

**CHICO COUNTRY DAY SCHOOL ANNUAL**  
**PERFORMANCE REPORT TO THE CUSD BOARD OF**  
**DIRECTORS**  
**JULY, 2008**

**The mission of Chico Country Day School is to grow responsible citizens who are guided by the core values of respect, responsibility, and compassion, and to establish a community dedicated to the pursuit of academic excellence.**

**Board of Directors**

- **Eric Hoiland (Chair) – Butte College Director – Community Member**
- **Amy Gomersall – Parent and business owner**
- **Chuck Tatreau – Parent and Building Contractor**
- **Ken Petruzelli – Attorney – Community Member**
- **Colly Fischer – Teacher**
- **Susie Bower – Teacher**
- **Karen Rose – Parent**
- **Vito Mule – CFO, Hignell Companies – Community Member**
- **Jerry McGuire – Retired Superintendent of Schools – Community Member**
- **Dick Stein – Business Owner – Community Member**
- **Dawn Kusomoto – Parent and Attorney**
- **Matt Meuter – Parent and Chico State Professor**
- **Kevin Murray – Parent and business owner**
- **Don Brashears – Business Owner – Community Member**
- **Darian Sterling – Business Owner – Community Member**
- **Mike Dunbaugh – Butte College Director – Community Member**
- **Margaret Reece-Gazda – Executive Director**
- **Paul Weber – Principal**
- **Sara Simmons – CUSD Liaison**

**Per Element 9 of the CCDS Charter, Chico Country Day respectfully submits this report.**

**Enclosed are summaries and data regarding:**

- 1. Student progress toward goals and outcomes**
- 2. Student performance data**
- 3. Major decisions and policies enacted by the CCDS Board of Directors**
- 4. Data on parent involvement and satisfaction**
- 5. School health and safety policies**
- 6. Enrollment and admissions data and practices**
- 7. Dispute resolution mechanism**

**ELEMENT 9 (1) & (2). Student progress toward goals and outcomes. Student performance data.**

- Attached are STAR scores for 2007 in English-Language Arts and Mathematics, and Science. Our API score decreased from 862 to 835. Our Low Socio-economic population had an API score of 791. All API and AYP goals were met. All growth targets were met.
- Assessment Data from Annual School Improvement Planning measures student progress in specific essential standards. Students not meeting proficiency are remediated through classroom interventions as well as during school and after school pull-out interventions. Student progress is then monitored to track students as they improve toward proficiency. Intervention programs at CCDS include: Reading Recovery; Read Naturally; SIPPS; Math Club; Homework Club; Strategies for Non-Fiction Reading, and RESULTS, after-school tutoring and "Extended Day" for all 6<sup>th</sup>-8<sup>th</sup> graders.
- 21 hours of Staff Development is required of teachers annually. Staff Development projects directly impacting student achievement during the 2006-2007 school year:
  1. Kovalik Institute (Integrated Thematic Instruction) Training
  2. A Framework for Understanding Poverty
  3. Assessments, Backward Mapping, and Rubrics
  4. Special Education and Neverstreaming
  5. CALSTAT RTI Conference
  6. Unwrapping Essential Standards
  7. SIPPS Intervention Training
  8. C-LRN Workshop – Evaluating online teaching resources
  9. Behavior Modification Training

### **ELEMENT 9 (3). Major decisions and policies enacted by the Board of Directors**

- Submission of Proposition 1D application to the Office of Public School Construction. Approval of \$8.4 million project.
- Successful outreach to the community for Board member recruitment with the addition of three new community Board members (Don Brashears, Michael Dunbaugh, Darian Sterling).
- Approved "Go For The Gold" Annual Giving Campaign.
- Approval of purchase of two new portable classrooms accommodates our overall growth and expansion at 3<sup>rd</sup> grade and 7<sup>th</sup> grade.
- New policies approved:
  1. Update and revision of Board bylaws
  2. Unpaid leave of absence policy
  3. Personal leave / sick leave policy
  4. Student Enrollment policy
  5. Fixed asset capitalization policy
- Approval of application to the Butte County SELPA to become an LEA for special education services starting with the 2008-2009 school year. This application was approved by the SELPA for Chico Country Day School. We will become our own special education provider beginning July, 2008. Completed hiring of special education staff. Received Special Education / Local Plan Certification.
- Initiated Strategic Planning Process. Completed list of priorities in all areas. Completed parent/staff survey of strategic planning needs.
- Approved a contract with Redding School of the Arts to provide School Psychologist services, Speech and Language Services, and CASEMIS and Special Education reporting to the Butte County SELPA.
- Approved (in principal) a contract with CUSD Food Service Department to provide school lunches and breakfasts and have the District administer the federal free and reduced price lunch program at CCDS.

