as necessary

Supervises: Assigned Office Staff, ~~PE Teacher~~, Athletic Director, Independent Study Teacher, Yard Duty Personnel

Terms of Employment: Salary and work schedule to be established by the Board of Directors of Chico Country Day School.

Evaluation: Performance of this job will be evaluated by the Board of Directors.

ADA Accommodations: Decision regarding appropriate and reasonable accommodation(s) will be based upon the merits of each situation. The principle criteria will be that of effectiveness and safety.

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.

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and on the telephone; physical agility to and 50 pounds to waist height; and to overhead.

lift up to 25 pounds to shoulder height bend, stoop, climb stairs, walk and reach

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Approvals:

Board of Directors

Date

I acknowledge that I have received and read this job description.

Employee Name (print)

Signature

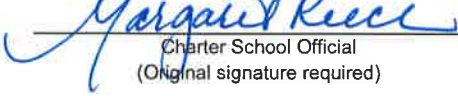
Date

Revised: 040119

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification**

Charter School Name: Chico Country Day School
(continued) _____
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

To the entity that approved the charter school:
(x) 2019-20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 12/4/2019
Charter School Official
(Original signature required)
Print Name: Margaret Reece Title: Chief Business Officer

To the County Superintendent of Schools:
() 2019-20 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: Jaclyn Kruger Title: Director, Fiscal Services

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Jaclyn Kruger
Name
Director of Fiscal Services
Title
530-891-3000
Phone
jkruger@chicousd.org
E-mail

For Charter School:

Margaret Reece
Name
Chief Business Officer
Title
530-895-2650 x 204
Phone
margaret@chicocountryday.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

