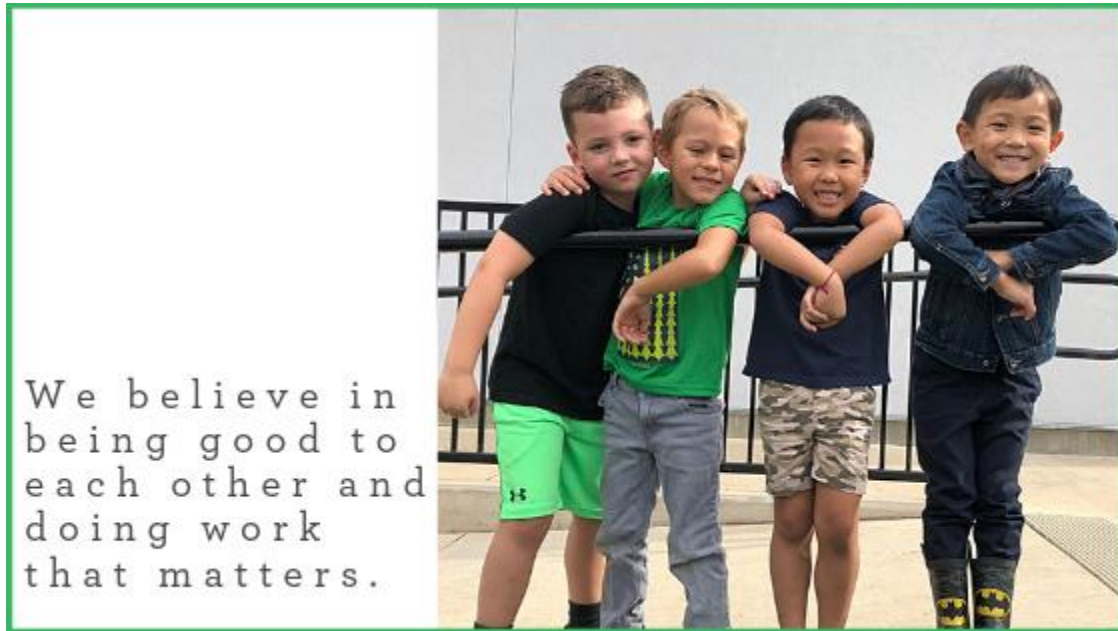




Chico Country Day School

A California Public Charter School

Charter Renewal Petition 2020-2025



102 W. 11th Street
Chico, California 95928

Submitted to Chico Unified School District
July 24, 2019

Table of Contents

INTRODUCTORY DOCUMENTS

Acknowledgements.....	3
Letter to CUSD Board.....	4
Message from Chair of Board of Directors.....	5
Message from President of Parent Teacher Partnership.....	6
Historical Context: An Overview.....	7
Charter School Intent & Requirements.....	8
Affirmation & Assurances.....	9
Charter Renewal Criteria.....	12
ELEMENT A: Educational Program & Philosophy.....	19
ELEMENT B: Measurable Student Outcomes.....	33
ELEMENT C: Methods of Measurement	40
ELEMENT D: Governance Structure.....	44
ELEMENT E: Employee Qualifications.....	47
ELEMENT F: Health & Safety Procedures.....	50
ELEMENT G: Means to Achieve Racial & Ethnic Balance.....	52
ELEMENT H: Admissions Requirements.....	53
ELEMENT I: Financial Audit Processes.....	55
ELEMENT J: Suspension & Expulsion Policies.....	56
ELEMENT K: Employee Benefits.....	67
ELEMENT L: Attendance Alternatives.....	68
ELEMENT M: Employee Return Rights.....	69
ELEMENT N: Dispute Resolution Procedures.....	70
ELEMENT O: School Closure Procedures.....	72
MISCELLANEOUS CHARTER PROVISION.....	75

Acknowledgements

The school's teachers, its staff, Board of Directors, Parent-Teacher Partnership (PTP) members, and many others, play key roles in facilitating dialogue. Chico Country Day School builds on strong examples of effective practice and actively seeks new research and additional learning opportunities for students and teachers alike. This push to excel as a teaching learning model in the community has helped forge new partnerships, as well as strengthen the school's internal sense of family.

Special recognition is due to the following students, teachers, staff, parents, and community partners who've invested their time, energy, and passion to improve our school through this ongoing cycle of review, assessment, and growth.

Renewal Leadership Team

Wendy Fairon (Director of Education)
Amie Parent (Director of Special Education)
Colly Fischer (Dean of Students)
Margaret Reece (Chief Business Officer)
Karin Daverson (teacher)
Lisa Hoppe (Parent-Community Liaison)
Ann Nikolai (parent)

CCDS Board of Directors

Jessika Lawrence (Chair)
Chris Constantin (Secretary)
Fawn Ruby (member)
Jamie Clyde (member)
Michele Mittman (Treasurer)
Nicole Plottel (member)
Thang Ho (member)

Letter to CUSD Board

Members of the Board
Chico Unified School District
1163 East Seventh Street
Chico, CA 95928-5999

RE: Chico Country Day School Charter Renewal Petition

Dear Board Members,

Enclosed please find one original copy and five (5) binders with hard copies of Chico Country Day School's 2020-2025 Charter Petition Renewal with inclusion of content by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. Also included in this packet are five copies of the school's performance report.

The 2020-2025 Charter Petition Renewal includes evidence of consistent student achievement, effective governance with legal compliance, highly qualified staffing, fiscal soundness, facility plans, and an unqualified audit. The stakeholders of Country Day strongly believe this petition renewal demonstrates the school's accomplishments and ability to meet all requirements of the charter law. It has been reviewed, revised, and approved by the CCDS Board of Directors, Teacher-Parent-Partnership leadership, staff, and legal services. It has also been widely circulated among staff and faculty and made available on the web to families and members of the community for comment and input.

We hereby present Chico Country Day School's petition for charter renewal for a five-year period starting July 1, 2020 with the understanding that an initial public hearing will be held within 30 days of submission. We, the Board of Directors, respectfully request that the staff and governing board of the Chico Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code Section 47605. Please do not hesitate to contact me if you have any remaining questions or concerns. If at all possible, we would like to meet to discuss this proposal further and as necessary to resolve or answer any outstanding questions or concerns prior to the hearing.

Sincerely,

Jessika Lawrence
Chris Constantin
Michelle Mittman
Thang Ho
Fawn Ruby
Nicole Plottel
Jamie Clyde

cc: Kelly Staley, District Superintendent

Message from Chair of Board of Directors

Focus on Equity & Diversity

As a parent, educator, and chair of the Chico Country Day School (CCDS) Board of Directors, it is with great pleasure that I include this letter of support for the 2020 CCDS charter petition renewal. Chico Country Day School continues to thrive as a school focused on academic excellence, student development, and creating a compassionate community culture. Core values of CCDS include deep and joyful learning, being responsive as an organization, collaboration, and building community connections.

At CCDS students engage in rigorous standards-based curriculum through a Project-based Learning (PBL) approach. It is believed that through this approach students will acquire deeper knowledge of subjects through active exploration and dynamic assessment. Aside from the academic gains this approach emphasizes critical thinking and problem-solving while developing collaborative student communities. As a parent of a 6th and 8th grader I have seen both of my children thrive in PBL and I look forward to their continued engagement in the approach.

Aside from the focus of engaged academics, another focus at CCDS is nurturing the student as a whole person. Students quickly learn that CCDS is more than a school; it's a place to develop as an individual and a compassionate community member. Students are taught to be responsible for their actions and respectful of their fellow community members while creating a safe environment to learn and grow. The lessons taught at CCDS go beyond the students, families, faculty, and staff and become an integral part of the Chico community at large.

Overall, I support all that Chico Country Day stands for. I am excited about the future of CCDS and look forward to its continued success.

Jessika Lawrence
Chico Country Day School
Board of Directors, Chair

Message from President of Parent Teacher Partnership Promoting Enrichment Opportunities through Family Engagement

At Chico Country Day School the PTP, Parent-Teacher-Partnership, aids students by providing support for their educational experience through fundraising. The PTP is also a community of families, encouraging open communications and an avenue for parent participation at the school. The PTP strives to establish a “community” within and throughout our school. PTP membership is open to all Chico Country Day School families.

The PTP is led by the Executive Board of eight officers. The officers of the PTP have board meetings once a month and general meetings throughout the year. The PTP Executive Board is responsible for gathering volunteers for events and fundraisers that benefit the community at Chico Country Day School. This year we have raised \$50,000, even though our community was hit hard with one of the most devastating wildfires in California.

Our PTP community prides itself in volunteerism which enriches CCDS. Chico Country Day School is highly regarded in the community, evidenced by long waiting lists, small classroom size, intense parent participation, community events, and the faculty and staff commitment to excellence and creative leadership. Being a part of the CCDS community feels like the connection of investing in your child’s future. As PTP President, I am honored to be a part of a parent community that genuinely cares about student education, supporting our extraordinary staff, and enriching our families. I have learned so much being part of such a welcoming and amazing community. Everything we do is to benefit the children and the staff at Chico Country Day School.

Sincerely,
Kerry Hermann
PTP President

Historical Context: An Overview

School Setting

Chico Country Day School is located at 102 West 11th Street and 1054 Broadway in Chico. It is the gateway for the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. The school was founded over 22 years ago in 1996 by teachers, parents, and community members for the purpose of providing families with greater choice within the public school system in the Chico area. The charter was written to provide guidelines for the goals, methods, structure, and philosophy that define the school, and is one of the oldest charter schools in the state of California. Chico Country Day School began as a dependent charter school of the Chico Unified School District and later became an independent 501(c) (3) corporation and charter school in 2004. The original charter was renewed in 1998 and has been renewed every five years since. Chico is typical of many California communities in its rapid growth over the past 20 years. As housing prices and the cost of living in California's metropolitan areas soar, Chico's population continues to grow, now at 93,293 a 7.6% increase since 2010 (<https://www.census.gov>). The median household income is \$43,148 per year and the mean household income is \$61,193. The recent Camp Fire disaster will have long term and unpredictable effects on the city and its demographics.

The School

With more than 21 years of experience serving the educational needs of the greater Chico and Butte County areas, Chico Country Day School has become a local leader in K-8 education. Over the past three years, the school has completed a transition to a Project Based Learning (PBL) educational methodology, demonstrating its flexibility in growing with the latest research and responding in ways that support student success. At Chico Country Day School, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed at school where students are able to receive critical feedback and collaborate with classmates. Students in all grades are completing in-depth projects that stretch their understanding of real-world issues. In so doing, our students will often discover interests they want to pursue outside of school. At home, we encourage these extension inquiries as a great way to motivate continuous learning.

Our Community

Chico Country Day School, along with various businesses and nonprofits in the neighborhood, is an active participant in collaborative efforts taking place in the community. Many of our staff and parents volunteer at the Jesus Center and help with special events there, especially during the holidays. The Leadership elective hosts a canned food drive for the Jesus Center every November, and the CBO sits on the neighborhood impact committee. Each year, the school adopts a family through the Northern Valley Catholic Social Services and Chico Rotary Club and assists with service projects in the area. The Chief Business Officer is also part of an advisory group for local non-profit CEOs, including the Boys & Girls Club, Chico Natural Foods, Butte Environmental Council, Passages Adult Resource Center, and Chico Area Recreation Department (CARD), among others. Chico Country Day School is a member of the Barber Neighborhood Association and hosts various meetings on issues concerning the area. The Chief Business Officer is also an active member of the Chico Rotary Club. The school hosts meetings of the Barber Neighborhood association and meetings that are of importance to the neighborhood, such as meetings with developers regarding empty space.

Charter School Intent & Requirements

Chico Country Day School submits this charter school renewal petition to the Chico Unified School District pursuant to Education Code Sections 47607 and 47605 for a five-year term from July 1, 2020 to June 30, 2025.

Education Code Section 47601 provides as follows:

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes; provide the schools with a method to change from rule-based to performance-based accountability systems
- (g) Provide rigorous competition within the public school system to stimulate continual improvements in all public schools

The following provisions of this charter renewal petition coincide with the requirements of Section 47605 of the Charter Schools Act.