### **ELEMENT 9 (4)**

- Attached is the Strategic Planning Survey administered to staff and parents.
- Student retention rate from 2006-2007 school year to the 2007-2008 school year was 93%.

#### **ELEMENT 9 (5)**

- Attached is the CCDS 2008-2009 Staff list. We have two administrators (Executive Director and Principal), 31 credentialed staff members, 10 classified staff, After School Director and 5 After School Aids, 2 licensed Pre-School Directors/Coordinators and a pre-school teacher.
- All teachers are credentialed and teaching in their area of specialization. 30 of the 31 teachers are certified as Highly Qualified under NCLB. CCDS participates in the BTSA program. Our BTSA Support Provider is a "Trainer of Trainers" in the Butte County BTSA Program. Another teacher is on a grant program through CSU-Chico and the North State History/Social Studies Project. He provides staff development through that grant.
- All employees at CCDS are cleared through DOJ, and meet all employment standards, such as having TB clearance and current CPR, Injury/Illness Prevention Training, and Blood Borne Pathogen Training.

#### **ELEMENT 9 (6)**

- CCDS has active and updated Safe Schools Plan, Read-Plan, and Emergency Evacuation Plan. There is a Crisis Response Box in the office and Emergency Response Procedures posted in every classroom. Fire Drills are conducted monthly, Code Red Lock Down Drills are conducted quarterly, and an Emergency Evacuation Drill is conducted annually.
- CCDS has an active Safety Committee comprised of Board members, staff members, and parents. Areas of focus and procedures addressed during 2007-2008 school year include:
  1. Updated the Safe Schools Plan
  2. Conducting monthly Fire Drills, quarterly Code Red Lock Down Drills, and an annual Emergency Evacuation Plan.
  3. Initiated the process of creating Emergency Kits for every classroom.
  4. Improved lighting on campus.
  5. Created a mandatory field trip procedures training for parent/guardian field trip drivers and chaperones. Conducted the training during Back To School Night and PTP meetings.
  6. Implemented recommendations from Chico Fire Department and CUSD regarding fire safety conditions on campus. Received a positive Fire Safety Inspection from the Chico Fire Department. No unsafe findings.
  7. Reviewed and implemented new procedures for "pick-up" and "drop-off" of students before and after school.
  8. Contracted with a local security/fire alarm company for the required fire equipment inspections.

#### **ELEMENT 9 (7)**

- Attached are the CCDS Enrollment, Admissions, and Lottery Policies.
- The enrollment of CCDS at the end of the 2006-2007 school year was 360 students. The 2007-2008 school year began with 428 students and ended with 429 students. Preliminary enrollment for the 2008-2008 school year is at 478 students. This year we will have two 7<sup>th</sup> grades, plus a third 3rd grade was added. The enrollment cap for CCDS, as approved by our Board of Directors is just under 500 students with triple grades through 3<sup>rd</sup> and double grades through 8<sup>th</sup>.
- No students were expelled during the 2007-2008 school year. 13 students were suspended for a total of 32 days. All suspension reports were reported to the CUSD Office of Suspension and Expulsion.
- The student population of CCDS continues to become more diverse, reflecting the South-Chico neighborhood around the school. The percentage of students on free and reduced lunch has increased. Attached is student demographic data.
- Promotional and all information materials (registration, lottery, and policy information) have been translated into Spanish and Hmong. These documents are available in the school office, will be available at all Kindergarten informational meetings this coming year, and will be an element of our outreach efforts. Outreach efforts included: Participation in the CSU-Chico Kindergarten Fair; Advertising in "Frontera" Spanish language newspaper; Promotional materials distributed at nearby Head Start pre-schools, BCOE pre-schools, and other neighborhood pre-schools. Translation services provided both on-site and at information meetings.