BCOE Signature

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Chico Country Day School
(continued)
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. Revenue Limit Sources											
State Aid - Current Year	8011				-		-	-		-	-
Charter Schools Gen. Purpose Entitlement - State Aid	8012	3,426,339.00		3,426,339.00	704,539.00		704,539.00	3,323,093.00		-	3,323,093.00
State Aid - Prior Years	8019			-			-	-		-	-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-	-		-	-
County and District Taxes (for rev. limit funded schools)	8040-8079			-			-	-		-	-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-	-		-	-
Revenue Limit Transfers (for rev. limit funded schools):											
PERS Reduction Transfer	8092			-		-	-	-			-
Other Revenue Limit Transfers	8091, 8097			-			-	-			-
Total, Revenue Limit Sources		3,426,339.00	-	3,426,339.00	704,539.00	-	704,539.00	3,323,093.00	-		3,323,093.00
2. Federal Revenues											
No Child Left Behind	8290			-			-	-			-
Special Education - Federal	8181, 8182		70,000.00	70,000.00					70,000.00		70,000.00
Child Nutrition - Federal	8220			-			-	-			-
Other Federal Revenues	8110, 8260-8299		10,000.00	10,000.00		2,021.40	2,021.40		10,000.00		10,000.00
Total, Federal Revenues		-	80,000.00	80,000.00	-	2,021.40	2,021.40	-	80,000.00		80,000.00
3. Other State Revenues											
Charter Schools Categorical Block Grant	8590			-			-	-			-
Special Education - State	StateRevSE		281,880.00	281,880.00					311,220.00		311,220.00
All Other State Revenues	StateRevAO	90,186.00	28,567.00	118,753.00			-	90,186.00	28,567.00		118,753.00
Total, Other State Revenues		90,186.00	310,447.00	400,633.00	-	-	-	90,186.00	339,787.00		429,973.00
4. Other Local Revenues											
Charter Schools Funding in Lieu of Property Taxes	8096	1,182,950.00		1,182,950.00	326,413.00		326,413.00	1,255,443.00			1,255,443.00
All Other Local Revenues	LocalRevAO	427,900.00	21,200.00	449,100.00	163,352.19	6,871.29	170,223.48	441,150.00	64,400.00		505,550.00
Total, Local Revenues		1,610,850.00	21,200.00	1,632,050.00	489,765.19	6,871.29	496,636.48	1,696,593.00	64,400.00		1,760,993.00
5. TOTAL REVENUES		5,127,375.00	411,647.00	5,539,022.00	1,194,304.19	8,892.69	1,203,196.88	5,109,872.00	484,187.00		5,594,059.00
B. EXPENDITURES											
1. Certificated Salaries											
Teachers' Salaries	1100	1,593,700.00	103,000.00	1,696,700.00	377,010.73	27,602.59	404,613.32	1,561,999.00	102,172.00		1,664,171.00
Certificated Pupil Support Salaries	1200		139,500.00	139,500.00	21,277.54	51,583.47	72,861.01	202,715.00			202,715.00
Certificated Supervisors' and Administrators' Salaries	1300	248,000.00		248,000.00	73,098.62	14,173.19	87,271.81	215,118.00	40,891.00		256,009.00
Other Certificated Salaries	1900	14,290.00	2,000.00	16,290.00	3,475.00		3,475.00	8,900.00			8,900.00
Total, Certificated Salaries		1,855,990.00	244,500.00	2,100,490.00	474,861.89	93,359.25	568,221.14	1,786,017.00	345,778.00		2,131,795.00
2. Non-certificated Salaries											
Instructional Aides' Salaries	2100	158,775.00	33,500.00	192,275.00	57,275.02	23,654.66	80,929.68	203,702.00	98,900.00		302,602.00
Non-certificated Support Salaries	2200	345,330.00		345,330.00	28,508.94		28,508.94	77,000.00			77,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	99,900.00	11,100.00	111,000.00	95,696.17	4,144.43	99,840.60	277,110.00	11,157.00		288,267.00
Clerical and Office Salaries	2400	243,375.00	9,800.00	253,175.00	76,649.17	1,360.00	78,009.17	250,835.00	4,955.00		255,790.00
Other Non-certificated Salaries	2900	24,350.00		24,350.00	8,628.85		8,628.85	32,500.00			32,500.00
Total, Non-certificated Salaries		871,730.00	54,400.00	926,130.00	269,758.15	29,179.09	298,937.24	841,237.00	115,012.00		956,249.00
3. Employee Benefits											
STRS	3101-3102	295,200.00	32,800.00	328,000.00	80,414.32	14,093.08	94,507.40	287,862.00	52,196.00		340,058.00
PERS	3201-3202	132,000.00	5,000.00	137,000.00	41,869.27	2,809.90	44,679.17	128,553.00	10,082.00		138,635.00
OASDI / Medicare / Alternative	3301-3302	85,050.00	9,450.00	94,500.00	27,237.48	3,714.51	30,951.99	85,396.00	12,460.00		97,856.00
Health and Welfare Benefits	3401-3402	469,800.00	52,200.00	522,000.00	110,490.58	10,763.50	121,254.08	441,606.00	46,700.00		488,306.00
Unemployment Insurance	3501-3502	26,100.00	2,900.00	29,000.00	3,413.97	623.27	4,037.24	18,504.00	3,820.00		22,324.00
Workers' Compensation Insurance	3601-3602	32,801.00	3,635.00	36,436.00	14,494.41	3,623.58	18,117.99	29,236.00	7,200.00		36,436.00
Retiree Benefits	3701-3702										
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-		-
Other Employee Benefits	3901-3902			-				-			-
Total, Employee Benefits		1,040,951.00	105,985.00	1,146,936.00	277,929.03	35,627.84	313,556.87	991,157.00	132,458.00		1,123,615.00
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials	4100	14,000.00	1,000.00	15,000.00	6,343.84		6,343.84	13,500.00	500.00		14,000.00
Books and Other Reference Materials	4200	5,500.00	500.00	6,000.00	2,812.22		2,812.22	5,600.00	400.00		6,000.00
Materials and Supplies	4300	120,867.00	4,500.00	125,367.00	47,881.04	1,230.66	49,111.70	96,300.00	31,087.00		127,387.00
Noncapitalized Equipment	4400	24,000.00	1,000.00	25,000.00	3,867.71		3,867.71	24,000.00	1,000.00		25,000.00
Food	4700	12,000.00	1,000.00	13,000.00	3,451.62		3,451.62	12,500.00	500.00		13,000.00
Total, Books and Supplies		176,367.00	8,000.00	184,367.00	64,356.43	1,230.66	65,587.09	151,900.00	33,487.00		185,387.00
5. Services and Other Operating Expenditures											
Travel and Conferences	5200	26,500.00	7,000.00	33,500.00	6,148.62	1,885.91	8,034.53	28,000.00	6,300.00		34,300.00
Dues and Memberships	5300	11,750.00	250.00	12,000.00	2,935.00		2,935.00	11,500.00	500.00		12,000.00
Insurance	5400	65,496.00	7,278.00	72,774.00	32,839.21	3,648.80	36,488.01	65,500.00	7,275.00		72,775.00
Operations and Housekeeping Services	5500	102,600.00	-	102,600.00	29,747.14		29,747.14	102,600.00			102,600.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	197,000.00	-	197,000.00	89,862.43		89,862.43	202,000.00			202,000.00
Professional/Consulting Services and Operating Expend.	5800	314,406.00	45,800.00	360,206.00	126,380.15	3,755.00	130,135.15	369,143.00	41,113.00		410,256.00
Communications	5900	22,500.00	1,500.00	24,000.00	3,812.48	423.61	4,236.09	23,800.00	200.00		24,000.00
Total, Services and Other Operating Expenditures		740,252.00	61,828.00	802,080.00	291,725.03	9,713.32	301,438.35	802,543.00	55,368.00		857,911.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis)											
Sites and Improvements of Sites	6100		-	-			-	-	-		-
Buildings and Improvements of Buildings	6200	-	-	-			-	-	-		-
Books and Media for New School Libraries or Major											
Expansion of School Libraries	6300	-	-	-			-	-	-		-
Equipment	6400		-	-			-	-	-		-
Equipment Replacement	6500	-	-	-			-	-	-		-
Depreciation Expense (for full accrual only)	6900	237,350.00		237,350.00	79,166.67	-	79,166.67	237,350.00			237,350.00
Total, Capital Outlay		237,350.00	-	237,350.00	79,166.67		79,166.67	237,350.00	-		237,350.00
7. Other Outgo											
Tuition to Other Schools	7110-7143	-	-	-	-		-	-	-		-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-		-	-	-		-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-		-	-	-		-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-		-	-	-		-
All Other Transfers	7280-7299	-	-	-	-		-	-	-		-
Debt Service:											
Interest	7438	71,290.00	-	71,290.00			-	71,290.00	-		71,290.00