Affirmation & Assurances

As the authorized representative of the applicant for a charter renewal petition, I, Jessika Lawrence, on behalf of the Board of Chico Country Day School, do hereby certify that the information submitted in this application for the renewal of the charter for Chico Country Day School (“CCDS” or “Charter School”), situated within the boundaries of the Chico Unified School District (“CUSD” or “District”), are true to the best of our knowledge. We certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter renewal, Chico Country Day School will follow any and all federal, state, and local laws and regulations that apply to Chico Country Day School, including but not limited to, that Chico Country Day School shall:

- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other stateside standards authorized in statute, or student assessments applicable to student in non-charter public school. [Education Code Section 47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of Chico Country Day School for purposes of the Educational Employment Relations Act. [Education Code Sections 47605(b)(5)(O)]
- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Education Code Section 47605(d)(1)]
- Not charge tuition. [Education Code Section 47605(d)(1)]
- Admit all students who wish to attend Chico Country Day School, and who submit a timely application; unless Chico Country Day School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences as described in this charter. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Chico Country Day School in accordance with Education Code Section 47605(d)(2)(C). [Education Code Section 47605(d)(2)(A)-(C)]
- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, immigration status, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Education Code Section 47605(l)]
- For each fiscal year, offer at a minimum, the number minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Chico Country Day School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Education Code Section 47605(d)(3)]
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Education Code Section 47612.5(a)]
- On a regular basis, consult with its parents, legal guardians and teachers regarding Chico Country Day School's educational programs. [Education Code Section 47605(c)(2)]
- Comply with any applicable jurisdictional limitations to locations of its facilities. [Education Code Sections 47605 and 47605.1]
- Comply with all laws establishing the minimum and maximum age for public school enrollment. [Education Code Sections 47612(b) and 47610(c)]
- Comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.
- Comply with the Ralph M. Brown Act and any other requirements for the location of governing board meetings of the Charter School, including Education Code Section 47604.1, as added by SB 126 (2019).

- Meet or exceed the legally required minimum number of school days. (5 C.C.R. Section 11960)

Sincerely,

Jessika Lawrence
Chris Constantin
Michelle Mittman
Thang Ho
Fawn Ruby
Nicole Plottel
Jamie Clyde

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1).

In order to qualify for renewal, Education Code Section 47607(b) requires that a charter school meet at least one of the charter renewal criteria. However, as a result of California moving away from old API scores and towards a new multi-measure accountability system, the Legislature provided a new charter renewal criterion as it relates to academic achievement in Education Code Section 52052(f):

“For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

Increases in pupil academic achievement shall be “the most important factor” in an authorizer’s decision whether to grant a charter renewal. [Education Code Section 47607(a)(3)(A)]

The following documentation confirms CCDS has met the statutory criteria required for renewal as set forth in Education Code Section 52052(f):

With the focus on rigorous and engaging project work since 2016, student achievement has shown an upward trend on the California Assessment of Student Performance and Progress (CAASPP) exam schoolwide and for all numerically significant pupil subgroups:

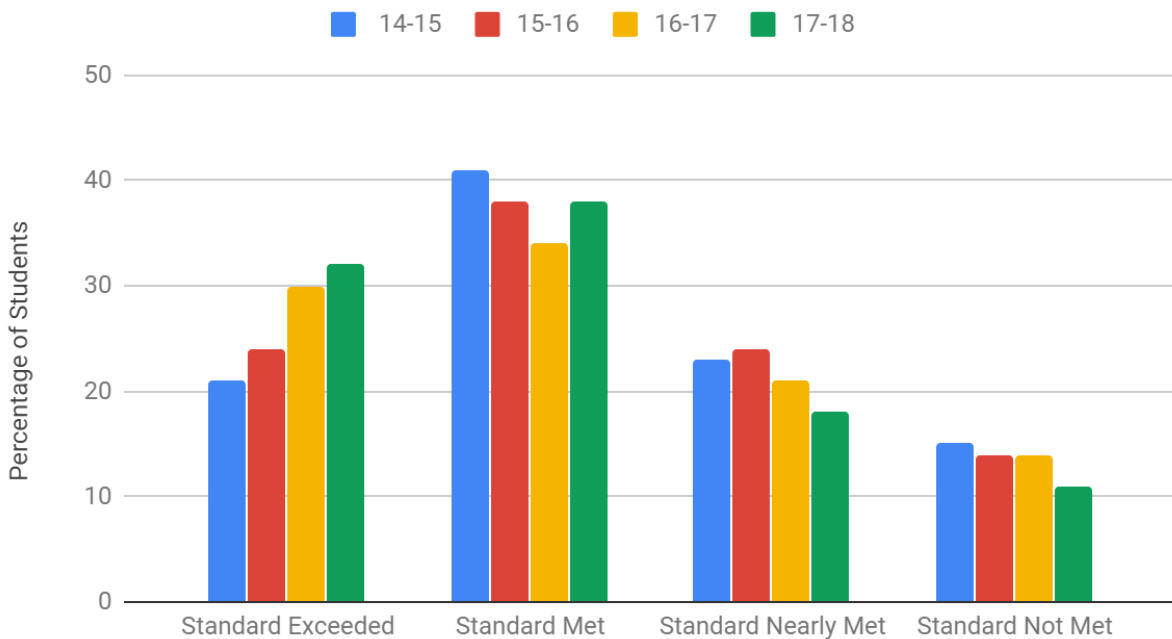
- Percentage of students schoolwide on CAASPP ELA (2015-2018) scoring Standard Met and Standard Exceeded, increased 8.62%
- Percentage of students schoolwide on CAASPP Math (2015-2018) scoring Standard Met and Standard Exceeded, increased 8.4%
- Percentage of students with disabilities on CAASPP ELA (2015-2018) scoring Standard Met and Standard Exceeded, increased 12.79%
- Percentage of students with disabilities on CAASPP Math (2015-2018) scoring Standard Met and Standard Exceeded, increased 9.66%
- Percentage of Hispanic or Latino students on CAASPP ELA (2015-2018) scoring Standard Met and Standard Exceeded, increased 25.22%
- Percentage of Hispanic or Latino students on CAASPP Math (2015-2018) scoring Standard Met and Standard Exceeded, increased 24.14%
- Percentage of Socioeconomically disadvantaged students on CAASPP ELA (2015-2018) scoring Standard Met and Standard Exceeded, increased 3.39%
- Percentage of Socioeconomically disadvantaged students on CAASPP Math (2015-2018) scoring Standard Met and Standard Exceeded, increased 4.66%

Our 2018 CAASPP demonstrated continual improvement with 71% of our students having met or exceeded standards in ELA and 56% having done the same in mathematics. Significant increases were also realized in non-White student populations and socioeconomically-disadvantaged groups.

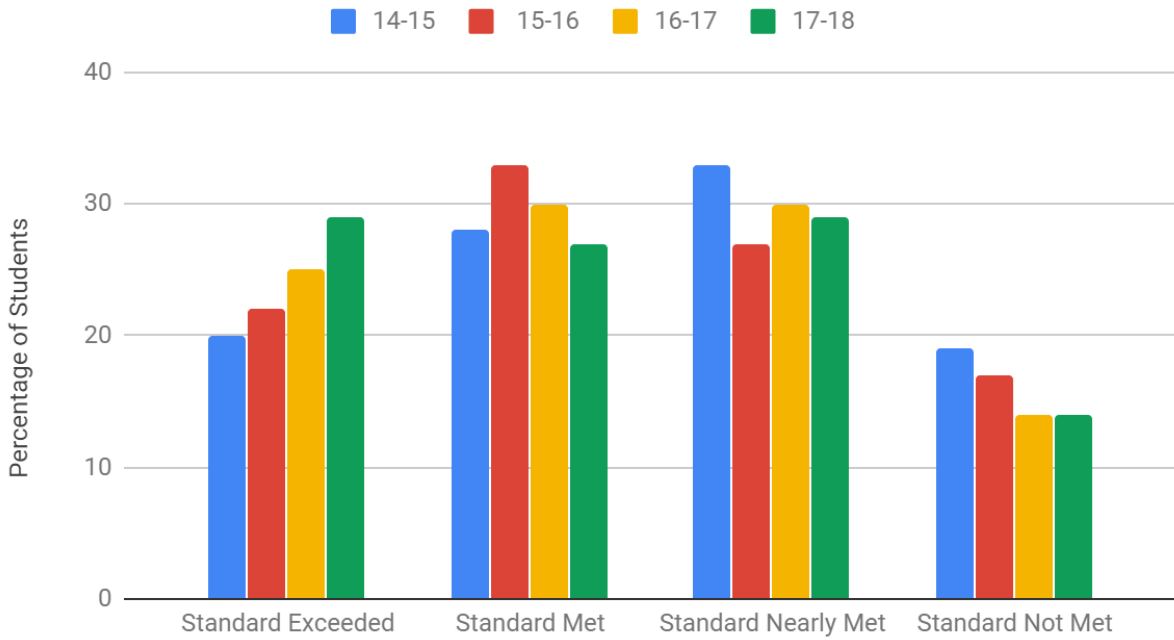
Over a four-year period, CCDS students who exceeded ELA standards grew from 21% in 2014-15 to 32% last year (2017-18). Similarly, in mathematics, students who exceeded standards increased from 20% in 2014-15 to 29% last year. The number of students who did not meet the standard fell in both areas from 15% to 11% for ELA in the same time period; and from 19% to 15% for mathematics in the same three-year period.

Our CAASPP data and California Dashboard data shows that CCDS has academically outperformed the State average, surrounding charter schools and many of the schools within Chico Unified in recent years, including subgroups that are significantly represented in the School’s data. (Appendix A, B). These positive outcomes reinforced our commitment to Project Based Learning as an effective educational methodology.

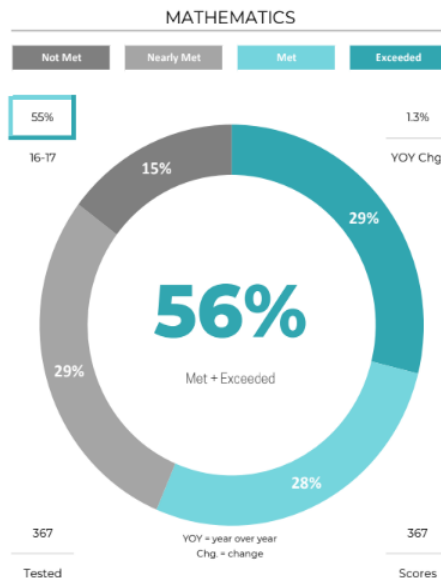
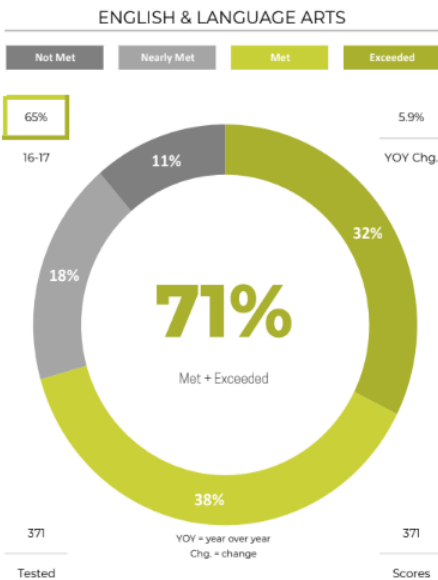
CAASPP 4 Year Comparison ELA



CAASPP 4 Year Comparison Math



OVERALL



The Smarter Balanced Summative Assessment is the official end-of-grade assessment for the state of California -- measuring student performance in grades 3-8 and 11. Specifically, this end-of-grade assessment is a computer adaptive test (CAT) that measures student mastery of the Common Core state standards in English & language arts (ELA) and mathematics. To measure preparedness for college and career with precision, the test not only gauges one's competency in the subject matter, but extends testing beyond conceptual knowledge into the areas of critical thinking, analytical writing, and problem solving.

In 2017-18, Chico Country Day's student achievement increased by 5.9% in ELA and 1.3% in mathematics. Overall, of the students who participated in the state test and received a valid score, 71% met or exceeded the standard in ELA and 56% in mathematics.