#### **ELEMENT 9 (8)**

- The CCDS Complaint and Grievance procedure and forms are attached. This information is made available to all staff in the Staff Handbook and is reviewed at the beginning of each year. The information is available to parents in the CCDS Student-Family Handbook that is distributed to all parents at the beginning of the school year. No formal complaints or grievances were filed during the 2007-2008 school year.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

## 2007-08 Accountability Progress Reporting (APR)



### School Report - Base API, Ranks and Targets 2007 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
5/21/2008

School: Chico Country Day  
LEA: Chico Unified  
County: Butte  
CDS Code: 04-61424-6113773  
School Type: Elementary

Direct Funded Charter School: Yes

#### 2007 Base API Links:

School Demographic Characteristics

School Content Area Weights

Similar Schools Report

LEA List of Schools

County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide
State Accountability: Academic Performance Index (API)								

These reports will be available August 29, 2008

		Ranks		Targets	
Number of Students Included in the 2007 API	2007 Base API	2007 Statewide Rank	2007 Similar Schools Rank	2007-08 Growth Target	2008 API Target
234	834	8	2	A	A

#### Subgroups

Ethnic/Racial	Number of Students Included in 2007 API	Numerically Significant	Subgroup API		
			2007 Base	2007-08 Growth Target	2008 Target
African American (not of Hispanic origin)	9	No			
American Indian or Alaska Native	0	No			
Asian	3	No			
Filipino	0	No			
Hispanic or Latino	18	No			
Pacific Islander	0	No			
White (not of Hispanic origin)	201	Yes	852	A	A
Socioeconomically Disadvantaged	55	Yes	792	5	797
English Learners	0	No			
Students with Disabilities	12	No			

Click on column header to view notes.

Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant if the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores OR (2) contains at least 50 students with valid STAR Program scores comprising at least 15 percent of the total valid scores.

The API results for this school exclude 0 valid California Standards Test (CST) records for students with disabilities, grades 3 through 5. This exclusion was necessary to preserve comparability between the 2007 Base API and the 2008 Growth API, which will be released in August 2008. This adjustment procedure is described in detail in the 2007-08 Academic Performance Index Reports Information Guide that can be accessed on the navigation bar above.

\*N/A" means a number is not applicable or not available due to missing data.

\*\*\*

means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores

DataQuest home > API home > Reports > Select School > School Reports > Current Page

## 2006-07 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2007 Growth Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
2/13/2008

School: Chico Country Day  
LEA: Chico Unified  
County: Butte  
CDS Code: 04-61424-6113773  
School Type: Elementary

#### 2007 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

#### State Accountability: Academic Performance Index (API)

Number of Students included in the 2007 Growth API	API				Met Growth Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improvement (CI)	Both Schoolwide and CI
234	835	862	A	-27	Yes	Yes	Yes

#### Similar Schools

Median API	
2007 Growth	2006 Base
854	860

Click on the median value heading to link to the list of 2006 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

#### Subgroups

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	
African American (not of Hispanic origin)	9	No					
American Indian or Alaska Native	0	No					
Asian	3	No					
Filipino	0	No					
Hispanic or Latino	18	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	201	Yes	853	869	A	-16	Yes
Socioeconomically Disadvantaged	55	No	792				

# California Standardized Testing and Reporting (STAR)

## Chico Country Day School

### All Students

Total Enrollment on First Day of Testing: 238  
 Total Number Tested: 238  
 Total Number Tested in Selected Subgroup: 238

County Name: Butte County  
 District Name: Chico Unified District  
 School Name: Chico Country Day School  
 CDS Code: 04-61424-6113773

## California Standards Test Scores - 2007

### Grades

#### Reported Enrollment

##### CST English-Language Arts

	2	3	4	5	6	7	8	9	10
Students Tested	40	39	51	56	29	23			
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %			
Students with Scores	40	39	51	56	29	23			
Mean Scale Score	350.5	353.4	380.3	372.3	367.8	338.6			
% Advanced	15 %	15 %	35 %	27 %	31 %	9 %			
% Proficient	40 %	33 %	39 %	50 %	34 %	43 %			
% Basic	25 %	41 %	16 %	14 %	28 %	22 %			
% Below Basic	15 %	10 %	8 %	7 %	7 %	13 %			
% Far Below Basic	5 %	0 %	2 %	2 %	0 %	13 %			

