

Chico Country Day School
Charter Petition Renewal
2015-2020



*Providing a safe, joyful community where all learners...
are inspired and challenged to achieve their personal best,
while promoting the joy and importance of learning.*

102 West 11th Street
Chico, California 95928

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January 28, 2014

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 Parts A and B of Chico Country Day School's 2015-20 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 2015-20 Charter Petition Renewal includes evidence of consistent student achievement, effective governance with legal compliance, highly qualified staffing, fiscal soundness, facilities 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, 2015 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,

Matt Juhl-Darlington, Chair _____

Lowell Daan _____

Susan Efseaff _____

John Garrett _____

Jessika Lawrence _____

Darien Sterling _____

Charles Thompson _____

Cc: Kelly Staley, District Superintendent

Board of Director's Message: Family Focus

As a former teacher and current education law attorney, I continue to be impressed with the ability of Country Day teachers and staff to implement core curriculum standards while also integrating thematic learning as a daily teaching standard. As a parent of three children currently attending CCDS, I have total confidence in the strong family-oriented community that helps define this school.

The Board recently participated in full day training on the Brown Act and has developed both short- and long-term goals to improve its ability to support the administration and teachers in delivering the excellent educational product which is provided here to students. The Board's integral involvement in the development of this petition and ongoing participation in updating its Strategic Plan and Expected School Wide Learning Results (ESLRS) contributes to a strong sense of belonging and transparency from the Board's point of view. This process of ongoing self study and assessment gives everyone the opportunity to become more informed and engaged, and the Board will continue to promote and support broad participation.

Chico Country Day School is more than a school. It is a nurturing environment where children are encouraged to learn both collaboratively and independently, while instilling in each child the long-term life lessons of respecting unique abilities and differences of their peers. Under the leadership of Ms. Neely and the steady march toward excellence of Chico Country Day teachers and staff, I am looking ahead with enthusiasm and foresee steady progress, continued self-reflection and assessment, and the kind of school-wide learning results that sets this school apart.

Matt Juhl-Darlington

Board Chair

Parent Teacher Partnership (PTP): Building Community

At Chico Country Day School the Parent-Teacher-Partnership (PTP) seeks to aid students by providing support for their educational and recreational needs through fundraising. PTP is also the voice of the families, promoting open communications between the administration, teachers, and parents, and encouraging a sense of “Community” throughout the school. PTP membership is open to all CCDS staff and families. It is led by an Executive Board of seven officers, one of whom is a teacher representative, acting as a liaison between teaching staff and PTP. The officers of the PTP rotate attendance of the monthly CCDS Board of Directors meetings- providing updates regarding events, fundraisers, and current ideas and concerns addressed in the PTP Board Meeting and PTP General Meetings.

The PTP Executive Board is responsible for coordinating volunteers for events and fundraisers at the school. Last year, in addition to funding multiple events, the PTP raised more than \$65,000—primarily from the school’s annual auction dinner. As a result, Chico Country Day was able to provide additional field trips and purchase additional iPads and computers for all grade levels.

Chico Country Day highly regarded in the community, evidenced by long waiting lists, small classroom size, intense parent participation, fun school community events, and the staff and faculty’s commitment to quality and creative leadership. Being a part of the CCDS community feels like belonging to something great. As President, I am honored to be a part of a parent community that genuinely cares about its children’s education and the welfare of our incredible staff. My 14 years involved with this school has provided my children with a great sense of community. I feel as though it has been the village that has fostered their growth and education.

Liberte Herin

PTP President

Principal's Preface

The making of this report is a story worth telling because it is a reflection of how the members of this institution work together to produce excellent outcomes. In December of 2012 I was hired to lead Chico Country Day School, an institution so full of life I felt privileged to join the community. Despite economic hardship facing California's public schools, CCDS is thriving. Motivated by personal allegiances and commitment to student success, Country Day weathered the storm and maintained its focus on learning. API test scores are among the highest in the District, communication efforts have expanded, technology software and hardware have been upgraded and expanded to meet growing demands, and a comprehensive new facility is nearing completion, including a 12,000 square-foot Middle School across the street from the original campus.

