

CCID
Executive Report
Board Meeting
January 22, 2026

Current Enrollment (2025-26)

Grade	Enrollment
Kindergarten	30
1st Grade	19
2nd Grade	27
3rd Grade	19
4th Grade	34
5th Grade	30
6th Grade	34
7th Grade	48
8th Grade	25
TOTAL	266

Lottery Schedule and Enrollment for 2026-27 School Year

Our open enrollment lottery is currently underway. We will hold the lottery on January 26th. We currently have 24 students in the lottery for next year. We have a wait list for this year in Kinder, 2nd, 4th and 5th grades, we will roll these students up to the top of the waitlist for next year. We currently have the following numbers of priority enrollment students- students whose parents have indicated that they will be returning next year.

Grade Level	
Kindergarten, Next year 1st Grade	30
1st, Next year 2nd Grade	19, 1 undecided
2nd Grade, Next year 3rd Grade	25, 1 undecided

3rd Grade, Next year 4th Grade	19, 1 undecided
4th Grade, Next year 5th Grade	34
5th Grade, Next year 6th grade	26, 1 undecided
6th grade, next year 7th grade	34, 5 undecided
7th grade, next year 8th grade	46, 4 undecided
Total	233, 10 undecided

We are ahead of where we were last year in numbers and recruiting and are feeling cautiously optimistic that with our continued marketing efforts we will be able to retain the students we currently have as well as recruit new students to our school. Our goal for next year is to have 280-300 students.

LAND Trust Plan, 2026-27 School Year

The administration provided the board with a recommendation for its 2026-27 LAND Trust Plan in board documents provided in advance of the meeting. The school is making progress toward achieving the increased percentages of students performing at or above grade level in reading and math. Increases in grade-level proficiency have largely been the result of increases in personnel to provide tiered, targeted support to students identified as performing below grade level in reading and math. Although student outcomes in reading and math are measurably and steadily improving, the administration recommends that the school continues focusing on reading and math, the acquisition of additional personnel to support MTSS, and the provision of scholarship for students wishing to attend StoryCon. The school is scheduled to receive \$69,182.91 from the Utah Trust Lands for FY27.

School Calendar, 2026-27 School Year

The administration has provided the board with a draft of a calendar for the 2026-27 school year. To ensure transparency to the school's families and staff, the administration recommends that this calendar be approved by the board and published to the school community no later than the beginning of the 4th quarter.

UAPCS Statewide Enrollment and Funding Update

The Utah Association of Public Charter Schools has indicated that the governor's current budget for FY27 has recommended a 4.2% increase in WPU value, reflecting statutory inflation adjustments. It is also anticipated that the Revolving Loan Fund is increasing by \$165 per student (approximately 4.5%). The 2026 Legislative Session will

begin January 20, 2026 and is anticipated to be a year of lean funding. See below for specific information about education funding as reported by UAPCS:

- **Session Outlook**: Lower expectations—Revenue growth is lower than in past years. Federal tax changes will impact revenues. The session is starting with no new revenue. Expect changes—There will be internal budget allocations and proposals for fundamental changes to educational funding.
- **Base Budget**: Available Revenue of \$183.6 M one-time and \$362.7 M ongoing. Safeguards exist for public education funding including: \$12 M for growth, \$191 M for WPU adjustment (4.2%), \$43 M for stabilization, and \$77 M ongoing to one-time swap.
- **Factors in Funding**: Student growth trends show 3,700 fewer students enrolled than last fall, with a projected decline until 2035. Charter enrollment is increasing while district enrollment declines.
- **Education Budget Preview**: WPU adjustment for inflation, growth in SPED but overall reduction due to fewer students. Economic stabilization fund will provide \$260 M for key programs.
- **Session Preview**: Departments were asked to support 5% budget reductions. Possible SB62 adjustments, SPED changes, and cost-sharing for Deaf and Blind services in 2028.

Consideration of Renewal of Agreement with Consultant

The administration requests that the board consider renewing CCID's agreement with Cindy Phillips as a consultant. Cindy would provide support for the development of policies and administrative guidelines, administrative communications, and board meetings.

Policy Review

Bullying, Cyberbullying, and Harassment Policy (Review)

This policy has been updated again to bring the policy into better compliance with USBE preferences and best practices. The changes to the policy include the following:

- Instead of a statement that the school **never** investigates anonymous bullying, the following statement has been included under **Responses to Allegations or Actions Violating this Policy**: "The school will promptly and reasonably investigate any *attributed* allegation of abusive conduct, bullying, cyberbullying, harassment, or hazing. However, the school may choose not to investigate anonymous allegations."
- The policy includes a new and required section called **Action Plan When an Incident is Verified**. The USBE requires this section when it audits a school's bullying policies. See below.
- **Action Plan When an Incident is Verified**

When an allegation of abusive conduct, bullying, cyberbullying, harassment, hazing, or retaliation has been verified, the school will notify the parents/guardians of involved students regarding the implementation of an action plan. The Administration may take any of the following actions:

- Intervene and ensure safety;
- Take corrective action;
- Create a safety plan;
- Provide necessary resources to implement the safety plan;
- Support social networks;
- Address root causes;
- Implement logical consequences;
- Monitor behavior ongoing.
- Under the **Parental Notification** section, a required notification statement related to the Action Plan has been added: "Parents will be updated at the initial implementation of an action plan based on a verified allegation of abusive conduct, bullying, cyberbullying, harassment, hazing, or retaliation, and thereafter as appropriate."