##### CST Mathematics

Students Tested	40	39	51	56	29	23			
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %			
Students with Scores	40	39	51	56	29	23			
Mean Scale Score	373.3	379.6	359.4	392.2	365.8	342.4			
% Advanced	20 %	26 %	22 %	30 %	21 %	17 %			
% Proficient	58 %	41 %	33 %	36 %	31 %	35 %			
% Basic	15 %	26 %	29 %	23 %	38 %	17 %			
% Below Basic	5 %	8 %	10 %	11 %	10 %	13 %			
% Far Below Basic	3 %	0 %	6 %	0 %	0 %	17 %			

##### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Students Tested	56
% of Enrollment	100.0 %
Students with Scores	56
Mean Scale Score	370.7
% Advanced	14 %
% Proficient	54 %
% Basic	25 %
% Below Basic	2 %
% Far Below Basic	5 %



# CCDS Strategic Planning Survey

1. Please indicate how important the following are to you:					
	Very important	Important	Not as important	Rating Average	Response Count
Music (including classroom music, band, strings, chorus)	72.2% (151)	24.9% (52)	2.9% (6)	1.31	209
Performing Arts (drama, skills)	48.8% (100)	44.4% (91)	6.8% (14)	1.58	205
Visual Art (drawing, art history)	67.5% (141)	29.7% (62)	2.9% (6)	1.35	209
Please comment on any of the above programs or if you have any other priorities					57
answered question					209
skipped question					0

2. Please indicate how important the following are to you:					
	Very Important	Important	Not as Important	Rating Average	Response Count
Staff Development & Training (current educational best practices)	71.8% (150)	24.4% (51)	3.8% (8)	1.32	209
Library (Media resources)	62.6% (129)	34.5% (71)	2.9% (6)	1.40	206
Intervention (early identification, extra help for students not at grade level)	75.0% (156)	18.8% (39)	6.3% (13)	1.31	208
Other (please specify)					28
answered question					209
skipped question					0

5. How effective is CCDS in implementing the following programs:

	Very effective	Effective	Somewhat effective	Not effective	Rating Average	Response Count
Staff Development & Training (Current educational best practices)	35.8% (69)	56.5% (109)	6.7% (13)	1.0% (2)	1.73	193
Library (media resources)	16.4% (32)	59.5% (116)	20.5% (40)	3.6% (7)	2.11	195
Intervention (Early identification, extra help for students not at grade level)	23.0% (43)	46.0% (86)	26.7% (50)	4.3% (8)	2.12	187
				Other (please specify)		44
				answered question		200
				skipped question		9

6. Please indicate how important the following are to you:

	Very important	Important	Not as important	Rating Average	Response Count
1. A food service program that provides nutritious, home-cooked meals and a salad bar.	75.1% (157)	19.1% (40)	5.7% (12)	1.31	209
2. A Wellness Policy that includes education and training on student hygiene issues, nutrition, good eating habits, and exercise.	65.1% (136)	29.7% (62)	5.3% (11)	1.40	209
3. A Physical Education program that follow state standards and is consistently taught with appropriately trained teachers and necessary equipment.	76.1% (159)	21.1% (44)	2.9% (6)	1.27	209
				Please comment	50
				answered question	209
				skipped question	0



9. Please indicate any other areas not mentioned above that you believe are very important to the school climate.

	Response Count
	46
answered question	46
skipped question	163

10. Please indicate how effective the following CCDS programs are currently:

	Very effective	Effective	Somewhat effective	Not effective	Rating Average	Response Count
1. A food service program that provides nutritious, home-cooked meals and a salad bar.	44.8% (91)	37.9% (77)	14.8% (30)	2.5% (5)	1.75	203
2. A Wellness Policy that includes education and training on student hygiene issues, nutrition, good eating habits, and exercise.	23.4% (46)	51.8% (102)	22.8% (45)	2.0% (4)	2.04	197
3. A Physical Education program that follow state standards and is consistently taught with appropriately trained teachers and necessary equipment.	16.3% (32)	43.9% (86)	32.7% (64)	7.1% (14)	2.31	196
				Please comment		38
				answered question		204
				skipped question		5

13. Please indicate any other areas not mentioned above that you believe are effective or could use improvement.

	Response Count
	11
<i>answered question</i>	11
<i>skipped question</i>	198

14. Please indicate how important the following are to you, especially in terms of your preference for receiving information about the school.