The combined efforts of the Self Study Leadership Team and school-wide focus groups have helped me gain a better understanding of this institution from the inside out—and in short order! Having been on the job two years, I can personally attest to the value of the petition renewal process as a guide for the entire CCDS community. In preparing this progress report, staff and administrators have teamed up with students, parents, board members and the community to engage in dialogue about the goals and objectives of the school. These discussions have helped inform necessary steps for advancement; they've helped us prioritize needs; and they have encouraged broader thinking about how to solve problems through some creative solutions.

Chico Country Day School's commitment to "being there" is evident throughout this community. By connecting learning themes to practical, everyday experiences the school inspires thoughtfulness, helpfulness, and the desire to succeed. Whether its teachers helping teachers, or parents participating in classroom lessons, or local businesses sharing best practices in partnership with our school, CCDS seems to exude a spirit of resilience and determination that make anything possible.

I invite you to read this report and learn more about what we've been up to lately—about our institution, its programs, services, and most important, its commitment to student learning and success.

Megan Neely

Principal

Historical Context: An Overview

Chico Country Day School (CCDS) is a K-8 grade school located at 102 West 11th Street in Chico. The school sits in the middle of the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. This neighborhood was originally built to house the employees of the adjacent Diamond Match Factory. The 13,000-square-foot building constructed in 1905 was used to raise bees and to make honeycomb frames from wood left over from making match sticks. The bees helped pollinate the area's crops, and the company often purchased the resulting honey. Before Country Day moved to its current location in 2005, it was located in a building in north Chico on Cohasset Road. When Proposition 39 was passed, Chico Unified offered a vacant school site to CCDS, now its current location.

Chico Country Day School was founded 18 years ago by teachers, parents, and community members for the purpose of providing families with greater choices 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. Country Day began as a dependent charter school of the School District and later became an independent 501(c)(3) corporation and charter school in 2004. The original charter was rewritten and revised and unanimously renewed that same year and updated again in 2009. Since it was established, Chico Country Day has continued to grow culturally and academically, with enrollment currently at 565, up by nearly 100 students since the time of the last charter petition renewal five years ago.

Country Day has successfully created a learning environment where children become literate, cultured, life-long learners who strive for academic excellence. Using a method of teaching based on the Highly Effective Teaching (HET) model, students pursue lessons inspired by an annual theme across the curriculum. This integrated learning environment unites students, families, and teachers and incorporates life skills into Common Core instruction toward the development of the whole person. Through a succession of recent grants totaling nearly \$100,000, Country Day is integrating Project Based Learning principles to further support HET philosophy and “being there” experiences.



As the student population increased, so too did the need for additional space and greater flexibility of campus structural design. In February 2012, the California Department of Education and the DSA (State Architect) approved the school's final Modernization Plan for its current site using Prop 1D funding. A major component of this plan was the complete reorganization of

the school's physical layout, resulting in much needed open field space for the large student body to access during physical education and free recess play. During construction in 2014, many of the old buildings were replaced with Gen 7 Single-Story Modular Classroom Wings and a Gen 7 Single-Story Restroom building with concrete flooring. The layout of these efficient structures created space for the construction of a large multipurpose/gymnasium building for lunch, athletics, and other school activities. The gym includes an alcove for a music room and library.

In 2013, a 12,000 square-foot building, purchased two years earlier, was renovated for Middle School, grades 6-8. The building consists of eight classrooms, including a full science lab, a resource room, and a homeschool/independent study room, a common area, and several business offices. The property also includes a lot for parking and outdoor student activities. The movement of 180 students to this facility greatly reduced the pressure of overcrowding on the main campus and also reduced neighborhood traffic congestion.

Chico Country Day School strives to grow and evolve with the demands of its stakeholders, the needs of surrounding communities, and the expanding expectations of the larger, global community in which today's students must eventually thrive. This flexibility and the school's overall commitment to academic excellence, leadership, and stewardship, make Country Day unique and an important, contributing representative of the Chico Unified School District.