Chico Country Day (Chico, CA)

Chico Unified

Reporting Year: 2018 ▾

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

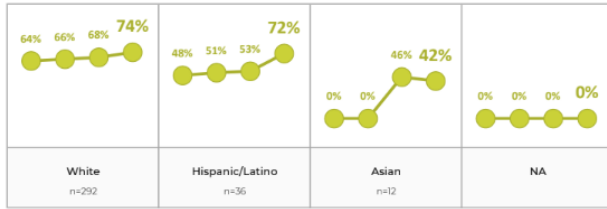
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Green	None	None	Green	Orange
Students with Disabilities	Green	Red	None	None	Yellow	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Green	None	None	Blue	Blue
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	None	None	Green	Green
Two or More Races	Blue	Blue	None	None	None	None

ETHNICITY | GENDER | COHORT

ENGLISH & LANGUAGE ARTS

BY ETHNICITY

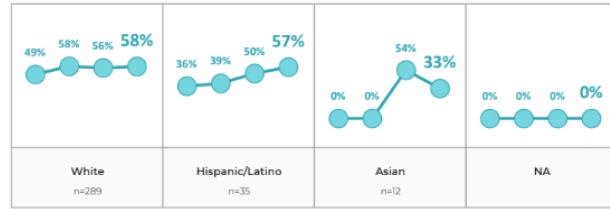
% Met + Exceeded Across 4-Years



MATHEMATICS

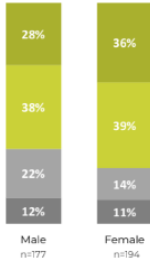
BY ETHNICITY

% Met + Exceeded Across 4-Years



BY GENDER

17-18 Achievement Results



COHORT ANALYSIS

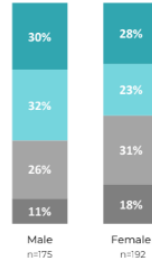
% Met + Exceeded

Grade	14-15	15-16	16-17	17-18	Avg. Change
4th			73%	71%	-1.6%
5th	60%	61%	63%	63%	1.5%
6th	72%	64%	67%	67%	-1.6%
7th	68%	80%	80%	83%	5.0%
8th	48%	53%	53%	74%	8.7%

*n = number of students tested

BY GENDER

17-18 Achievement Results



COHORT ANALYSIS

% Met + Exceeded

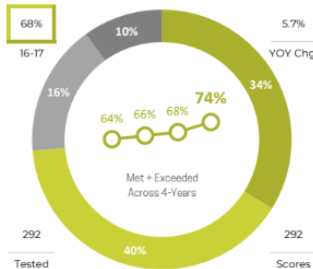
Grade	14-15	15-16	16-17	17-18	Avg. Change
4th			71%	63%	-8.1%
5th	77%	57%	49%	49%	-13.9%
6th	64%	65%	57%	52%	-4.1%
7th	57%	51%	62%	63%	1.9%
8th	31%	37%	37%	41%	3.3%

*n = number of students tested

SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

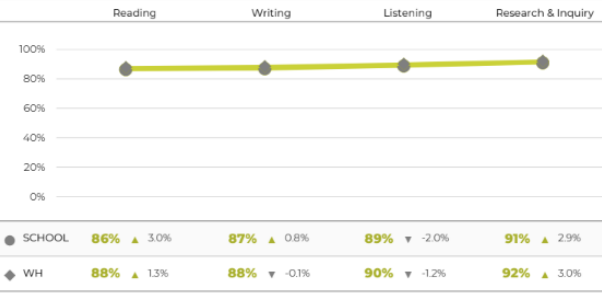
WHITE (WH)



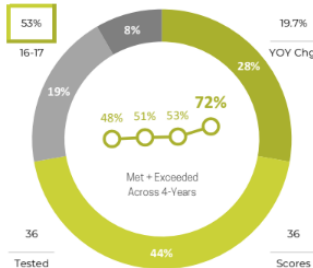
Grade	17-18 Met + Exceeded
3rd	73%
4th	75%
5th	69%
6th	65%
7th	84%
8th	75%
11th	-

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

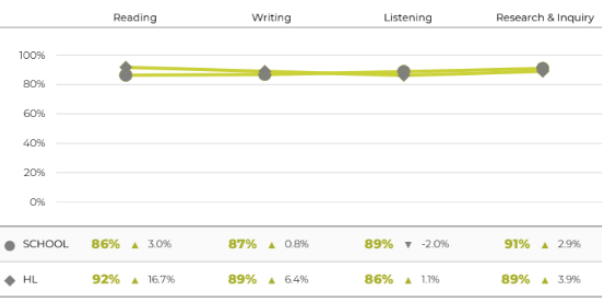
17-18 % Near + Above



HISPANIC or LATINO (HL)



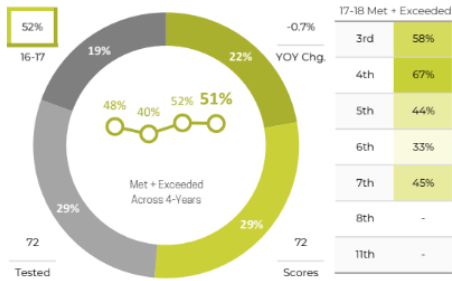
Grade	17-18 Met + Exceeded
3rd	-
4th	-
5th	-
6th	-
7th	-
8th	-
11th	-



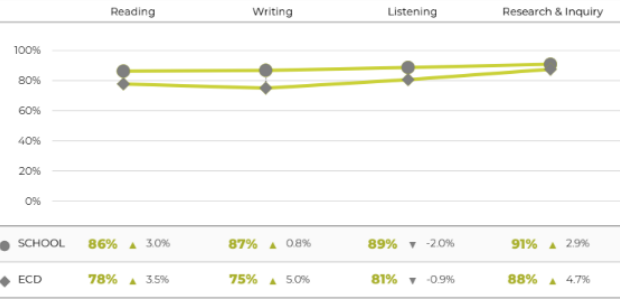
SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

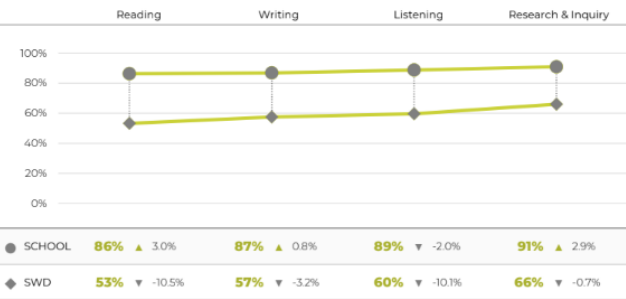
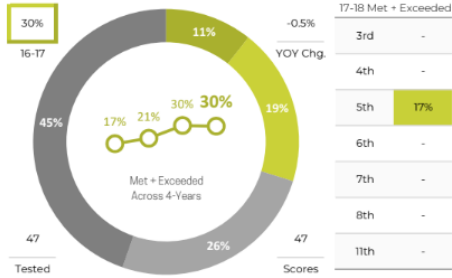
ECONOMICALLY DISADVANTAGED (ECD)



ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA



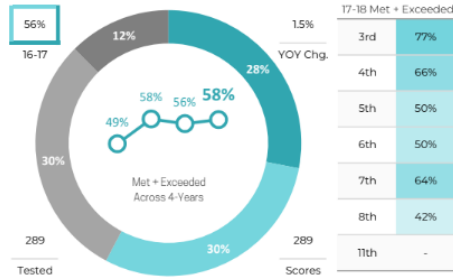
STUDENTS WITH DISABILITY (SWD)



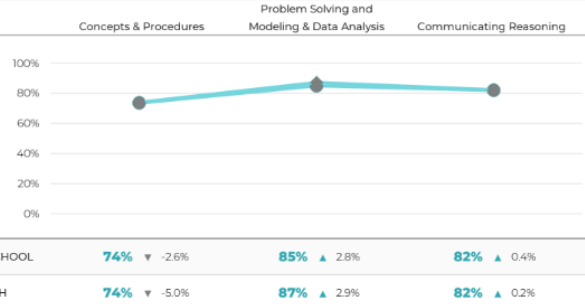
SUBGROUP ANALYSIS

MATHEMATICS

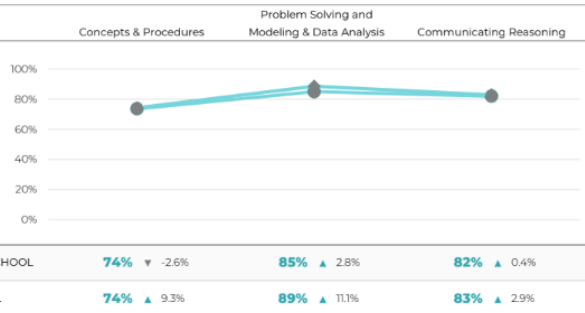
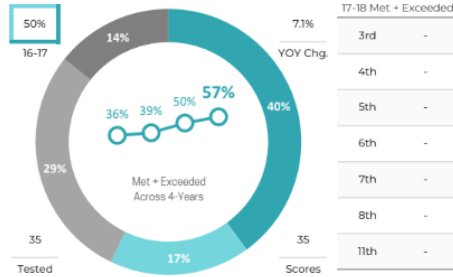
WHITE (WH)



ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA



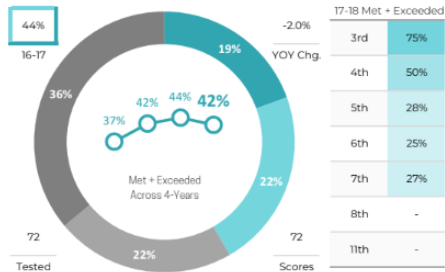
HISPANIC or LATINO (HL)



SUBGROUP ANALYSIS

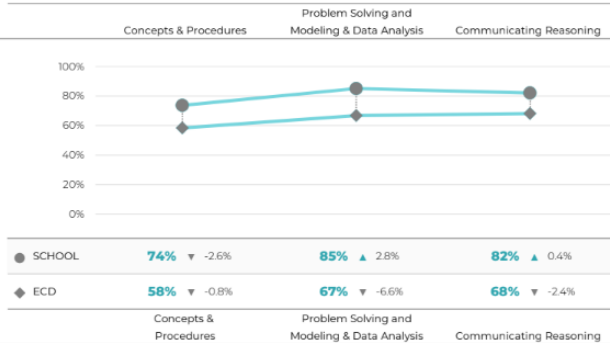
MATHEMATICS

ECONOMICALLY DISADVANTAGED (ECD)

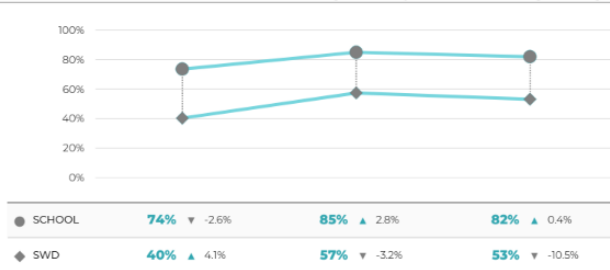
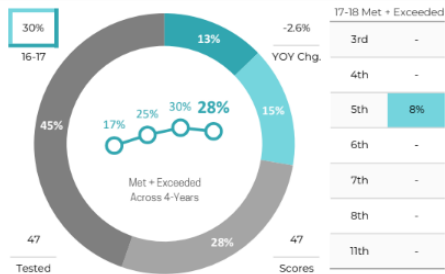


ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

17-18 % Near + Above



STUDENTS WITH DISABILITY (SWD)



In looking at multiple measures, CCDS' statewide ranking, which is a measure of the school's average on Distance from Standard compared to other schools across the state, grew from 8 out of 10 in 2016 to 9 out of 10 in 2018. (Appendix C)

The increase across student populations also speaks to the strengths of our new curriculum and the extent to which students are absorbing and retaining what they learn. With this academic success, comes the pride that students, staff, and families feel being learners at CCDS, in addition to solidifying our commitment to Project Based Learning.

ELEMENT A: Educational Program & Philosophy

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

---California Education Code Section 47605(b)(5)(A)(i)-(ii)

Our Mission

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

Core Purpose

Our core purpose at Chico Country Day School is to educate students toward becoming engaged and thriving learners. By **educate**, we mean that it is our job to teach the knowledge, skills, and values that come with academic rigor and character development. We are accountable for ensuring that students meet competency standards for their grade level. By **engaged**, we mean learning should be interesting, challenging, and joyful. Learners should see the value of what is being taught and be active participants throughout the learning experience. By **thriving**, we mean that students can start where they are and do their best, know they matter, and feel safe and free to be their best selves.

Core Values

1. **Collaboration:** We believe all people have a voice, and that collaboration between teachers, parents, students, and staff will produce the best results for our students.
2. **Deeper Learning:** We believe in utilizing innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.
3. **Joyful Learning:** We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the joy of learning from demonstrations on how we lead and teach.
4. **Responsiveness:** We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better.
5. **Community Connection:** We value connection to each other, to the broader community of Chico, and to the world.

We Believe...

(View our *We Believe* video at www.chicocountryday.org/our-philosophy.org)

- We believe that education should both engage students and build their character
- We believe in innovation and not in maintaining the status quo
- We believe the best learning environment is one where each student's needs are addressed
- We believe in being good to each other and doing work that matters
- We believe that everyone is a learner, including teachers, students, staff, and parents
- We believe in the power of community and collaboration
- We believe in celebrating successes
- We believe in taking risks, even when you fail, because failing is a key part of learning
- We believe in preparing students to meet the world they will enter as adults
- We believe students should have a voice in their own learning

Whom the School is Attempting to Educate (Target Population)

Students Served: Chico Country Day School attracts a wide variety of students from all over the City of Chico and surrounding communities and shall admit all students who wish to attend subject to capacity. A Material Revision to our charter was submitted in 2106 to give priority in our Random Selection Process to students living in the Barber neighborhood, Chapman, and Citrus areas of Chico as a means to increase diversity within our school. We have adjusted this strategy to further increase our diversity, explained in more detail through *Element H*. CCDS's intensive collaboration among teachers and across grade levels enables the school to remain flexible and adapt quickly to innovations in pedagogy and technology. The school is particularly well suited for students whose academic needs require a smaller school environment with personalized attention and is designed to accommodate parents who want their children to participate in a multicultural, arts-integrated curriculum. We also structure our learning to interweave life skills and habits of scholarship throughout learning opportunities for students. The CCDS program identifies and builds on the strengths of its students, their parents and guardians, and the local communities.