	Very important	Important	Somewhat Important	Not important	Response Count
1. The CGN Newsletter	65.4% (134)	30.2% (62)	4.4% (9)	0.5% (1)	205
2. The classroom newsletters	84.5% (174)	13.6% (28)	1.9% (4)	0.0% (0)	206
3. The School Directory	52.7% (107)	36.0% (73)	9.9% (20)	1.5% (3)	203
4. The Parent Phone Tree	12.9% (26)	34.3% (69)	38.3% (77)	14.9% (30)	201
5. A parent email notice	49.3% (100)	36.5% (74)	10.3% (21)	3.9% (8)	203
6. The school website	36.1% (74)	36.1% (74)	21.0% (43)	7.3% (15)	205
			Other (please specify)		48
			<i>answered question</i>		206
			<i>skipped question</i>		3








17. Please comment on any other area that is important to you as it relates to parent development:					Response Count
					8
answered question					8
skipped question					201

18. Please indicate how effective the following methods of communication are:					
	Very effective	Effective	Somewhat effective	Not effective	Response Count
1. The CCN Newsletter	51.0% (104)	40.7% (83)	7.8% (16)	1.5% (3)	204
2. The classroom newsletters	64.7% (132)	30.9% (63)	4.4% (9)	1.5% (3)	204
3. The School Directory	47.0% (95)	40.1% (81)	10.9% (22)	2.0% (4)	202
4. The Parent Phone Tree	10.5% (20)	35.1% (67)	38.2% (73)	16.2% (31)	191
5. A parent email notice	33.3% (66)	37.4% (74)	22.7% (45)	6.6% (13)	198
6. The school website	20.3% (39)	39.6% (76)	28.6% (55)	11.5% (22)	192
Other (please specify)					34
answered question					204
skipped question					5



21. The mission statement of Chico Country Day School, "CCDS provides a safe, joyful environment where all learners are inspired to achieve their personal best" is effectively promoted.

		Response Percent	Response Count
1. Very Well (Our students, parents, and staff members know and understand the meaning of our mission.)		52.5%	107
2. Fairly Well (Most of our community has heard and understand our mission statement)		32.4%	66
3. Somewhat (Many people may have heard our mission at some point)		13.2%	27
4. No (Most people have not heard our mission statement)		2.0%	4
	Other (please specify)		17
	answered question		204
	skipped question		5



22. Our School-wide theme, Go For The Gold, is well understood and incorporated in the school as a whole.

		Response Percent	Response Count
1. Yes, everyone knows about it and understands the importance		32.4%	66
2. For the most part, yes.		53.9%	110
3. Somewhat		10.3%	21
4. Not really, it could be better.		2.9%	6
5. No. Not at all.		0.5%	1
	Other (please specify)		11
	answered question		204
	skipped question		5



25. Gender			
		Response Percent	Response Count
Female		76.9%	153
Male		23.1%	46
		<i>answered question</i>	199
		<i>skipped question</i>	10

26. What grade level is your child(ren)?					
	one child	two children	three children	four or more children	Response Count
Preschool	80.0% (20)	16.0% (4)	4.0% (1)	0.0% (0)	25
Kindergarten - second grade	83.0% (93)	16.1% (18)	0.9% (1)	0.0% (0)	112
Third grade - fifth grade	81.3% (74)	18.7% (17)	1.1% (1)	0.0% (0)	91
Sixth grade - eighth grade	83.3% (60)	11.1% (8)	4.2% (3)	1.4% (1)	72
				<i>answered question</i>	195
				<i>skipped question</i>	14

27. Have any of your children attended charter schools other than CCDS?			
		Response Percent	Response Count
Yes		9.6%	19
No		90.4%	178
		<i>answered question</i>	197
		<i>skipped question</i>	12