Major Accomplishments

Chico Country Day has achieved various accomplishments since the submission of its last petition renewal in 2009. Among them were exemplary remarks from the Western Association of Schools and Colleges (WASC) visiting team in 2013 commending CCDS on its development of a high quality program. Following are additional highlights over the past five years:

- CCDS is proud of its API scores consistently above 800, reaching a high point of 877 in 2012 (pp 48).
- Kindergarten teacher Nicole Nye was voted Chico News and Review's 2014 Best Teacher (K-12) in Chico and was recently featured in *Upgraded Living* magazine for her innovative teaching style and commitment to educational development.
- CCDS has maintained small class sizes.
- CCDS has maintained a clear financial audit with healthy reserve amounts and a savings in place to secure facility expansion.
- CCDS has maintained full capacity in each grade level and currently has 141 students waitlisted for entrance into the school.
- In 2012, CCDS hired a full-time Community Liaison to foster and facilitate communications across stakeholders.
- CCDS expanded Middle School electives program to include Spanish, Robotics, Music, Cooking, History, Leadership, Multimedia Art, Technology, and Academic Support.

- CCDS added The Learning Center for students (grades 4-8) who require additional academic support.
- Teachers have written and been awarded a total of \$99,500 through three rounds of teacher-initiated Professional Development grants in support of student needs and professional development. Several professional learning grants were also awarded in partnership with CSU, Chico and Butte County Office of Education.
- The CCDS has been asked to participate in staff development grants awarded to outside agencies, such as Engaged Grant (Inspire Charter High), iSTEM (CSU, Chico and Butte County Office of Education), and the Visual and Performing Arts grant awarded to CSU, Chico, of which Country Day is a partner.
- CCDS maintains a high rate of volunteerism on the part of parents and community members and regularly partners with Kids and Creeks and the Rotary Club to promote civic service and education in their respective fields.
- CCDS is a Google for Education School
- Over the past five years, CCDS has upgraded its technology through purchase of 75 iPads (K-3, Special Education and teachers); added 60 laptops (grades 4-5); purchased 65 Chromebooks (grades 6-8); 28 flat-screen TVs (and Apple TV's) for grades K-8; new software and online learning programs across the grade levels; and Google Chromecast for science room (grades 7-8).
- CCDS now has ongoing tech support by Google Certified Teacher who attended intensive technology training at Google Teacher Academy in 2014, with hands-on experience in Google tools, innovative instructional strategies, and access to resources to share with colleagues. The Google Certified Teacher will serve as a support in sharing resources with colleagues and students with innovative technologies.
- CCDS has updated its campus to accommodate growth and facilitate learning through the complete reorganization of its physical layout. These recent changes include the following:
 - Purchase and renovation of 12,000 sq.-foot building for Middle School (grades 6-8)
 - New 6,700 square-foot Multi-Use/Gymnasium building (2015)
 - New 850 square-foot Library with (2015)
 - New 705 square-foot Music Room (2015)
 - New 445 square-foot Kitchen (2015)
 - New restrooms and classrooms (2014)



Fulfillment of Statutory Purposes for Charter Schools

Education Code Section 47601

Chico Country Day School is dedicated to fulfilling the intent of the legislature as listed in Education Code 47601. Each area of fulfillment will be further explored in the continuing narrative of this

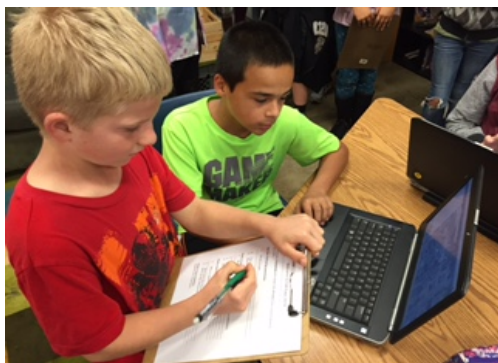
charter renewal petition.

Improve Pupil Learning:

Chico Country Day School weaves California Common Core State Standards throughout integrated thematic units which reflect state standards. Lessons are differentiated and reflect the multiple intelligences in order to reach the various learning styles. We are now in the process of implementing Project Based Learning encouraging students to be independent workers, critical thinkers, and lifelong learners. Special emphasis is placed on high academic standards, public service, the arts, leadership training, and the application of learning for continuous improvement.