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Chico Country Day School
(continued)
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Principal	7439		-	-	-	-	-	-	-	-
Transfers of Indirect / Direct Support Costs	7300-7399		-	-	-	-	-	-	-	-
Total, Other Outgo		71,290.00	-	71,290.00	-	-	-	71,290.00	-	71,290.00
8. TOTAL EXPENDITURES		4,993,930.00	474,713.00	5,468,643.00	1,457,797.20	169,110.16	1,626,907.36	4,881,494.00	682,103.00	5,563,597.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		133,445.00	(63,066.00)	70,379.00	(263,493.01)	(160,217.47)	(423,710.48)	228,378.00	(197,916.00)	30,462.00
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(63,066.00)	63,066.00	-	(160,217.47)	160,217.47	-	(197,916.00)	197,916.00	-
4. TOTAL OTHER FINANCING SOURCES / USES		(63,066.00)	63,066.00	-	(160,217.47)	160,217.47	-	(197,916.00)	197,916.00	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		70,379.00	-	70,379.00	(423,710.48)	-	(423,710.48)	30,462.00	-	30,462.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	7,104,150.56		7,104,150.56	7,104,150.56		7,104,150.56	7,104,150.56		7,104,150.56
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		7,104,150.56	-	7,104,150.56	7,104,150.56	-	7,104,150.56	7,104,150.56	-	7,104,150.56
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,174,529.56	-	7,174,529.56	6,680,440.08	-	6,680,440.08	7,134,612.56	-	7,134,612.56
Components of Ending Fund Balance (Optional):										
Reserve for Revolving Cash (equals object 9130)	9711	475,000.00		475,000.00	475,000.00		475,000.00	475,000.00		475,000.00
Reserve for Stores (equals object 9320)	9712	-		-	-		-	-		-
Reserve for Prepaid Expenditures (equals object 9330)	9713	-		-	-		-	-		-
Reserve for All Others	9719	270,000.00		270,000.00	270,000.00		270,000.00	270,000.00		270,000.00
General Reserve	9730	265,000.00		265,000.00	265,000.00		265,000.00	265,000.00		265,000.00
Legally Restricted Balance	9740		3,478,148.52	3,478,148.52		2,478,148.52	2,478,148.52		3,478,148.52	3,478,148.52
Designated for Economic Uncertainties	9770	475,000.00		475,000.00	475,000.00		475,000.00	475,000.00		475,000.00
Other Designations	9775, 9780	198,622.80		198,622.80	198,623.00		198,623.00	198,623.00		198,623.00
Undesignated / Unappropriated Amount	9790	5,490,906.76	(3,478,148.52)	2,012,758.24	4,996,817.08	(2,478,148.52)	2,518,668.56	5,450,989.56	(3,478,148.52)	1,972,841.04