## STAFF LIST w/phone extensions

Paul Weber – Principal.....	204
Margaret Reece-Gazda – Executive Director.....	203
Michelle Trulin – Administrative Assistant.....	205
Bonnie Fitzgerald – Administrative Assistant.....	201
Kindergarten – Anne Marie Chik.....	206
Kindergarten – Nicole Nye.....	206
Kindergarten – Collie Fischer.....	235
1 <sup>st</sup> Grade – Karin Daverson.....	214
1 <sup>st</sup> Grade – Susan Efseaff.....	211
1 <sup>st</sup> Grade – Renee Dooley.....	217
2 <sup>nd</sup> Grade – Christal Proctor.....	229
2 <sup>nd</sup> Grade – Michelle Regalia.....	232
2 <sup>nd</sup> Grade – Carol Masters .....	225
3 <sup>rd</sup> Grade – Signe Miller.....	226
3 <sup>rd</sup> Grade – Barbara Ely & Marijeanne Birchard.....	227
3 <sup>rd</sup> Grade – Debbie Hardesty .....	215
4 <sup>th</sup> Grade – Donna Henderson.....	230
4 <sup>th</sup> Grade – Susie Bower .....	231
5 <sup>th</sup> Grade – Beth Colwell & Marijeanne Birchard.....	220
5 <sup>th</sup> Grade – Dave Davis.....	228
6 <sup>th</sup> Grade – Pete Pembroke.....	241
6 <sup>th</sup> Grade – Sarah Peterson-Young .....	240
7 <sup>th</sup> Grade – Darren Massa .....	239
7 <sup>th</sup> Grade – Kelly Clarke.....	236
8 <sup>th</sup> Grade – John Garrett .....	238
Art – Kari Zigan & Bridgitt Hull.....	212
Classroom Music & Band – Arthur Davis .....	237
Strings – Shelley Fairchild	
Chorus – Ruth Greenfield	
Librarian – Lesli McCutcheon.....	233
Spanish – Merced Najera	
After School Program Director – Carol Oxsen.....	208
Preschool Director – Stacy Ferguson.....	209
Preschool Coordinator – Kerri Cooley.....	209
Preschool Teacher – Nancy Heffley	
RSP Teacher – Sydney Thomas.....	210
School Psychologist – Dick Bishop.....	242
Speech and Language Therapist – Cheryl Woodman.....	242
Instructional Aids – Karen Ruiz, Ruba Powell, Tami Farrell, Joy Buyert, Dolorithea Malone	
Yard Duty Supervisors – Ruba Powell, Merced Najera, Tami Farrell Joy Buyert	
Plant Manager – Raul Oliva	
School Nurse – Patricia Mott RN	
Custodian – Lee Thao	





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### ADMISSIONS AND ENROLLMENT

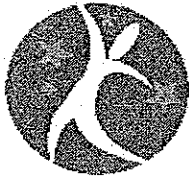
The goal of this admission's policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in Butte County. CCDS is nonsectarian in its programs, admission policies, employment practices, and all other operations; the charter program will not charge tuition and the school will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, or disability.

Our school is open to any student in the state and "if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." Preference shall be extended to pupils currently attending the charter school and the following preferences, which are listed below in order of priority:

- Children of staff (not to exceed 10% of the total student population)
- Siblings of students currently enrolled in the school
- Students residing within the boundaries of the District. If enrollment was based on the preferential treatment received due to in-district residence, the student must continue to reside in the district in order to remain enrolled.
- Children of governing board members (not to exceed 10% of the total student population)

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

- ☐ Parents shall attend a pre-admission Information Open House Meeting.
- ☐ Parents shall attend a School Tour
- ☐ Application to the school shall be completed and returned to the school no later than the deadline published for that school year.



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- ☐ The Parent Involvement Agreement shall be signed and returned to the school with the application.
- ☐ Application to the school shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.
- ☐ Based on the information received, the school shall determine the appropriate placement for the child within the school. Parents will be notified of this determination.

#### Enrollment Process and Guidelines

This process proceeds as follows:

- Determine class size/configuration for the year.
- Plan for one or more Information Open House Meetings (attendance is mandatory for admissions).
- Actively recruit students throughout the community.
- Mail information packets to families on wait/interest list and include invitation to Open House.
- Host Open House(s) and record attendance.
- Schedule School Tours.
- All pre-admission procedures are completed.
- Determine the number of returning students at each level.
- Determine the number of new students at each level.
- Priority placement given as follows:
  - 1) Currently enrolled students



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- 2) Siblings of currently enrolled students
  - 3) Children of staff and governing board members (not to exceed 10% of the school population)
  - 4) Children on the wait list, who reside within the District
  - 5) Children who completed the pre-admissions procedures on time, who reside within the District
  - 6) Children on the wait list who do not reside within the District
  - 7) Children who completed the pre-admissions procedures on time, who do not reside within the District
- Notification of acceptance/rejection sent to families.
  - Non-accepted families will be placed at the bottom of the wait list in the order they are drawn from the lottery. Children who complete the application process after the published deadline will be added to the wait list in order of receipt.