Encourage the use of different and innovative teaching methods:

Chico Country Day School has implemented an innovative instructional program originally based on the research of Susan Kovalik and the Highly Effective Teaching (HET) model. Teachers continue to use the HET model, current brain research, and Project-Based Learning to create and implement powerful lessons.



Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:

Chico Country Day School uses smaller class sizes, parent volunteers, flexible groupings, and intervention/enrichment groups in order to differentiate instruction for all students. Special emphasis on expanded learning experiences is given to both low- and high-achieving students. Students identified with skill area deficits are provided interventions through re-teaching sessions or through the school's Response to Intervention (RTI) program. Furthermore, low achieving students are frequently monitored for progress, as are all students, as described in the assessment section of this report.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:

In order to ensure continuity and a comprehensive learning program through collaborative instruction and ongoing assessment of the stakeholders at the school, there is extensive teacher, staff, and parent training, with a focus on data and accountability in regard to clear, measurable objectives. Teachers collaborate weekly, by grade level, and frequently across grade levels. Teachers play a critical role in the development of the curricular program and are responsible for its development and implementation. They are given the power to create and develop new ideas for student learning based on individual student needs. Teachers attend a variety of professional development opportunities and share back with colleagues. Teachers have applied and been awarded

grants that provide the opportunity to increase their skill set in design and implementation of brain-friendly curriculum through Project-Based Learning (PBL).

Charter School Intent and Charter Requirements

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 petition renewal coincide with the requirements of Section 47605 of the Act and are presented in the order provided in the State Board of Education recommended model application format

Affirmations & Assurances

As the authorized representatives of the applicant, we, Matt Juhl-Darlington, Charles Thompson, Jessika Lawrence, Darien Sterling, Lowell Daun, John Garrett, and Susan Efseaff hereby certify that the information submitted in this application for the renewal of the charter for Chico Country Day School, situated within the boundaries of the Chico Unified School District, are true to the best of our knowledge. We also 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 renewed charter, Country Day:

- Will 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)

- Will be deemed the exclusive public school employer of the employees of the Charter School for purposed of the Educational Employment Relations Act. Education Code Sections 47605(b)(5)(O), 47611.5(b)
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Education Code Section 47605(d)(1)
- Will not charge tuition
- Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of application that there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. Education Code Section 47605(d)(2)
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. Education code Section 47605(b)(5)(G)
- Will adhere to all provisions of federal law related to students with disabilities

Sincerely,

Matt Tubl-Darlington, Chair

Lowell Daun

Susan Efseaff

John Garrett

Jessica Lawrence

Darien Sterling

Charles Thompson

ELEMENT 1: Educational Program & Philosophy

Mission

The mission of Chico Country Day School is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

Mission in Practice

To ensure that every child reaches his or her fullest potential, we embrace the following tenets:

- Each child must be held to clearly articulated, high expectations for achievement
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child
- Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development focused on student achievement

School Vision

Chico Country Day School's vision is to create a school that is highly regarded for providing an innovative educational experience for students that reflects the importance of connections between students, staff, and community.

How Do We Achieve This Vision?

Eight key elements comprise a foundation of innovation and connection on which the school's educational philosophy is built and by which its vision is realized. The eight elements are as follows:

1. Voice, choice, and ownership
2. Integration through inquiry projects
3. Growth mindset
4. Technology-enhanced learning
5. Collaborative environment
6. Real-world connections
7. Exhibitions and celebrations of learning
8. Parents as partners

School Program

Country Day offers a broad and enriched K-8 education, emphasizing integrated teaching based on the newly adopted California Common Core Standards. The program is evolving due to inspiring teachers as reflective innovators in constant pursuit of instructional methods and techniques on which to build upon the firm foundation set in 1996.