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Chico Country Day School
(continued)
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

					Adopted vs. 1st Interim Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	-	-	-	-	
Charter Schools Gen. Purpose Entitlement - State Aid	8015	3,426,339.00	704,539.00	3,323,093.00	(103,246.00)	-3.01%
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	-	-	-	-	
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, Revenue Limit Sources		3,426,339.00	704,539.00	3,323,093.00	(103,246.00)	-3.01%
2. Federal Revenues						
No Child Left Behind	8290	-	-	-	-	
Special Education - Federal	8181, 8182	70,000.00	-	70,000.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	10,000.00	2,021.40	10,000.00	-	0.00%
Total, Federal Revenues		80,000.00	2,021.40	80,000.00	-	0.00%
3. Other State Revenues						
Charter Schools Categorical Block Grant	8590	-	-	-	-	
Special Education - State	StateRevSE	281,880.00	-	311,220.00	29,340.00	10.41%
All Other State Revenues	StateRevAO	118,753.00	-	118,753.00	-	0.00%
Total, Other State Revenues		400,633.00	-	429,973.00	29,340.00	7.32%
4. Other Local Revenues						
Charter Schools Funding in Lieu of Property Taxes	8096	1,182,950.00	326,413.00	1,255,443.00	72,493.00	6.13%
All Other Local Revenues	LocalRevAO	449,100.00	170,223.48	505,550.00	56,450.00	12.57%
Total, Local Revenues		1,632,050.00	496,636.48	1,760,993.00	128,943.00	7.90%
5. TOTAL REVENUES		5,539,022.00	1,203,196.88	5,594,059.00	55,037.00	0.99%
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,696,700.00	404,613.32	1,664,171.00	(32,529.00)	-1.92%
Certificated Pupil Support Salaries	1200	139,500.00	72,861.01	202,715.00	63,215.00	45.32%
Certificated Supervisors' and Administrators' Salaries	1300	248,000.00	87,271.81	256,009.00	8,009.00	3.23%
Other Certificated Salaries	1900	16,290.00	3,475.00	8,900.00	(7,390.00)	-45.37%
Total, Certificated Salaries		2,100,490.00	568,221.14	2,131,795.00	31,305.00	1.49%
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	192,275.00	80,929.68	302,692.00	110,417.00	57.43%
Non-certificated Support Salaries	2200	345,330.00	28,508.94	77,000.00	(268,330.00)	-77.70%
Non-certificated Supervisors' and Administrators' Sal.	2300	111,000.00	99,840.60	288,267.00	177,267.00	159.70%
Clerical and Office Salaries	2400	253,175.00	81,029.17	255,790.00	2,615.00	1.03%
Other Non-certificated Salaries	2900	24,350.00	8,628.85	32,500.00	8,150.00	33.47%
Total, Non-certificated Salaries		926,130.00	298,937.24	956,249.00	30,119.00	3.25%
3. Employee Benefits						
STRS	3101-3102	328,000.00	94,507.40	340,058.00	12,058.00	3.68%
PERS	3201-3202	137,000.00	44,679.17	138,635.00	1,635.00	1.19%
OASDI / Medicare / Alternative	3301-3302	94,500.00	30,951.99	97,856.00	3,356.00	3.55%
Health and Welfare Benefits	3401-3402	522,000.00	121,263.08	488,306.00	(33,694.00)	-6.45%
Unemployment Insurance	3501-3502	29,000.00	4,037.24	22,324.00	(6,676.00)	-23.02%
Workers' Compensation Insurance	3601-3602	36,436.00	18,117.99	36,436.00	-	0.00%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Chico Country Day School
(continued)
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