Social Equity: A fair, safe, and healthy school environment will be sustained through a policy of positive discipline, civic and character education, engaging facilities, access to adult mentors and counseling, and school and community health and social services.

K-8 Program

While we are a K-8 school, our K-5 and 6th-8th grade programs offer unique elements for students at each developmental stage. All students from Kindergarten through 8th grade learn through the teaching methods of Project Based Learning. Below are specific details about each of the K-5 and 6th-8th programming.

Elementary Program

Specialist time: Art, Music, STEM, and PE: We offer a unique program of Specialist Teachers who enhance and bring Project Based Learning to life for our students. In grades K-3, students spend two hours per week in one of three specials: Art, Music, or STEM. These classes rotate every six

weeks, and students have each class for two sessions per year, or a total of twelve weeks per school year. The student work created during this time is often the product that will be showcased during student Exhibitions of Learning. In grades 4 and 5, students have three hours of specialist time per week: one hour per week with a credentialed PE teacher, and two hours per week of either art or music. Art and music for 4th and 5th grade rotate on a quarterly basis, giving kids 18 weeks per year of these classes. While students are in their specialist classes, teachers have an opportunity to collaborate as a grade level team, planning and implementing meaningful projects.

Technology: Students on the elementary campus use technology in many ways to bring their learning to life. We are a Google for Education School which means that our students have access to Google Drive and all the Google Apps to help support learning, collaboration, and sharing of their work. Primary grade students have both tablets and Chromebooks to use for the creation of artifacts, utilization of educational apps, and curation of a digital portfolio. Classrooms in 4th and 5th grade have 1:1 student Chromebooks for use. Our teachers enjoy staying atop the most current available technology, attending and presenting at conferences, and bringing this expertise to their students.

Buddies and Project Peers: An advantage to being a K-8 school are all of the opportunities to connect students across the grade levels. From the beginning days of CCDS, we have always valued this time together in cross-aged peer groups. Buddies meet regularly to share in projects, celebrate their learning, and connect with a friend in a different grade. In addition to the informal and fun Buddy Time, we also utilize cross-age Project Peers. When Project Peers meet, they may be offering critique and revision ideas for a writing piece, helping with the product for a semester-long project, or helping students prepare for Exhibition. In all cases, we all benefit from the cross-age relationships throughout campus.

Social-Emotional Learning: Integrated throughout our curriculum are the Habits of Scholarship, which are explicitly taught and seen throughout their academic learning. We also supplement this with a program called Second Step as a way of teaching conflict resolution, processing of feelings, and friendship skills. Many of our teachers support Mindfulness for their students, using a combination of their own practices and the MindUp curriculum. The adults at CCDS know that the best way to teach students is to create a safe space where they can engage in the challenging academic work before them. By knowing their students deeply, teaching these key life skills, celebrating successes, and supporting social-emotional learning, CCDS students are prepared to take on the challenges in the world ahead.

Wonder Wednesday: One very special activity on the K-5 campus is called Wonder Wednesday. During a 90-minute period once per month, all K-5 teachers and support staff offer engaging activities and students are free to come and go to different activities of their choosing. Past activities have included Imagination Playground, Karaoke, friendship bracelets, sewing, Ultimate Frisbee, origami, blanket forts, Play-Doh, Cardio-Drumming, Jam Session in the music room, old fashioned photo booth, and more. The highlights of Wonder Wednesday are the freedom that students experience as they travel to their chosen activities, the chance to work in different rooms and connect with new teachers, and opportunities to interact with a variety of peers.

Field Work: An integral part of the student experience at CCDS are opportunities to go off campus and learn in the field. Field work varies by grade level and the trips may adjust year-to-year based on the projects, but getting kids out into the community is a foundational piece of what we value for students at CCDS. Most grade levels take three to five off-campus learning trips per year, utilizing the local area resources, Chico State, and other learning sites.

Middle School Program

While we connect with the K-5 campus regularly, students also have an opportunity to develop with their middle school peers in our dedicated 6-8th grade building.

Students attend daily English, mathematics, science, and social studies classes taught by appropriately credentialed teachers. They also receive physical education and two self-selected electives per semester. Grade 6 is also part of the Middle School program. Sixth graders also receive art, music, and physical education instruction. All Middle School students are part of an Advisory Program.

The English Department provides students with purposeful, authentic ways to see themselves as readers and writers. Through the use of mentor texts, students gain an understanding of the features of effective writing across genres. Students write and critique, learning the value of revision and polishing of work. Choice in reading is paramount, with most students reading between 20-30 books annually plus opportunities to share reading experiences through “book commercials,” discussion groups, and social media. Books in Common and shared texts are frequently used to discuss specific reading comprehension strategies. Discussions, Socratic Circles, and a variety of digital media are all utilized regularly to support students as readers and writers.

Students receive math instruction through the College Preparatory Math program for which each year is centered around no more than seven core ideas, some of which spiral to the following year. The primary goal of the program is to foster long-term knowledge. Students are asked to solve problems designed to actually develop the method. Problems are approached both individually and cooperatively, where ideas are freely exchanged as students struggle together with new ideas or extensions of old ideas. The teacher’s role is to monitor, guide, and intervene so ideas do not stray from the program’s structured guidance.

The science program strives to create a scientifically literate, lifelong-learner in the life and physical sciences by building on a child’s innate curiosity. A majority of the materials used are teacher-created and aligned with the Next Generation Science Standards. Students utilize a wide variety of technology, from web 2.0 tools to social media, to process, analyze, evaluate, and communicate learning.

The social science department integrates with English regularly, to create a Humanities experience for students. Assessments are often in the form of projects that require students to collaborate with peers and present their work to a larger group. Additional “being there” opportunities are created through the Document Based Project which engages students in historical inquiry through use of engaging questions. Students also use primary and secondary sources to investigate history from a variety of perspectives, deepening understanding of history while building reading, thinking, and writing skills.

In all of the middle school grades, the overnight field trips are a highlight. Not only are they a fun change to the routine, but they allow students to grow and learn in a whole new environment. Sixth grade teachers have developed an Environmental Camp curriculum and program at Camp Lassen in Butte Meadows. Seventh grade students venture into San Francisco for hands-on learning experiences in Golden Gate Park at the Academy of Science, DeYoung, Japanese Tea Gardens, Botanical Gardens, and then camp together in The Presidio. Currently our eighth grade students take a trip to Ashland, Oregon to attend two plays at the Oregon Shakespeare Festival. These are connected to learning experiences in the classroom at the time. Later in the year, eighth graders take on the role of Civil War enlisted soldiers at the Angel Island Living History Program.

Middle School Electives: A robust elective program allows students to explore interests outside the academic arena. Students may select two electives per semester. Options may include leadership, yearbook, Spanish, art, design thinking challenges, yoga, cooking, civic engagement, robotics, history of music, academic support, school musical production, improv, building and engineering, and drama. Electives are taught by Middle School staff and/or qualified part-time staff.

Middle School Advisory: Middle School Advisory is a multi-grade class that meets weekly with a staff advisor who is not necessarily the students' grade-level teacher. Each student is assigned to an advisor who will act as his/her advisor for three consecutive years. Each advisor has approximately between 15-18 students and establishes a point of contact for each student and his/her parents. The advisors facilitate common activities that focus on social-emotional learning and encourage middle school students to know one another better. Through weekly meetings Middle School Advisory provides a critical context for academic planning, home/school communication, and team/community building at Chico Country Day School.

Building Bridges to Community

CCDS has strong relationships with many local businesses and community organizations. Some of those include students and long-standing programs at CSU, Chico, Rotary Club, Kiwanis, Boys and Girls Club, Chico Area Recreation and Park District, Butte United Soccer League, North Valley Community Foundation, the Barber Yard Neighborhood Association, City Arts Commission, 1078 Art Gallery, Kids and Creeks, as well as several restaurants and the Downtown Chico Business Association.

Ethnicity

CCDS recognizes the importance of achieving a racial and ethnic balance among its students that is reflective of the general population residing within Chico Unified School District. CCDS implements a student recruitment strategy found in *Element G* of this Charter. The composition of students at CCDS more closely reflects that of Butte County than of the Chico Unified School District, where 63% of students are White. In contrast, 76% of the students at CCDS are White. We have worked hard to bring our school population more in balance with the Chico Unified School District by revising our application processes, expanding outreach in multiple languages to more diverse communities, and by admitting more students from the three most economically-disadvantaged neighborhoods in Chico. Also, by translating all of our advertising and enrollment materials into Spanish and Hmong, and by distributing these materials more widely, we hope to see the statistics around diversity change to reflect a more inclusive and equitable campus.

Enrollment

Chico Country Day School will serve students in grades TK-8 with current enrollment at 560 students. The following chart reflects the demographic breakdown of the CCDS student body and the demographic breakdown of our geographic area for comparison.

Enrollment Comparisons by Ethnicity

	Total Enrollment	African American	American Indian	Asian/Filipino	Hispanic	Two or More Races	Pacific Islander	White
15-16	559	2%	2%	4%	11%	4%	0.10%	78%
16-17	561	2%	1.50%	4%	10%	5%	0.20%	77%
17-18	557	2%	1.30%	4%	10%	5.50%	0.20%	77%
18-19	558	2%	1%	4%	10%	6%	0.20%	77%

Of the 93,293 people in Chico, 82% are White. Hispanic/Latino make up 17% of the local population, compared to 2% Black/African-American, 5% Asian/Pacific Islander, 5% “two or more races,” and 1% American Indian/Alaskan Native. (United States Census Bureau Quickfacts: <https://www.census.gov/quickfacts/fact/table/chicocitycalifornia>)

Socioeconomic Status

Chico Country Day School is not as socioeconomically diverse as Chico Unified, but through expanded outreach efforts, CCDS has made inroads in three socio-economically disadvantaged neighborhoods by accepting a majority of its students from these areas. The change in admission policy required an amendment to the school charter. An impacted enrollment and long waiting lists make it difficult to move the needle on the composition of students; however, with this change the school has seen a growth in socioeconomic diversity, as the percentage of socioeconomically disadvantaged students went from 17% to 22% from last year to this year. The racial composition and ethnicity of the student body remains about the same over the last three years.

CCDS recognizes the importance of achieving a racial and ethnic balance among its students that is reflective of the territorial jurisdiction of the District and has adjusted student recruitment strategy to include, at a minimum, the following elements or strategies. The elements are: think locally, think multi-culturally, think visually, and think strategically. These strategies are described in more detail in *Element G*.

Attendance

CCDS will offer the required amount of instructional minutes set forth in the Education Code 47612.5 for the appropriate grade levels and will operate for at least the required minimum of 175 days. CCDS expects that students will attend school daily and will comply with Education Codes 48620, 48261, 48262, 48263, and 48291. Attendance metrics used for our LCAP report include goals to maintain a 96% or higher yearly attendance rate and decrease our chronic attendance rates have been met each year.

What it Means to be an Educated Person in the 21st Century

A current dilemma in education is how to prepare students for a quickly-changing world and job market. Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

CCDS students will acquire the following skills toward becoming an educated person in this century by the time they complete grade 8:

- Reading, writing, verbal, and math skills that demonstrate proficiency of the Common Core State Standards
- Exposure to Science, Technology, Engineering, Art, and Math (STEAM) through integrated lessons led by iSTEM trained faculty
- Core knowledge common to well-educated Americans, including emotional maturity, empathy, the willingness to be responsible for personal actions, and a clear understanding of the responsibilities and rights of their peers, staff, faculty, family members, community, country, and the world around them
- High level of comfort and familiarity with critical thinking, leadership, business principles, technology, and community service—all of which is infused into the curricula
- Skills that highlight the present and future role of technology in our daily lives
- Self-motivation, competency, and commitment to life-long learning

How Learning Best Occurs at Chico Country Day School

A Project Based Learning pedagogical approach creates an added layer of excitement and joy for learning, while also asking students to venture into unknown territory, and asking kids to learn in ways that are likely quite a bit different from the ways we learned in school. Our students are problem-solvers, questioners, and deep-thinkers. To quote Ron Berger, long-time educator and author of *An Ethic of Excellence*, “our students are ‘craftsmen’—students whose work is strong, accurate, and beautiful; students who are proud of what they do and respect themselves and others.”