At the onset, the charter founding group chose, trained in, and implemented the Highly Effective Teaching principles known in the past as Integrated Thematic Instruction, in which curriculum is designed around macro themes integrating basic disciplines such as reading, math, writing, social studies, and science. Country Day's program is based on the idea that people acquire knowledge best

when learning in the context of a coherent whole and when they can connect what they're learning to the real world. This is accomplished by creating a sensory rich "being there" environment, offering real-world context, providing resources from which students can learn, and building-in adequate time for collaboration and personal choices. Grade level teachers collaborate as a team, including input from art and music teachers, to design curriculum, instructional methods, and assessments around a predetermined annual theme.

The CCDS Experience

Students experience hands-on activities, relevant field trips, talks from outside experts, books and technology as resources. They explore new concepts, solve problems, and work collaboratively as they develop background information and knowledge about the world we live in. For instance, fourth graders learn about California history and politics by visiting the Capital. They are given mathematical problems relating to mileage to the Capital from their home. They write memoirs about their experiences, and they use map skills to locate the capital city, learn and witness governmental processes of how a bill becomes a law, record geographical observations along the way, and create their version of a state symbol. Additionally, they learn about California's agriculture, industry, natural resources, transportation, and culture by viewing the Capital's annex panels, learning and singing the state song, and linking the study of various forms of energy to California landmarks.



CCDS Teachers

CCDS teachers are also reflective practitioners, passionate about their profession, continually delving into research. In 2012, an opportunity, in the form of a professional development grant, was written and \$27,000 was granted to a group of teachers, giving way to work on improving student motivation using action research on Project Based Learning (PBL). Project Based Learning complements the Highly Effective Teaching principles already in practice at Country Day, and expanded the focus beyond HET's concentration on brain compatibility, enhancing what the student understands and can do with this knowledge.

In 2013, a second grant in the amount of \$17,000 was awarded to teachers for the purpose of using peer critique in improving student performance. Later that year, grants totaling more than \$5,000 were awarded to continue work on improving student performance in grades K-5. This research led to the school-wide implementation of Project Based Learning, a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. Although in its infancy in implementation, all staff are attending PBL training sessions throughout the academic year and into summer, honing their expertise during faculty collaborations.

During the summer of 2014 fifteen teachers were involved in deepening their knowledge of PBL in partnership with Chico State University, while another set of teachers widened their repertoire through a grant-funded partnership with the University and Butte County Office of Education. This three-year iSTEM grant is intended to support all of the K-5 classrooms with special emphasis on thematic instruction and problem based student learning in the areas of science, technology, engineering, and mathematics.

Programmatic Priorities

The school has three major priorities: First, to maintain its high academic standards and commitment to providing new technologies, exposure to the visual and performing arts, and appreciation for the natural world; Second, to improve the academic achievement of socio-economically disadvantaged students and students with disabilities; Third, to maintain the flexibility to create enhanced and differentiated learning opportunities for the school's high-achieving students.



CCDS enhances its programming through music, including choir, band, and classroom music; art and drama; environmental science; an after school program, and a preschool. Under the direction of an athletic director, CCDS students participate in flag football, volleyball, cross country, and basketball. There is also a running team sponsored by *Girls on the Run*.

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.

Expected School-wide Learning Results (ESLRs)

The change in leadership at CCDS brought to the fore a commitment to success and underscored a loyalty and conviction to student achievement that has improved overall planning and evaluation processes. As a result, the Expected Schoolwide Learning Results (ESLRs) were revised and promoted throughout the school; the Action Plan was updated and renamed to reflect progress in critical areas as identified by WASC in 2010; and the school's vision for improving its learning community was expanded to accommodate Country Day's growing capacity to serve a more diverse population of learners. The new ESLRs are now posted in the classroom, on the website and shared with parents through the monthly newsletter shortly after finalized. They read as follows:

1. Academic Achiever: I am an academic achiever. I use basic skills and critical thinking to take ownership and to develop a love of learning.
2. Responsible Citizen: I am a responsible citizen. I do my personal best and I use my life skills to be a respectful, responsible, and safe community leader.

3. Problem Solver: I am a problem solver. I have the ability to use a variety of educational and technological resources.