A wait list is not maintained from year-to-year. If a family is not accepted, they must follow the same procedures to enter the lottery again. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within 24 hours or if they decline they may be removed from the wait list or placed at the bottom of the wait list if they desire.

The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success. Therefore, upon acceptance into CCDS, the student's family will be required to sign a parent involvement agreement which encourages the parents to donate 50 hours/year of service to the school. No student will be released from our program if his/her parents fail to satisfy the required hours of the parent involvement agreement.

Adopted:

Amended:



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## Chico Country Day School Lottery Policy

CCDS will admit all students who wish to attend the School and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance for admission through a random public lottery for placement (Education Code §47605.6(e)(2)(B)). CCDS is non-sectarian in its programs, admissions policies, employment practices, and all other operations (Education Code §47605.6(e)(1)). CCDS does not charge tuition (Education Code §47605.6(e)(1)), and CCDS does not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability (Education Code §47605.6(e)(2)(B)). CCDS adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.

### Requirements to enter the lottery:

Your child must be 5 years old by December 1, 2006 to apply for the lottery

#### Application Process:

- Parent attendance at a school orientation meeting
- Completion of the waiting list application
- Proof of minimum age requirements (e.g. birth certificate)

**Under no circumstance will a waiting list carry over to the following school year.  
A new waiting list application MUST be completed every year.**

### Process:

Under the CCDS Charter, Families that have siblings currently enrolled will enroll first and are exempted from the public lottery, as are families who are employed by CCDS.

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



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Interested families need to visit CCDS to fill out a waiting list application for enrollment. The application is date stamped, placed in a

binder according to grade level, and entered into a database.

Over the course of the year, openings are filled from the waiting list.

In the spring, a confirmation notice of continued interest is sent out to current CCDS families to determine continuing interest in enrollment for the upcoming school year. The number of openings is determined by the returning student survey process. If needed, follow-up phone calls are made to verify interest.

**This year the kindergarten lottery will be held on Thursday, February 16, 2006 with the mandatory parent meeting on Wednesday, February 15, 2006.**

As openings occur families are notified by phone. Families are given 24 hours to respond to the offer for placement. Supplying the school with alternative numbers and email address information is encouraged.

As additional openings become available, phone calls are made to families on our waiting lists. Again, families can either accept or decline a position within a 24 hour period. If they decline, or if school personnel are unable to contact the family, they remain on the waiting list, and are moved to the bottom of the waiting list. Families can also ask to delete their application from the waiting list entirely. Phone contacts are logged on the waiting list application for tracking purposes.

**Kindergarten Provision:** If a kindergartner is selected in our lottery, registers, is within the age requirement (5 years old on December 1, 2006), and begins school, but in the opinion of the teacher and the parent based on daily observations and developmental screening instruments that the child is not yet ready for kindergarten, the child may be disenrolled from school for the current year. Upon the beginning of the following year, however, the child may be re-enrolled without having to go through the lottery process again.

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### DEMOGRAPHIC DATA – 3 YEAR HISTORY

Chico Country Day School Year	Hispanic	African- American	Asian	Native American	Special Education	Low Socio- Economic	ELL
2005- 2006	5.6%	3.3%	2%	.3%	7%	12%	0
2006- 2007	10.6%	4%	1%	2%	6%	20%	.01
2007- 2008	11%	4.6%	1%	1.5%	5%	20%	.5%

### DEMOGRAPHIC DATA – 2007/2008

	African- American	Hispanic	Asian	Native American	Low Socio- Economic	Special Education	ELL
CCDS	4.6%	11%	1%	1.5%	20%	5%	.5%
Shasta	.6%	9.4%	2.9%	.5%	19%	6%	5%
Sierra V	2.3%	5.9%	4.2%	.5%	17%	14%	2%
McManus	6.5%	24.9%	8.5%	2.2%	65%	13%	22%
Emma W	3.5%	16.5%	2%	1.6%	35%	14%	9%
LCC	4.6%	18.7%	4.8%	2.2%	45%	12%	8%
Marigold	2.1%	11.8%	7.5%	1.1%	30%	9%	5%
Hooker O	2.4%	6%	2.1%	1.4%	31%	9%	1%
CUSD	3.7%	17.9%	6.7%	1.7%	?	11.5%	11.4%