While the board may already be aware of these updates, the USBE requires this policy to be reviewed each school year.

Copyright Policy (Updated)

The Administration is recommending that the board revise this updated policy to ensure that employees and students at the school comply with all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relevant federal law, state law, and guidelines related to the duplication, retention, and use of copyrighted material. The policy seeks to balance the rights of both authors (copyright holders) and users in the promotion of creativity, innovation, and the spread of knowledge and notes legal educational exceptions to copyright law. This updated version includes clarifications on proper use of copyrighted material and has been reformatted for readability.

Fee Schedule and Fee Waiver Policy (Updated)

The board's current Fee Schedule and Fee Waiver Policy was written to comply with law passed in the 2025 Utah Legislative Session. Since the new laws governing school fees became effective July 1, 2025, the USBE has updated its administrative rule clarifying the implementation of school fees laws for schools (Utah Admin. Code R277-407). As a result, the Fee Schedule and Fee Waiver Policy has been updated to reflect clarification provided by the USBE on the law's implementation. As examples of clarification provided by USBE rule concerning fees, the definition for a "fee course" was updated and allowable and non-allowable fee sections have been revised. The

administration has also reformatted the categories of explanation of prohibited and allowable fees, and the order of presentation of categories has been adjusted for clarity. The administration recommends that the board approve this revised policy to guide the administration in recommending its 2026-27 fee schedule and spend plan for approval by the board this spring.

Fundraising Policy (Updated)

The fundraising policy has not changed substantively. Links to board rule and law have been updated and some formatting has changed for clarity and ease of reading.

Gender Non-Discrimination Policy (Revised)

The Gender Non-Discrimination Policy has been revised to clarify the requirement that parents' request and agree to any use of a student's preferred name prior to the use of that name in informal records. The section below has been revised to read:

Records and References

The official records of a student, such as a student's permanent record, standardized test scores, and legal name in a student information system shall reflect the student's legal name and gender, which is the name and gender listed on the student's birth certificate or as changed by a court order. Under FERPA, an eligible student (student who is 18) or parent may request that the student's formal education record be amended to correct information that is misleading, inaccurate, or in violation of the student's privacy rights.

Accommodations

Schools *can* use preferred names/pronouns (e.g., in yearbooks, on daily assignments) with the consent of a parent or guardian, or at the request of a student if the student is 18. These accommodations may include, but are not limited to, the following:

- Changing a student's unofficial record to reflect the student's preferred name, such as on daily school assignments;
- Changing a student's unofficial record to reflect the student's preferred pronouns and identified gender;
- Addressing a student by the student's preferred name and consistent with preferred pronouns.

Reporting Violations of Law and Rule (New)

The administration recommends this policy to comply with Utah Admin. Code R277-123 which requires schools to inform members of the public of the process for reporting violations of statute or board rule to the Utah State Board of Education or to the Utah

State Auditor. This policy demonstrates the board's commitment to work with stakeholders to eliminate fraud, waste, abuse, or non-compliance at the school.

Title I Parent and Family Engagement Policy (Updated)

The administration is recommending approval of this updated policy to comply with the requirements of Title I which provides federal funds for the school's Title I targeted assistance program (TAP). The policy clarifies the use of Title I funds for a Title I targeted program which is CCID's recipient category. A Title I targeted program uses Title I funds to provide services to a select group of students who are failing or at risk of failing to meet state academic standards. This policy is meant to ensure that parents have ongoing opportunities to be involved in their child's education at the school in acknowledgement that parental engagement leads to better academic performance, improved social skills, and a positive attitude toward learning for students.

Title I School - Parent Compact (New)

Each school receiving Title I funds and involved in Title I programs must develop a "School-Parent Compact" in conjunction with members of the school's Title I Committee. This compact outlines the manner in which parents, school staff, and students share the responsibility for improving student academic achievement in order to meet State academic standards. The administration has provided the board a copy of the School-Parent Compact for its consideration in the January 2026 board meeting. The administration is recommending that the board adopt this compact so that the school is in compliance. In coming months, the administration will establish a Title I Committee and work with that committee to review the School - Parent Compact and revise it as recommended by the committee.

Board Training, Governance vs. Management

The board will receive training to clarify the board's role in governance in setting direction, providing oversight, and evaluating the Executive Director versus the Executive Director's (and administration's) role in implementing policy, daily operations, and hiring, evaluating, and terminating staff members. This training helps the board to focus on strategic vision and governance; and it helps to prevent micromanagement. When the board and the administration perform their respective roles well, school performance increases and the school builds trust with the community.