Middle School Program

Following permissions from the District and the State to expand the campus and relocate the Middle School in the newly remodeled facility across the street, teachers and administrators were able to shape the middle school experience to better fit the desired learning environment. Having successfully applied for and received two grants underwriting the cost to visit, tour, and meet with architects of High Tech High in Southern California, CCDS pursued a similar physical model for its new building and has adapted some of the same principles, including PBIS, personalization, adult world connection, common intellectual mission, and teacher as designer. Responding directly to the needs of students, all four principles connect to the broad mission of preparation for the adult world. These design principles permeate every aspect of life at the new Middle School: the small size of the school, the openness of the facility, the personalization through advisory, the emphasis on integrated, project-based learning and student exhibitions and the provision of ample planning time for teacher teams during the work day.

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 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. 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 grade 8, students take on the persona of a civil war company, after reading about the Civil War. At the San Francisco Presidio (used as a fort during the Civil War), a student leader gives drill commands to his or her company encamped there. Leading up to the experience, students access a number of primary sources depicting life for a civil war soldier. They create cadences and art reflective of their positions and learn Civil War-era songs and music. During the simulation in San Francisco, they live like soldiers: training, baking, cooking, and marching. Students generally are not exposed to DBQ until high school.

Middle School Electives

An elective program allows students to explore interests outside the academic arena. Students may select two electives per semester. Options may include leadership, yearbook, and Spanish, art, computers, robotics, history of music, high school prep, 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 between 15-18 students and establishes a point of contact for each student and his/her parents. The advisors facilitate common activities to encourage middle school students to work cooperatively on projects and get to know one another better. Through weekly meetings, individual conferences, and monthly “buddy” activities, Middle School Advisory provides a critical context for academic planning, home/school communications, and team/community building.

Building Bridges to Community

Chico Country Day School 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. The North Valley Community Foundation's mission is to promote and support philanthropy within Chico. Several years ago the Foundation implemented the "Annie B's Campaign," an annual giving campaign offering non-profits challenge grants that provide a percentage grant for donations.

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. CCDS' 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. The CCDS program identifies and builds on the strengths of its students, their parents and guardians, and the local communities.

Ethnicity Data

CCDS recognizes the importance of achieving a racial and ethnic balance among its students and will implement a student recruitment strategy that includes, at a minimum, the following elements or strategies are intended to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District. The elements are: think locally, think multi-culturally, think visually, and think strategically. These strategies are described in more detail in *Element 7: Means to Achieve Racial and Ethnic Balance of the District*.

In 2014-15, data for which is not reflected in the table below, progress is especially evident for African Americans, with 16 enrolled this year compared to only 11 last year. See figures for 2013-14 below. Additionally, where two or more races are reported, 18 students are enrolled at Country Day compared to 15 last year. Students of Asian and Native Hawaiian or Pacific Islander decent also showed improvement. Overall progress and any additional goals set by the CCDS Board of Directors in regard to achieving racial and ethnic balance similar to CUSD, shall be reported to the CUSD Board of Trustees by CCDS staff annually in the Annual Report.

Figure 1: Ethnicity Data

Racial and Ethnic Composition of CCDS, CUSD, and City of Chico						
	CCDS 2013-14	%	CUSD 2013-14	%	City Chico 2011*	%
American Indian or Alaska Native	8	1.5%	233	1.6%	1,321	1.52%
Asian	9	1.6%	758	5.4%	4,328	4.98
Black or African American	11	2.0%	426	3.0%	2,007	2.31%
Hispanic or Latino	56	10.2%	3,102	22.4%	13,591	15.64%
Multi-race / Other	15	2.70%	362	2.6%	10,802	12.43%
Pacific Islander	0	0%	78	.05%	9	0.24%
White	449	81.6%	8,635	62.4%	68,234	78.52%

**2011 data is most current available for City*

Home to School Partnership

Current obstacles such as length of the school day, high class sizes, and static groupings in the traditional public schools restrict students from receiving more opportunities to learn and thus many families in the area have sought out private school options or home schooling. Home school parents from around the County have expressed interest in attending CCDS due to its flexible schedule, safe environment, and emphasis on thematic instruction and project based learning.