Curriculum and Instructional Design

At Chico Country Day School, you will find students engaged in Project Based Learning. Teachers, as facilitators, lead students through inquiry projects based on open-ended, essential questions. These open-ended questions allow students to access content at different levels and explore real-world implications for their work. As students progress through a project, they learn and practice skills like collaboration, teamwork, critical thinking, and problem-solving. Their projects culminate with an Exhibition of Learning, where an audience of parents, board members, and community friends are invited to interact with the students and hear about their learning.

Project-Based Learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are not predetermined
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials

Positive Behavioral Intervention and Supports (PBIS)

CCDS began implementing Positive Behavior Interventions and Supports (PBIS) during the 2011-12 school year. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. All students are taught the universal expectations of “Be Safe, Be Respectful, Be Responsible” and this language is consistently used with all students across all areas of campus. Our PBIS program, combined with mindful and restorative practices has our behavioral structures headed in a positive direction. This, in turn, with using Multi-Tiered Systems of Supports (MTSS) which is an articulated and comprehensive system for addressing academic, behavioral, social educational needs for all students has enabled the school to design integrated systems to address student academic and social-emotional learning.

Focus on Technology

CCDS has developed a digital literacy and technology continuum to support the California Common Core State Standards at all grade levels. The school's broad-based investment in hardware and software continues to support student access to instructional tools and produce high level work. The school is currently a GSuite school with ample devices for students in each grade span.

Extracurricular Activities

CCDS offers after school activities including music beginning or advanced band, and/or beginning or advanced choir. For students interested in athletics and participating in local competitions, CCDS offers girls and boys basketball, co-ed cross-country, and co-ed volleyball.

Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Chico Country Day School will implement policies to assure proper placement,

evaluation, and communication regarding ELs and the rights of students and parents. The Charter School aims to ensure educational equity for ELs, which means that each child receives what he or she needs to develop his or her full academic and social potential.

Chico Country Day School practices a full inclusion model for all students including ELs. At CCDS, teachers engage students in deeper learning through project-based curriculum. Embedded within this curriculum are many pedagogical practices which are aligned with theories behind English Language Acquisition. These include meaningful work, embedded academic language and creating an environment for lowering the affective filter. Our Expeditionary Learning Curriculum is fully aligned with the California English Language Development standards. In addition to the pedagogical practices, the school provides additional personalized support where necessary through our “academic coaches” who provide extra support for students as determined by an intervention team.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). All identified students will take the Initial ELPAC or Summative ELPAC as required. Parent notification will align with all state requirements.

Reclassification Policy

Reclassification is the process whereby an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and charter. Chico Country Day School has developed student reclassification policy and procedures based on criteria set forth by the California Department of Education (CDE) guidelines. In general, students initially identified as English Learners are reclassified as Fluent English Proficient when they meet the following criteria:

- Performance on the English Language Proficiency Assessments for California (ELPAC) is Overall Performance Level (PL) 4
- Teacher evaluation of academic performance
- Parent opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skill based on the performance of English proficient students of the same age

All English Learners who meet each of the Reclassification Criteria will be reclassified. When one of the prescribed criteria items cannot be met, the Administrator may recommend reclassification and support services. English Learner students with special needs may not be able to meet the Charter’s Reclassification Criteria but can be recommended by the IEP Team for reclassification based upon results from an alternate assessment. The IEP team would review the criteria and then make a team decision.

Serving Academically Low Achieving Students

The school identifies learners who are working below grade level standards and may benefit from more intensive instructional support. Students identified as performing below grade level standards in

one or more areas are referred to the Response to Intervention (RtI) Program. We were participants in a multi-year grant to monitor and implement Multi-Tiered Systems of Support (MTSS) and were a Knowledge Development Site as well, allowing visiting educators to come learn more about the programs being implemented at Chico Country Day School.

Using multi-tiered, multiple assessment level RtI programs, staff and faculty are able to address the needs of students who may be working slightly below or significantly below grade level. The RtI staff work collaboratively with general education staff, as well as special education staff, to ensure students' needs are being met using the most effective intervention strategies in whichever environment is most appropriate to address specific learning needs and goals.

Students who are in need of additional supports are first given instruction in their classroom setting from teachers who utilize Universal Design for Learning. Using benchmark assessments throughout the year, students are identified who need additional support. The assessments used to determine students' performance levels in reading and math include AIMSweb (universal benchmark screening for reading and math), Lexia (reading), Go Math, and curriculum-based assessments linked to the California Common Core Standards.

Using the universal screening results as well as input from classroom teacher, students identified as working below average for their grade level are further assessed using diagnostic and prescriptive measures that can then be utilized for targeted, standards-based remediation. Intervention options include reading programs such as Reading Mastery, Rewards, SIPPS, Read Naturally, Seeing Stars, Visualizing and Verbalizing, Barton Reading Program; and math programs like Go Math, Do the Math, Touch Math, and Math Connections. Many of these programs include options for the use of technology to support learning within the target areas. Student progress is regularly monitored and reported to the general education staff, administration, and parents.

In 2016, our RtI team was trained in Seeing Stars evidence-based reading intervention. We know that the earlier the intervention is in place for students, the more successful it will be. To that end, we have implemented a structure where all Kindergarten students receive small group instruction in Seeing Stars for the first semester of Kindergarten. During the January benchmark assessments, it is determined who is in need of more intensive 1:1 intervention and those students then receive the targeted support they need.

In all grade levels, data is tracked regularly and groups are flexible to meet the needs of students. Our teachers and support staff are supported in looking at data and determining the best course of action for supporting each learner.

CCDS educators understand it takes a team to assist struggling learners. General education teachers provide the majority of differentiated instruction throughout the day. The RtI staff provides intensive, short-term small group and individualized instruction in specific deficit areas and identifies potential referrals to the Student Success Team (SST) and if necessary, Special Education assessment. Parents and Guardians provide connections between school, home, and community, as well as additional practice and positive reinforcement. Lastly, administration offers needed support for the RtI program to be successful, including adequate time, instructional materials, staff, and ongoing communication with staff and families.

Student Success Team (SST): When a student demonstrates continued academic or behavioral concerns and has received multiple documented interventions over a period of time resulting in no

improvement, the student is recommended to the SST. This team consists of the general education teacher, general education colleagues, RtI staff, specialists, administration, parents, and professionals, if necessary, from the community. The team's function is to problem-solve the next steps targeting specific areas with consistent interventions, documentation, revisions, and collaborative brainstorming.

Serving Academically High Achieving Students

Project Based Learning methods allow for students to excel throughout the work of the project. It may be through an extension within the original project or a deeper dive into one aspect of the project. Our fourth graders have built alternative energy systems to share with students, our fifth graders have published a book that was sold at Made in Chico, and our middle school students have built a Tiny House. All of the pathways within a project allow for acceleration, opportunities to articulate learning, and focus on building student strengths.

Our classroom teachers use literature circles and book clubs, beginning in 2nd grade, to support students at all reading levels to increase their love for reading. This is particularly beneficial for our high achieving students, as they are able to attack more difficult text and use a structured format for the text based discussions. In regards to mathematics, our high achieving math students are able to increase their math performance by being challenged to complete math problems using more than one method, and being provided with extension activities both in the classroom and using online programs.

Our middle school teachers are able to offer additional pathways for academic acceleration, including Spanish 1 and Integrated Math 1 and 2.

Plan for Serving Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").

The Charter School agrees to adhere to the policies, procedures and requirements of the El Dorado County Office of Education Charter Local Plan for Special Education. The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The Charter School and Board of Directors recognizes the need to identify, evaluate and serve students with a 504 accommodation plan. Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") no disabled individual shall be excluded, solely on the basis of his or her disability, from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of Chico Country Day School. These protections extend to individuals who have

a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having an impairment. Any student who satisfies the Section 504 criteria is eligible for accommodations by the Charter School. Protections for these students are provided for elsewhere under Charter Board Policies and Regulations, state and federal law.

A 504 team will be assembled by the 504 coordinator or designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social, and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, then the Section 504 Service Plan team members shall develop a written Section 504 Service Plan for the student. The 504 team is responsible for determining what, if any, accommodations are needed in order to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 plan, the team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The parent or guardian shall be invited to participate in 504 meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student's education, including substitutes, and tutors, must have a copy of each student's 504 Plan. The 504 coordinator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 plan. (Appendix D.)

Services for Students under the “IDEA”

Chico Country Day School operates as a Local Educational Agency (“LEA”) under the El Dorado County Office of Education (“EDCOE”) Charter Special Education Local Plan Area (“SELPA”) pursuant to Education Code Section 47641(a). As an LEA, the school will be solely responsible and liable, the same as a district, for providing special education instruction and related services in accordance with the IDEA Education Code requirements and applicable policies and practices of the EDCOE Charter SELPA. As an independent LEA, CCDS is a member of the EDCOE Charter SELPA for purposes of Special Education pursuant to Education Code Section 47641(b).

CCDS will be accountable for compliance monitoring and reporting through the SELPA, and will comply with any internal requirements of its authorizer related to IDEA. As an independent Charter of Chico Unified School District, CCDS provides special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413. Country Day will follow the EDCOE Charter SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The school will comply with EDCOE Charter SELPA protocol in providing special education instruction and related services to identified pupils. The special education director or designee will attend EDCOE Charter SELPA meetings to review special education policies, procedures, protocols, and forms of the EDCOE Charter SELPA.

Staffing

All special education services at Chico Country Day School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Chico Country Day School will be responsible for the hiring, training, and employment of qualified site staff necessary to provide special education services to its students, including without limitation special education teachers, paraprofessionals, and resource specialists.

Independent Study

The Charter School has created an Independent Study (IS) option for short term periods. All Independent Study requests must be made in writing and adhere to the following:

- An acceptable reason for requesting independent study.
- Evidence that the student will work independently to complete the program.
- Availability of experienced certificated staff with adequate time to supervise the student effectively.
- A written statement indicating educational objectives, how the objectives will be accomplished, and how progress toward the objectives will be measured.

- All forms of Independent Study require a signed Independent Study Enrollment Agreement between the school and the parent/guardian or caregiver.

All Independent Study Enrollment Agreements will contain all of the provisions required by the Education Code. Pursuant to Education Code 51747, all students participating in IS will have a written Independent Study Enrollment Agreement. The curriculum must meet all state standards for grade level, and must be in accordance with the grade's general curriculum.

Parent Notification Regarding Credit Transferability

At the discretion of the Director of Education, the school plans to accept all courses or grade completed by an incoming student. Due consideration will be given to assessment and recommendations by the teacher from the previous school, if possible to attain records. If a child is deemed by the Director of Education and teacher to be significantly behind in grade-level achievement, appropriate steps will be taken including but not limited to parent conferences, interventions, or referral to a Student Study Team.

Element B: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

--California Education Code Section 47605(b)(5)(B)

Our purpose at CCDS is to educate students toward becoming engaged and thriving learners. Our students will be able to explain their learning goals and purpose behind their work, apply their skills and content knowledge to produce purposeful, meaningful work, understand real world connections, and rely on reflective thinking. CCDS Student Learner Outcomes are as follows:

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and skills to authentic applications.
2. Connected students at CCDS build character and become responsible citizens by authentically applying life skills, making conscientious choices locally and globally, and serving their community.
3. Innovative students at CCDS are skilled inquirers and creative problem-solvers, who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

Chico Country Day School measures the extent to which all pupils demonstrate that they have attained the skills, knowledge and attitudes that the School has set as goals in its educational program. Moreover, to the extent not already accomplished, CCDS will seek to align pupil outcomes with the applicable state priorities. Further, the School’s students will also meet the academic standards adopted by the State Board of Education (SBE) that are applicable to charter schools.

Annual Goal and Outcomes

Pursuant to Education Code Section 47605(b)(5)(A)(B), the following is a table describing Chico Country Day School’s intended outcomes that align with the state priorities and the actions to achieve the state priorities.

Applicable Student Groups for All State Priority-Aligned Goals: All students (schoolwide), including statistically significant subgroups (Socioeconomically Disadvantaged, Hispanic/Latino, and Students with Disabilities).

State Priority 1

Basic Services: Providing all students with access to credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

State Priority 2

Implementation of State Standards: Implementation of California’s academic standards, including the CCSS in English language arts and math, NGSS, English language development, history social science, among others as applicable.