					Adopted vs. 1st Interim Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Retiree Benefits	3701-3702	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		1,146,936.00	313,556.87	1,123,615.00	(23,321.00)	-2.03%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	15,000.00	6,343.84	14,000.00	(1,000.00)	-6.67%
Books and Other Reference Materials	4200	6,000.00	2,812.22	6,000.00	-	0.00%
Materials and Supplies	4300	125,367.00	49,111.70	127,367.00	2,000.00	1.60%
Noncapitalized Equipment	4400	25,000.00	3,867.71	25,000.00	-	0.00%
Food	4700	13,000.00	3,451.62	13,000.00	-	0.00%
Total, Books and Supplies		184,367.00	65,587.09	185,367.00	1,000.00	0.54%
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	33,500.00	8,034.53	34,300.00	800.00	2.39%
Dues and Memberships	5300	12,000.00	2,935.00	12,000.00	-	0.00%
Insurance	5400	72,774.00	36,488.01	72,775.00	1.00	0.00%
Operations and Housekeeping Services	5500	102,600.00	29,747.14	102,600.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	197,000.00	89,862.43	202,000.00	5,000.00	2.54%
Professional/Consulting Services and Operating Expend.	5800	360,206.00	130,135.15	410,256.00	50,050.00	13.89%
Communications	5900	24,000.00	4,236.09	24,000.00	-	0.00%
Total, Services and Other Operating Expenditures		802,080.00	301,438.35	857,931.00	55,851.00	6.96%
6. Capital Outlay						
Sites and Improvements of Sites	6100	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for full accrual only)	6900	237,350.00	79,166.67	237,350.00	-	0.00%
Total, Capital Outlay		237,350.00	79,166.67	237,350.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7280-7299	-	-	-	-	
Debt Service:						
Interest	7438	71,290.00	-	71,290.00	-	0.00%
Principal	7439	-	-	-	-	
Transfers of Indirect / Direct Support Costs	7300-7399	-	-	-	-	
Total, Other Outgo		71,290.00	-	71,290.00	-	0.00%
8. TOTAL EXPENDITURES		5,468,643.00	1,626,907.36	5,563,597.00	94,954.00	1.74%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		70,379.00	(423,710.48)	30,462.00	(39,917.00)	-56.72%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Chico Country Day School
(continued)
CDS #: 04-61424-6113773
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 112
Fiscal Year: 2019-20

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	Adopted vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		70,379.00	(423,710.48)	30,462.00	(39,917.00)	-56.72%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	7,104,150.56	7,104,150.56	7,104,150.56	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		7,104,150.56	7,104,150.56	7,104,150.56	-	0.00%
2. Ending Fund Balance, June 30 (E + F.1.c.)		7,174,529.56	6,680,440.08	7,134,612.56	(39,917.00)	-0.56%
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711	475,000.00	475,000.00	475,000.00	-	0.00%
Reserve for Stores (equals object 9320)	9712	-	-	-	-	
Reserve for Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
Reserve for All Others	9719	270,000.00	270,000.00	270,000.00	-	0.00%
General Reserve	9730	265,000.00	265,000.00	265,000.00	-	0.00%
Legally Restricted Balance	9740	3,478,148.52	2,478,148.52	3,478,148.52	-	0.00%
Designated for Economic Uncertainties	9770	475,000.00	475,000.00	475,000.00	-	0.00%
Other Designations	9775, 9780	-	198,623.00	198,623.00	198,623.00	
Undesignated / Unappropriated Amount	9790	2,012,758.24	2,518,668.56	1,972,841.04	(39,917.20)	-1.98%

2019-20 Period Attendance Report: Month 4

In District				
	Regular	ST IS	LT IS	CLASSROOM ADA TOTALS
K to 3	237.54	0	0	237.54
4 to 6	174.47	0	0	174.47
7 to 8	103.12	0	0	103.12

Out of District				
	Regular	ST IS	LT IS	CLASSROOM ADA TOTALS
K to 3	2.97	0.00	0.00	2.97
4 to 6	5.88	0.00	0.00	5.88
7 to 8	14.39	0.00	0.00	14.39

TOTAL ADA					
	Classroom-based	Total ADA	Independent Study	ENROLLMENT	ADA PERCENTAGE
K to 3	240.51	240.51	0.00	248	96.98%
4 to 6	180.35	180.35	0.00	186	96.96%
7 to 8	117.51	117.51	0.00	122	96.32%
TOTAL	538.37	538.37	0.00	556	96.83%