# CHICO COUNTRY DAY SCHOOL

## COMPLAINTS AND GRIEVANCES

Any parent or community member who has a concern is requested to go first to the CCDS staff member most closely connected to the problem and try to resolve the issue before it escalates. A question or concern that is not addressed can grow far beyond its original proportions.

### DEFINITION OF A COMPLAINT OR GRIEVANCE

A complaint or grievance is a *written, signed and dated* statement by the complainant either on the CCDS Form provided (in office) or in a letter which includes (1) the general information requested on the official form (see sample attached) as well as (2) all prior steps taken by the complainant to resolve the issue. The complaint or grievance is a grave matter taken seriously by the school and the Governing Board. It normally challenges an aspect of school procedure or the capacity of some staff member to render continued service.

### THE PROCESS

1. The complainant should file the complaint—always in writing—with the supervisor of the employee or (if a procedural issue) with the Director.  
*Notes:* a. Any complaint or grievance which goes directly to the Director or to the Governing Board and does not show reasonable steps taken earlier in order to resolve the matter will be referred back to the person most closely connected.  
b. Should a complaint involve the Director, such complaint should be submitted to the Board Chairman.  
c. Procedural problems should also be resolved informally where possible.
2. Within two working days of receiving a complaint regarding personnel, the person receiving the written document will notify the CCDS personnel cited regarding
  - (a) the nature of the complaint, and if applicable
  - (b) the time, place and date for any hearing<sup>1</sup> that is contemplated. This person (who received the complaint) will also notify the complainant of action already taken and action to come.*Notes:* a. Where appropriate, all who are *directly* involved will be invited to meet and confer with the purpose of presenting and clarifying facts, requests, opinions and issues.  
b. Rumor and hearsay shall be discounted as irrelevant.

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<sup>1</sup> A "hearing" in this context indicates a session wherein those involved (as few as two, never more than necessary) sit down together and discuss the issue of concern in an attempt to solve the problem or at least reach some kind of compromise.

# Complaint/Grievance Form for Chico Country Day School

## DEFINITION OF A COMPLAINT OR GRIEVANCE

A COMPLAINT OR GRIEVANCE IS A *WRITTEN, SIGNED AND DATED* STATEMENT BY THE COMPLAINANT EITHER ON THIS CCDS FORM OR IN A LETTER WHICH INCLUDES (1) THE GENERAL INFORMATION REQUESTED ON THIS OFFICIAL FORM AS WELL AS (2) ALL PRIOR STEPS TAKEN BY THE COMPLAINANT TO RESOLVE THE ISSUE. THE COMPLAINT OR GRIEVANCE IS A GRAVE MATTER TAKEN SERIOUSLY BY THE SCHOOL AND BY THE GOVERNING BOARD AND NORMALLY CHALLENGES AN ASPECT OF SCHOOL PROCEDURE OR THE CAPACITY OF SOME STAFF MEMBER TO RENDER CONTINUED SERVICE.

STATEMENT OF COMPLAINT: ↓

Date: \_\_\_\_\_

Statement may be continued on second sheet that you *Attach*.

\_\_\_\_\_  
Clearly PRINTED Name of Complainant

\_\_\_\_\_  
SIGNATURE of Complainant

\_\_\_\_\_  
Full Mailing Address of Complainant

\_\_\_\_\_  
DAYTIME Phone Number of Complainant

## PRIOR STEPS TAKEN (See Below):

Date \_\_\_\_\_ Person with whom matter was discussed \_\_\_\_\_

\_\_\_\_\_  
Evening (Home) Phone Number of Complainant

Outcome → \_\_\_\_\_

THIS COMPLAINT/GRIEVANCE SUBMITTED TO: \_\_\_\_\_

\_\_\_\_\_  
Date This Form Is Actually Submitted

Name (Printed): \_\_\_\_\_

Position: \_\_\_\_\_

Adopted by CCDS Board of Directors in March, 1999