Annual Goal #1	Actions	Measurable Outcomes
<p>CCDS will provide high quality classroom instruction, multi-tiered supports, and safe, healthy, and equitable conditions of learning for all students.</p>	<p>100% of teachers are appropriately credentialed pursuant to Education Code Section 47605(l).</p> <p>Continue to recruit and hire highly qualified and credentialed teachers.</p> <p>Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.</p> <p>Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.</p> <p>Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.</p>	<p>100% of teachers are appropriately assigned and fully credentialed.</p> <p>100% of students have access to CCSS aligned textbooks or curricular materials.</p> <p>Math: 90% of teachers are at "full awareness to implementation" as measured with the Metric of Implementation Rubric ELA: 85% of teachers are at "full awareness to implementation" as measured with the Metric of Implementation Rubric.</p> <p>100% of facilities are safe, clean, and in good or exemplary repair.</p>

State Priority 2

Implementation of State Standards: Implementation of California’s academic standards, including the CCSS in English language arts and math, NGSS, English language development, history social science, among others as applicable.

State Priority 4

Student Achievement: Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

State Priority 7

Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM eligible, or foster youth; Education Code Section 42238.02) and students with exceptional needs.

State Priority 8

Other Pupil Outcomes: Measuring other important indicators of student achievement.

Annual Goal #2	Actions	Measurable Outcomes
<p>CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.</p>	<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore, content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p> <p>Materials and supplies for NGSS implementation will be provided as needed.</p> <p>Interventions services will be coordinated, delivered and improved upon through best practice in a tiered model of academic and behavior instruction provided by credentialed staff and academic coaches.</p> <p>Materials and professional development will be provided for classroom teachers to improve evidence based RtI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the</p>	<p>Metric/Indicator Priority 2: 100% of students have access to CCSS aligned textbooks or curricular materials.</p> <p>Metric/Indicator Priority 4: Math/ELA CAASPP school wide performance “Distance from Level 3” maintains or improves and socio-economically disadvantaged pupils “Distance from Level 3” improves by 5 points. (Appendix A)</p> <p>Metric/Indicator Priority 4: English language learner progress, ELPAC, Reclassification rates Review and track EL progress and reclassification rates at a local level.</p> <p>Metric/Indicator Annually, 100% of students, including all numerically</p>

	<p>programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.</p>	<p>significant student subgroups, will have access to all core and non-core subject content areas available.</p> <p>Metric/Indicator Priority 4/8: Local Universal Screeners 100% of students will be progress monitored through universal screeners and multiple measures K-8.</p>
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State Priority 3

Parental Involvement: Schools will make efforts to seek input from all parents and to seek parental involvement, including efforts to promote parent participation in programs that meet the needs of their students and all students.

State Priority 5

Student Engagement: Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

State Priority 6

School Climate: Highlighting school climate through a variety of factors that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

Annual Goal #3	Actions	Measurable Outcomes
<p>CCDS will create a supportive, safe and engaging environment for all students, parents and staff.</p>	<p>Increase parent/community outreach and community event opportunities.</p> <p>Support personnel to implement attendance tracking and family outreach for chronically absent students.</p> <p>Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.</p> <p>Continue school-wide implementation of Life skills,</p>	<p>Metric/Indicator Priority 3: Participation rate for surveys maintain or increase from baseline level of 40%.</p> <p>Metric/Indicator Priority 5: Chronic Absenteeism rates will maintain or decrease from baseline levels of 3.9% schoolwide and 10.6% for socioeconomically disadvantaged subgroup. (Appendix E)</p> <p>Metric/Indicator Priority 5: Attendance Rates maintain or increase from baseline level or 96%.</p>

	<p>attendance incentives, and Positive Behavioral Interventions and Supports.</p> <p>Continue supporting trauma informed practices. Provide restorative practices training for staff.</p> <p>CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.</p>	<p>Metric/Indicator Priority 5: Drop Out Rate will maintain at baseline level of 0%.</p> <p>Metric/Indicator Priority 6: Suspension Rates will maintain or decrease from baseline level of 1.7% overall and 2.6% for socioeconomically disadvantaged pupils. (Appendix E)</p> <p>Expulsion rate will maintain or decrease from baseline level of 1% overall.</p> <p>Metric/Indicator Priority 6: 90% of students in grades 4-8 participate in a student survey based on Healthy Kids Survey. (Appendix F)</p>
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Critical Learner Needs (2019)

WASC Mid-cycle 2019

Identifying Critical Learner Needs (CLN) continues to be a natural outgrowth of our self-study process. Critical Learner Needs correlate with all three Student Learner Outcomes in different ways. Supporting math, the EL curriculum, and PBL will push learners to strive for academic excellence through rich and engaging work. Students will work towards “Deeper Learning” competencies like mastering core academic content thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets through the curriculum as well as project work.

Improving our new teacher preparation in Project Based Learning will allow new hires to quickly delve into project work which, in turn, helps students build character and learn about conscientious choices or serving their community as they do the project work. This will affect students as they produce purposeful work.

Social-emotional learning plays an integral part in each of the Student Learner Outcomes. Fostering the well-being and emotional growth of students will provide the base to achieve each of these outcomes to the best of their ability. CCDS will use the SWIFT Fidelity of Implementation Tool (SWIFT-FIT) or a similar tool to measure growth and maturation of the school’s inclusive educational practices and to help with decision making about improving practices within our Multi- Tiered System of Support (MTSS).

Description	Action Steps
Seek improvement in math curriculum and instruction.	<ul style="list-style-type: none"> ● New math adoption sometime in the next three years ● Teachers will take the online Jo Boaler course to help supplement their math knowledge ● Three of our teachers have been involved with a math grant at Chico State: they will have time to share their learning and teach other teachers at our site
Seek improvement in the process of onboarding new teachers.	<ul style="list-style-type: none"> ● Two day introduction to Project Based Learning before all staff return in August ● Selected texts to be read prior to the school year starting: Ethic of Excellence, Leaders of their Own Learning ● Project Partners with veteran PBL teachers to check in about project planning ● As possible, attend an off-site PBL training in year 1 or 2 with CCDS ● Pre-tuning meeting with a Project Partner or administrator before tuning projects
Seek further development of our multi-tiered system of support (MTSS), guaranteeing ALL students access to an equitable inclusive education focused on the whole child, increasing their behavioral, academic, physical and social-emotional strengths.	<ul style="list-style-type: none"> ● Student Risk Screening Scale (SRSS) Data collected three times a year ● Use Second Step curriculum with fidelity ● Strengthen our Middle School Advisory program with training and coordinated planning ● Maintain flexibility to respond to student needs in procedures and protocols ● Search for funding sources to expand mental health and counseling services ● Develop clear written decision rules based on screening data and progress monitoring data for academics and behavior ● Train staff as needed

<p>Seek support in the implementation of new EL Curriculum Implementation</p>	<ul style="list-style-type: none">• Teachers attend Starting Strong curriculum implementation planning• PD time set aside each month for planning and grade level collaboration• Copies of Your Curriculum Companion for each teacher and administrator on staff• Purchase consumable student materials each year to support the curriculum• Administrators and support teachers utilize the EL lesson observation frameworks
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Element C: Methods of Measurement

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

--California Education Code Section 47605(b)(5)(C)

CCDS recognizes that assessment is a critical element for student success and this data will provide the information necessary to create strategic instructional programs to meet student needs; therefore, student assessment will include diagnostic, summative, formative and cumulative assessments. CCDS uses data-driven decision making to support our educational program. CCDS will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), to all students required to take each battery of tests. This includes:

- California Assessment of Student Performance and Progress (CAASPP)
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)
- California Alternate Assessment (CAA)

As part of this measurement, the Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public school, as required by Education Code Section 47605(c)(1).

Overview of CCDS Assessments

The Charter School implements a wide assortment of ongoing authentic assessments. The assessments are linked to the standards for literacy, mathematics, science, and history-social science. The goal of assessment is to provide information for:

- Curriculum planning, determining and planning instructional practices.
- Special needs and interests of students.
- Feedback to students regarding their individual progress.
- Program evaluation and accountability.
- Students engage in self-reflection and assessment of their work.
- Communication to parents and the larger community.

In addition to standardized testing, CCDS implements performance-based assessment in ways that enable students to demonstrate what they know and what they are able to do in meeting statewide standards. Performance-based assessments include, but are not limited to:

- **Exhibits, Demonstrations and Presentations of Learning:** These projects represent a culmination of the student’s learning in curricular areas; they may reflect interdisciplinary themes applied to core curriculum.
- **Classroom Assessments:** Teachers assess students regularly in reading, writing, and mathematics.
- **Formal Assessment Reports to Parents:** A formal progress report or report card is sent to parents two times a year. Students are assessed in all academic areas.
- **Conferences:** A variety of conferences are conducted throughout the school year and include:
 - ***Student Led Conferences:*** At these conferences students share their goals and progress.
 - ***Parent/Teacher/Student Conferences:*** At these conferences, teacher reports academic and social progress and team discusses goals, expectations and concerns.

Assessments Used at Chico Country Day School

Name of Assessment	Date Administered	Purpose for Administering
AIMSWEB (Universal Benchmark)	Three times per year (Fall, Winter, Spring)	Local benchmark for assessing student academic progress
CAASPP/CAST	Spring	Tests student proficiency of the California Common Core State Standards
California Alternative Assessment	Spring	Students with Significant Cognitive Disabilities which prevents them from taking CAASPP
Physical Fitness Test	Spring	Required to ensure students are physically fit
ELPAC	Fall (Initial) Spring (Summative)	To assess English Language proficiency
School-wide Exhibition	Two times per year	Demonstrate presentations of learning to teachers, parents, and community
Student Led Conferences	Springtime	Students facilitate a meeting

		with their teacher and parent or guardian in order to articulate their successes and growth areas for the year
Student Risk Screening Scale-IE	Three times per year (Fall, Winter, Spring)	Screen student for internalizing and externalizing behavioral challenges

Use and Reporting of Data

CCDS will collect, analyze, and report student achievement in a continuous manner. The school makes use of student performance data to inform instructional practices. Students will be assessed using norm referenced, research based measures to determine academic needs and progress. Staff analyzes data and plans for student learning. Smarter Balanced Assessment Consortium (SBAC) assessments will be analyzed once results are received from the state. Teachers are provided with collaboration time to review their students’ scores, class scores, as well as the scores for the upcoming year’s class to stimulate long-range curricular planning.

Using a continuous cycle of improvement model for ongoing planning, review, and growth, CCDS has streamlined the efforts required for planning and reporting by establishing long-term goals which reflect LCAP priorities, critical learner needs and student outcomes. The goal-setting required by WASC for the Schoolwide Action Plan informs and targets the annual LCAP reports. Regular “Professional Learning” days provide opportunities to highlight strengths and identify areas for improvement. Bi-annual “Information Sessions” invite all stakeholders to participate in focus group sessions on WASC Critical Areas for Follow-up and LCAP goals where data is shared. In addition, parent and student input is collected through surveys each year. From these data review sessions, information is gathered and evaluated, which helps inform the direction of the school.

Independent Performance Evaluation

CCDS received its full accreditation by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) in 2010. This process entails a school to assess their program and the impact on student learning with respect to the ACS WASC criteria and other accreditation factors. Since then, CCDS received an additional six-year term in 2016, extending accreditation through 2022. Recently, the School successfully completed a mid-cycle review with an excellent report. **(Appendix G)**. The Charter School will continue with the accreditation cycle in the spirit of continual improvement.

School Accountability Report Card

The final use of the data will be to create a School Accountability Report Card in order to report school performance to the community at large. The SARC will be produced on a yearly basis.

Local Control Accountability Plan

Pursuant to Education Code Section 47606.5, CCDS will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve goals aligned with the goals identified in Element B of this charter regarding the State Priorities. A sample is attached. **(Appendix**

H). CCDS shall use the LCAP template adopted by the State Board of Education and reserves the right to establish additional, and/or amend, school-specific goals and corresponding assessments throughout the duration of the charter. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by CCDS at the school site. CCDS shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Element D: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

--California Education Code Section 47605(b)(5)(C)

While CCDS will continue to collaborate with CUSD, CCDS shall operate as a separate legal entity, independent of CUSD. CCDS is operated by Chico Country Day School, a California nonprofit public benefit corporation, and will be governed in accordance with applicable law and its adopted Bylaws which shall be consistent with the terms of this charter.

The Board adheres to a conflict of interest code which complies with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and any conflicts restrictions that may be adopted in the future as applicable to CCDS. CCDS shall comply with Government Code Section 1090 as required by SB 126 (2019). CCDS shall comply with the Public Records Act.

Pursuant to Education Code Section 47604(d), CUSD in performing its oversight of the School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School.

Governance

CCDS is governed by Chico Country Day School's Board of Directors, which has the overall responsibility for the educational and fiscal oversight of CCDS, approving all major educational and operational policies, approving all major contracts, annual budgets, and evaluating lead administrators. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and overseeing that school resources are managed effectively.

The number of people serving on the Board of Directors of CCDS and the length of term is specified in the CCDS Board of Director Bylaws. The Board will always consist of at least the following members: five (5) and no more than fifteen (15) members nominated by the Board Development Committee and elected by the Board of Directors.

The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees: These members will consist of at least three (3) parents of an active CCDS student and at least one (1) community member, nominated and elected in accordance with the Bylaws. No interested party or staff member will be members of the Board of Directors. The Board of Directors reserves the right to amend the by-laws to increase the number of directors at any regularly scheduled board meeting.

A quorum by the Board shall be a majority of the voting members. All meetings of the Board shall be called, noticed, and held in compliance with the applicable provisions of the Ralph M. Brown Act.

The CCDS Board has a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh the input and opinions, carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The CCDS Board will meet regularly and as needed, and will be responsible for carrying out Board responsibilities, including, but not limited to, the following:

- Hiring and evaluating the Administrative personnel, inclusive of but not limited to the Dean of Students, the Director of Education, the Special Education Director and the Chief Business Officer of the School.
- Approving and monitoring the implementation of general policies of the Charter School, including personnel policies for career growth and compensation of staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the School's annual budget.
- Acting as fiscal agent.
- Approving the annual school calendar.
- Contracting an external auditor for an annual financial audit according to generally accepted accounting practices.
- Monitoring of student achievement.
- Development of Board policy and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual audits.
- Approval of personnel discipline policies.
- Creation of committees as needed, including an audit committee.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purpose for which CCDS is established.

Modifications to CCDS policies previously adopted by the CCDS Board must be approved by the Board. Specific procedures will be addressed in the operating policies and procedures and the Bylaws.

Role of Parents/Guardians in Student Education

Parents are a vital resource at CCDS, and their participation is crucial. They serve as volunteers for a variety of special events and projects and as educational partners bridging home and school. Additionally, the financial support they provide through voluntary donations greatly enhances our students' extracurricular experiences, augments school supplies, and helps fund field study trips. Most importantly, our parents contribute to our strong sense of community.

The Parent-Teacher-Partnership (PTP) provides support for academic programs by organizing volunteer and service activities. These activities focus on fostering community spirit, facilitating the transition of new families into the school, promoting CCDS in the larger community, and fundraising. CCDS shall notify parents that involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

The *Parent & Student Handbook* is distributed to families and caregivers every year. It is also available on the school's website. The handbook outlines the central role of families at CCDS in a variety of capacities: helping students with homework, assisting in the classroom, and/or joining a committee and becoming more involved. The 2019-20 Parent & Student Handbook is included. **(Appendix I)**

Element E: Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the charter school
---California Education Code Section 47605(b)(5)(E)*

CCDS shall not discriminate against qualified applicants or employees on the basis of his/her actual or perceived race or ethnicity, color, religion, national origin, ancestry, citizenship, age, marital status, sex, gender, gender expression, gender identity, sexual orientation, physical disability, medical disability, medical condition, genetic information, pregnancy, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Administrator Qualifications

The Administrators of CCDS should possess leadership abilities, a comprehensive educational vision that is consistent with school's mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, as well as business, HR and legal experience.

The key positions at CCDS within the administrative structure and accountable to the Board of Directors is the Director of Education, the Dean of Students, the Special Education Director, and the Chief Business Officer.

The minimum criteria for administration candidates include: a Bachelor of Arts Degree or its equivalent, a California Teaching Credential with a Masters and Administrative Credential preferred, and at least five years of teaching and/or administrative experience for the Director of Education, the Dean of Students, the Director of Special Education and other instructional leaders; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school. The Chief Business Officer is considered a classified employee and is not required to have a teaching credential or experience teaching. This position should have training in school business management, HR management, a Bachelor of Arts Degree or equivalent, and preferably a master's degree. All job descriptions are included. **(Appendix J)**

Teacher Qualifications

CCDS shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing pursuant to Education Code Section 47605(l). Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l).

The School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities, such as music, drama, band, physical education, and various electives.

Teachers are responsible for providing quality instruction in their respective classroom setting in their respective subject (e.g., math, language arts, science, social studies, art, music, and physical education). Teachers are required to use a variety of teaching methods and strategies to engage students with different learning styles, abilities, and maturity levels. Additional responsibilities include helping develop students' learning skills, study skills, problem solving skills, critical thinking and social skills, collaborating with CCDS administration, paraprofessionals, education coordinators, tutors and other personnel who are an integral part of the student's achievement.

The teacher will be in charge of the class at all times and will be responsible for meeting all administrative requirements. Curriculum will be developed by the teaching staff and will be modified as appropriate to adhere to California State Educational Standards and to CCDS' educational philosophy.

Non-Instructional Staff

All non-instructional staff such as clerical, custodial and other "classified" personnel must possess experience and expertise appropriate for their position. Qualifications are based on the ability to perform the prescribed duties; at least one year of previous office and clerical experience; telephone etiquette, computer skills, and general communication skills with parents and others with whom they may come into contact.

Qualifications for All Staff

All employees must furnish or be able to provide:

- A criminal record summary as described in Education Code section 44237.
- Documents establishing legal work status.

CCDS adheres to the applicable California laws regarding fingerprinting and TB testing of employees. CCDS adheres to school policy pertaining to the safety and health of all employees and students. Prior to the first day of work for every employee, CCDS processes all background checks through Live Scan administered by the Department of Justice in accordance with Education Code section 44237.

All personnel must commit to the mission and vision of CCDS. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of CCDS and its students.

In the event of disciplinary action, employees will be protected by due process pursuant to written school policies. Most disciplinary matters will be dealt with by the immediate supervisor in accordance with school policies.

Substitute teachers will be drawn from the CCDS substitute teacher pool.

Staff Recruitment & Hiring Process

CCDS has developed Staff Recruitment & Hiring Guidelines that are followed by the administrators and supervisors for the recruitment and hiring of all CCDS staff. The policy is employed when a position is vacated or when a position is created and vacant. The guidelines include the posting procedures, the application process for both internal and external candidates, the interview process, the holding of applications, the selection and offering of a position, orientation and the notification of candidates not selected. It also includes a non-discrimination clause. This policy is attached with this Charter Petition. CCDS also has policies regarding voluntary transfers, staff reduction, and outside employment, which are included. **(Appendix K)**

Once staff is hired, the supervisor for that staff member is responsible for the development of the employee as well as the evaluation of that employee. This is illustrated in the organizational chart attached. **(Appendix L)**

The Board of Directors leads the process for the recruitment and hiring of the administrative team members of the School, which is coordinated by the Human Resources Office. The Board of Directors is responsible for the development, support and evaluation of administrative staff.

Professional Development

CCDS invest heavily in professional development for our staff. Collaboration time will be the cornerstone of the professional development action plan. Staff participates in organized professional development activities. The Director of Education will plan staff development based on analysis of assessment data, and staff feedback. Any newly adopted curriculum will also include faculty development to ensure full implementation.

Element F: Health & Safety Procedures

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

--- California Education Code Section 47605(b)(5)(E)

CCDS will meet all local building codes for non-district owned facilities occupied and all applicable safety regulations. This will include adherence to local fire regulations, safety inspections, earthquake drills, visitor control, and the CCDS disaster plan. In addition, the School Facility Manager will conduct periodic classroom and grounds safety inspections which will be reported to the Board of Directors and the Safety Committee, which consists of teachers, parents, administrators and board members. The safety committee will have the authority to make recommendations to the Board of Directors regarding changes necessary to improve safety and will adhere to the comprehensive school safety plan adopted by the CCDS Board of Directors.

The CCDS Board of Directors has adopted and implemented a comprehensive set of health, safety, and risk management policies included in the CCDS Comprehensive School Safety Plan. This plan includes the safety topics listed in subparagraphs (A) through (H) of Education Code section 32282(a)(2), and procedures for conducting tactical responses to criminal incidents. The plan will be reviewed and updated by March 1 of every year by CCDS.

CCDS safety policies were developed in consultation with the school's insurance carriers and address the following topics:

- A requirement that all enrolling students provide records documenting immunizations as required by Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075
- Policy for Tuberculosis Risk Assessment and Examination whereas employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406
- Policies that state that CCDS will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes

- Policies relating to preventing contact with blood-borne pathogens
- Policies requiring that staff receive training in emergency and first aid response
- Policies relating to the administration of prescription drugs and other medicines as required by Education Code Section 49423
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, or district-owned facilities
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and volunteer of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237
- A Code of Conduct that all employees must adhere to
- Required Role as Mandated Child Abuse Reporters: All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691

These policies will be incorporated into the school's student and staff handbooks and/or Comprehensive School Safety Plan for CCDS and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. At the beginning of each school year, and throughout the year at various times, staff is trained in school safety protocols and procedures and these are reviewed regularly with all staff, and drills performed with students and staff.

All volunteers at CCDS must be professional in their conduct. All confidential items will only be handled by certificated or classified personnel entitled to have access to those materials. All volunteers that have contact with students on campus or in the classroom must also submit to a criminal background check as required of employees of the school.

Pursuant to AB 2601 (2018), CCDS shall comply with the California Healthy Youth Act commencing with the 2019-20 school year. In furtherance of supporting the nutrition and education of our students, CCDS shall provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law.

Element G: Means to Achieve Racial & Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

---California Education Code Section 47605(b)(5)(G)

CCDS will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts will include, but not necessarily limited to:

- Announce the CCDS's interest in seeking applications through our website, banners, advertising
- Expend at least 20 hours in staff time annually in community outreach efforts, including conducting outreach and recruitment events
- Development of promotional materials (i.e. a school brochure, flyers, website, and advertisements for local media) that is transmittable to the populations, such as various racial and ethnic groups generally populated by the Charter School (and others)

In furtherance of the Charter School's goal to increase socioeconomic, racial, and ethnic diversity, Charter School intends to target communications and outreach efforts to the Barber Neighborhood and similar neighborhoods in our community. These efforts dovetail with admissions preferences that are tailored to increase diversity.

Charter School will establish an application period of at least 60 consecutive days each year within the months of November through March. Information about the application period, the admissions process, and the lottery will be made available to the public in student recruitment materials, advertising and forums, and on the Charter School's public website.

Charter School will maintain auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment information will include the following information about admission requirements.

Element H: Admissions Requirements

Governing Law: Admission policies and procedures, consistent with [Education Code section 47605(d)].

---California Education Code Section 47605(b)(5)(H)

New Applicants

CCDS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CCDS shall admit all pupils who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into CCDS. CCDS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

To apply, a parent or guardian must complete and return a simple, non-discriminatory application by a published deadline before the end of the open enrollment period.

Admissions Lottery

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. If CCDS receives more applications than there are spaces available for a particular grade level, a public, computerized lottery will be held to assist in determining admissions. Notification of the lottery date will be made public and all members of the public will be able to witness the lottery computerized process. Within the context of the admission process, CCDS seeks to deliver on the spirit and intent of *Brown vs Board of Education* by using legally-permissible means to enroll a profile of students representative of the racial, ethnic, and socioeconomic diversity of the local district. CCDS shall hold a public random drawing to determine enrollment, with the exception of existing students, who are guaranteed enrollment for the following school year:

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

Acceptance, Notification, and Waiting Pool

Once the initial openings have been filled using the procedures described above, CCDS will notify chosen applicants and inform them of their option to enroll in the school.

Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with the CCDS admission policies delineated above.

When names are drawn, CCDS will notify they have the option of enrolling in the school. Notifications will give applicants 24 hours to inform the school of the applicant's intentions. In the absence of an affirmative and timely response, CCDS will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the CCDS Board of Directors.

Element I: Financial Audit Processes

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

--- California Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of CCDS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCDS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting principles applicable to CCDS. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

CCDS will select an independent auditor. The audit firm will be approved by the State Controller on its published list as an educational audit provider. The audit firm will have experience in education finance. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

CCDS is operated by a nonprofit public benefit corporation, and CCDS will comply with all state laws pertaining to financial reporting to CUSD and the State of California. As a non-profit corporation, the CCDS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's financial affairs.

The annual audit will be completed and forwarded to the District, the Butte County Superintendent of Schools, and to CDE by the 15th of December of each year. The Board, in coordination with the Chief Business Officer and other leadership staff, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The CCDS Board will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

The independent financial audit of CCDS is public record to be provided to the public upon request. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

CCDS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, Average Daily Attendance (ADA); LCFF; the California State Lottery; supplemental instruction funding; categorical block and non-block grants; parcel taxes; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available sources of funding for programs. When applicable, the Charter School may seek equitable distribution of local sales taxes and other similar funding sources.

Element J: Suspension & Expulsion Policies

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

---California Education Code Section 47605(b)(5)(J)

Charter schools, like CCDS, are generally exempt from most provisions of the Education Code that apply to school districts, including those provisions relating to student suspension and expulsion. Procedures for suspension and expulsion of students shall nonetheless be consistent with all applicable federal and state statutes and constitutional provisions. This charter school voluntarily considers some of the grounds for suspension and expulsion applicable to district-operated schools, as well as additional grounds as identified below. As a charter school, we may revise this non-exhaustive list at any time.

CCDS shall enforce disciplinary rules and procedures fairly and consistently among all students, and will regard suspension and expulsion as a last resort. Students will be afforded due process, including the option of a hearing and right of appeal, as described below.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same

grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal law or special education local plan area (“SELPA”) policies require additional or different procedures.

I. **Grounds for Suspension (Non-Exhaustive List)**

Students may be suspended for any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property
5. Damaged school or private property including, but not limited to attempting to cause such damage
6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4
7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of “cyber-bullying”
8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity
9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties
10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating
11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using CCDS’ systems
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
13. Any other serious violation of CCDS rules or behavioral expectations

II. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. *Suspension Notice*

The Dean of Students (or his/her designee) has the authority to suspend students. If the Dean of Students (or his/her designee) determines that a student is to be suspended, the Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). The Suspension Notice shall inform the pupil of the reason for the disciplinary action and the evidence against him or her and the pupil shall be given the opportunity to present his or her version and evidence in his or her defense.

Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue and stating how the student intends to move forward or some other form of restorative process as CCDS may determine in its sole discretion.

2. *Optional Discipline Review Meeting*

If a student is placed on a suspension, the school may call for a Discipline Review Meeting with the parents and/or guardians. This Discipline Review Meeting may be scheduled preceding the suspension or after the completion of the suspension. During the course of the Discipline Review Meeting, the Dean of Students (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and (3) next steps, which may include remedial strategies to support the student. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference scheduled by CCDS school officials.

3. *Appeal of Suspension*

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon receiving a Suspension Notice, a parent may appeal the suspension decision in writing to the Dean of Students. The Dean of Students (or his/her designee) shall review the appeal and any other evidence provided by the parent and make a determination within two (2) school days. The Dean of Students' (or his/her designee's) determination shall be final.

4. *Suspension Pending Expulsion Review*

If the Dean of Students (or his/her designee) determines that an expulsion may be warranted, the Dean of Students (or his/her designee) may impose a suspension pending a review to determine if expulsion is warranted. The Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension pending expulsion review. If the Dean of Students (or his/her designee) decides to make a recommendation for expulsion, he or she shall provide notice as described in Section IV(1) of this policy.

III. Grounds for Expulsion (Non-Exhaustive List)

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon another person
2. Possessed, sold, or otherwise furnished any real or imitation firearm, explosive, knife, or other dangerous object
3. Possessed, used, being under the influence of, offered, arranged and/or negotiated to sell tobacco, alcohol, drugs, other controlled substances, drug paraphernalia, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs
4. Stole or attempted to steal school or private property and/or aiding or abetting in the same; knowingly received stolen school or private property
5. Damaged school or private property including, but not limited to attempting to cause such damage
6. Sexual harassment; committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code section 243.4
7. Threatened, harassed, bullied, and/or attempted to intimidate other members of the CCDS community including, but not limited to acts of “cyber-bullying”
8. Committed an obscene, profane, vulgar act; engagement in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise defied the authority of supervisors, teachers, administrators, their school officials, or other school personnel engaged in the performance of their duties
10. Violated CCDS academic policies, including, but not limited to plagiarism and/or cheating
11. Violated CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using CCDS’ systems
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
13. Any other serious violation of CCDS rules or behavioral expectations

IV. Expulsion Procedure

A student may be recommended for expulsion by the Dean of Students. Unless a hearing is timely requested by the student’s parent or guardian, the Dean of Students’ determination is final. If the student’s parent or guardian timely requests a hearing, the student may be expelled only following an evidentiary hearing before the Director of Education or designee acting as

the neutral “Hearing Officer.” If the Director of Education participated in the disciplinary process resulting in the recommendation for expulsion, the Director of Education shall designate another qualified individual to serve as the Hearing Officer to ensure the Hearing Officer is neutral. The Hearing Officer may recommend expulsion for any student found to have committed an expellable offense. The hearing shall be held in a private, confidential setting.

1. ***Notifying Parents of Expulsion Recommendation and Request for Hearing***

The Dean of Students (or his/her designee) shall provide written notice to the parent(s) of a recommendation of expulsion that includes reason(s) for the recommendation for expulsion (“Expulsion Notice”).

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The Expulsion Notice shall also inform parents that they have ten (10) school days from the issuance of the Expulsion Notice to file a written request for a hearing. If no hearing is requested, the expulsion determination is deemed to be uncontested and the expulsion becomes final as of the 11th day following the Dean of Students’ recommendation for expulsion. If requested and unless postponed for good cause, the expulsion hearing shall be held within twenty (20) school days after the parent(s) submit their written request for hearing.

2. ***Written Notice of Expulsion Hearing***

If a hearing is timely requested, CCDS staff shall provide written notice of the hearing at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served on the student and his/her parent(s)/legal guardian(s). The notice shall include the following information:

- a) The date and place of the expulsion hearing;
- b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c) Explanation of how student violated CCDS policy;
- d) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
- e) State the opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f) State the right to inspect and obtain copies of all documents to be used at the hearing;
- g) State the opportunity to confront and question witnesses who testify at the hearing;
- h) State the opportunity to question evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

3. ***Record of Hearing***

A record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. The record shall include all written evidence presented.

4. ***Presentation of Evidence***

While technical, court-like rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence upon which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer to expel must be supported by evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses for whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

5. ***Findings***

The decision of the Hearing Officer shall be in the form of written findings of fact and a written determination on the expulsion. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

6. ***Written Notice of Expulsion***

Following a decision of the Hearing Officer to expel, the Dean of Students (or his/her designee) shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expulsion status. The written notice shall also inform the student's or parent/guardian of the right to appeal the expulsion.

7. ***Appeals***

Within five (5) calendar days from issuance of notice of the decision to expel, the student's parent/guardian may submit a written request to the Director of Education to appeal the determination. The appeal will be considered by an Administrative Panel to be assigned by the Director of Education or designee. The Administrative Panel shall consist of neutral individual who did not participate in the disciplinary process for a student appellant. The Administrative Panel should consist of at least one member who is certificated and not a teacher of the pupil. The Administrative Panel shall act on the appeal at its earliest opportunity, although not later than thirty (30) school days from issuance of notice of the decision to expel. The Administrative Panel shall consider the findings of fact and record of the hearing; however, the appeal is not a second hearing, so no additional evidence or testimony is taken or heard. If the Administrative Panel overturns the expulsion on appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal, and the parent(s) shall be promptly notified.

V. **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. ***Notification of SELPA***

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. ***Services During Suspension***

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. ***Procedural Safeguards/Manifestation Determination***

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct (e.g., student discipline policy), the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. ***Due Process Appeals***

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. ***Special Circumstances***

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. ***Interim Alternative Educational Setting***

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. ***Procedures for Students Not Yet Eligible for Special Education Services***

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary policies may assert the procedural safeguards granted herein only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VI. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCDS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CCDS, Hearing Officer or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days of notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

CCDS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area.

If one or both of the support persons is also a witness, CCDS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCDS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing Officer from exercising his or her discretion to remove a person from the hearing who is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

VII. Involuntarily Removal

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the

native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the hearing procedures specified above for expulsions before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified above, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated.

Element K: Employee Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

---California Education Code 47605(b)(5)(K)

Non-certificated staff at CCDS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the CCDS Board of Directors and adopted as the school's employment policies.

CCDS participates in the State Teachers Retirement System, CalSTRS and Public Employees Retirement System, CalPERS, and coordinates such participation, as appropriate, with the social security system.

All employees who are not members of STRS, PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law. CCDS will make all employer contributions as required by STRS, PERS, and federal social security laws. CCDS will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer. The Chief Business Officer is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

Element L: Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools..
---California Education Code 47605(b)(5)(L)

Chico Country Day School is a school of choice. No student may be required to attend CCDS. Students who opt not to attend CCDS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Chico Unified School District or their district of residence.

Parents and guardians of each student enrolled in CCDS shall be informed upon enrollment that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCDS, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
--California Education Code 47605(b)(5)(M)

No public school district employee shall be required to work at CCDS. Employees of the District who choose to leave the employment of the District to work at CCDS will have no automatic rights of return to the District after employment by CCDS unless specifically granted by the District. CCDS employees shall have any right upon leaving the District to work in CCDS that the District may specify, any rights of return to employment in a school district after employment in CCDS that the District may specify, and any other rights upon leaving employment to work in CCDS that the District determines to be reasonable and not in conflict with any law.

All employees of CCDS will be considered the exclusive employees of CCDS and not of the District, unless otherwise mutually agreed in writing. Employment by CCDS provides no rights of employment at any other entity, including any rights in the case of closure of CCDS.

Element N: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. ---California Education Code 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the CCDS pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of CCDS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within CCDS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of CCDS, shall be resolved pursuant to policies and processes developed by CCDS.

The District shall not intervene in any such internal disputes without the consent of the governing board or an Administrator of CCDS for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the CCDS Board has requested the district to intervene in the dispute.

Disputes Between CCDS and CUSD

Any Dispute between the District and the Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Wendy Fairon
Director of Education
102 W 11th St
Chico, CA 95928
wfairon@chicocountryday.org

To District:

Kelly Staley
Superintendent
1163 East Seventh St.
Chico, CA 95928-5903
kstaley@chicousd.org

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element O: School Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records

--- California Education Code 47605(b)(5)(O)

Documentation of Closure Action

The decision to close the Charter School, for any reason, will be documented by an official action of the Board. The action will identify the reason for the school's closure and the entity or individual responsible for conducting closure related activities.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the Charter School and the District should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notifications to the California Department of Education and District

The Charter School will send a notice of the school closure to the Charter Schools Division at the CDE, District, County Office of Education, and other entities as required under Title 5 California Code of Regulations section 11962. The notification will include the following information:

- a) Charter school name, charter number, and CDS code
- b) Date of closure action
- c) Effective date of the closure, if different
- d) Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)

Notification to Parents and Students

Parents and students of the Charter School will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school.

Notification to Receiving Districts

CCDS or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the CCDS charter school so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.

CCDS and the District will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. CCDS and/or the District will assist parents in the transfer of the students to other appropriate school and facilitate the transfer of all student records.

The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close-Out

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School and/or the District will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Dissolution of Assets

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation and Bylaws. Any assets acquired from the District will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Governing Law: “The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”

--California Education Code Section 47605(g)

Facilities

Chico Country Day School has two campuses divided by grade level located within the boundaries of the District. The main office and elementary grades TK-5 are located on a former CUSD school site at 102 West 11th Street, Chico, CA 95928. The business office and grades 6-8 are located directly across the street at 1054 Broadway, Chico, CA 95928.

CCDS renovated the District facility on 11th Street in 2014 after being awarded a grant/loan through Proposition 1D. The elementary side of campus consists of 13 “Gen 7” classrooms, 7 modular classrooms, and a gymnasium, as well as play areas. The middle school campus which is 12,000 square feet, was purchased privately in 2011 and renovated to include 6 classrooms, a resource room and several offices, as well as a common area, an outside area and a parking lot.

Utilizing Measure K Bond funding, CCDS plans to remodel several classrooms on the elementary campus over the next few years and is currently developing those plans to replace the modular classrooms. In 2019, CCDS purchased the adjacent lot located at 1030 Broadway. Plans for that property are currently being developed and will serve as temporary parking while renovations of the elementary campus occur. All buildings meet either DSA requirements or city building codes. CCDS has an annual fire inspection as well as an insurance inspection every two years. CCDS also sets aside routine maintenance funding in the annual budget.

Budgets and Financial Reporting

CCDS has provided a Multi-Year projection budget in **Appendix M** of this Charter. CCDS will provide CUSD with financial reports in accordance with applicable law (Education Code Section 47604.33), including an Annual Budget, Unaudited Actuals, First and Second Interim Budgets.

Oversight Visits

CCDS and CUSD will jointly develop a continued visitation process to enable the CUSD to gather information needed to validate the school’s performance and compliance with the terms of this charter. However, CCDS agrees to and submits to the right of the authorizing district to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code Section 47607.

Response to Requests for Information

Pursuant to Education Code Section 47604.3, the CCDS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from CUSD, the Country Office of Education, and the State Superintendent of Public Instruction.

Potential Civil Liability Effects

The Charter School shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d). As such, the District shall not be liable for the debts or obligations of the Charter School if the District has complied with all oversight responsibilities required by law.