CCDS has created a strong Home to School program that covers both homeschooled (HS) students and students engaged in occasional Independent Study (IS) work for short- and long-term periods. This option accommodates students who learn best in individualized settings or require flexible pacing, students with illnesses that prohibit their attendance for more than two days, and students traveling within the academic year. The partnership works with parents to develop a personalized curriculum that fulfills California Standards. A credentialed teacher meets privately with parents and students each week to provide needed support and guidance. All IS and HS arrangements must be approved by the Principal or designee, and requests must be made in writing, at least 5 days in advance. According to the CCDS Independent Study Policy, the Criteria for Participation are as

follows:

- 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.(For more information on this program see pp 50)

Commitment to Underserved Populations and Students with Disabilities

CCDS is an independent Local Educational Agency (LEA) within the Butte County Special Education Local Plan Agency (SELPA) and as such operates its own Special Education Program. Through the SELPA policies, the school complies with all IDEA and ADA Section 504 requirements.

The school partners with Chico Unified School District for nutrition services and offers breakfast and lunch daily to students. Chico Country Day School participates in the federal free and reduced price lunch program (FRLP).

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

An educated person in the 21st century understands that she or he is an inseparable part of the world. The educated person possesses the knowledge, skills, and attitudes necessary to be a successful and interdependent member of society, while being empowered to follow his or her own unique path within the diverse global community. These skills and knowledge focus on combining the traditional academic areas of reading, writing, and mathematics with critical thinking, problem solving, communication, collaboration, creativity, and innovation.

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, and Math (STEM) through integrated lessons led by iSTEM trained faculty (more about this program, pp51)
- 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 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

CCDS utilizes developmentally appropriate teaching methods that accommodate the whole child and respect individual learning styles, developmental readiness, and rates of achievement. Small class sizes, differentiated instruction, small group instruction, and community involvement greatly contribute to developing the school into a model learning community.

When observing students working at CCDS one finds a variety of activities focusing on engagement. A group project, for example, in which each student plays a role in creating a fruit salad. In so doing, students learn teamwork, practice motor skills, discover nutritional facts, learn measurements, and feel prideful in the results. Or simulations, like the popular Box City, where third graders experience community life and money management through the creation of a miniature “city” made of refrigerator boxes transformed into store fronts, banks, and restaurants.

At Chico Country Day, the philosophy of its educators is that learning best occurs in a safe, joyful community where all learners are inspired and challenged to achieve their personal best. Eight key elements comprise a foundation of innovation and connection on which this philosophy is built. They are: (1) voice, choice, and ownership, (2) integration through inquiry projects, (3) growth mind-set, (4) technology-enhanced learning, (5) collaborative environment, (6) real-world connections, (7) exhibitions and celebrations of learning, (8) parents as partners.

Voice, Choice, and Ownership

As the school moves toward school-wide Project-Based Learning, students have more autonomy to choose their learning product and the opportunity and means to create that product leading to student ownership and greater engagement. Student *voice* and *choice* leads to options that foster technology literacy, stronger oral and written communication, and greater creativity – all excellent 21st Century skills.



Integration through Inquiry Projects

Building classrooms around inquiry engages students, integrates process and content from all disciplines, and fosters self-directed learning. Students ask questions, explore ways to answer them, locate information from various sources, process and synthesize findings and reflect and celebrate these discoveries with a community audience. A grade 3 student asked, “How did the Mechoopda Maidu survive in their natural surroundings?” Through Internet research, reading of Maidu history, a Maidu-focused hike in Upper Bidwell Park, visits to the Chico Museum and the Gold Nugget Museum, this student found her answer and more.

Growth mind-set:

At Chico Country Day, students are taught that problem solving and effort are major components

of learning. Teachers design meaningful learning tasks that challenge every student in some way.

Technology-Enhanced Learning:

Learners need to acquire and apply core knowledge and critical-thinking skill sets essential in the Information Age. Students at Chico Country Day learn technological skills that enable them to communicate effectively, collaborate efficiently, think critically and work creatively. Eighth graders, for example, partner with a class of future teachers at CSU, Chico. After reading like books, these students blog about their reading and conduct Twitter chats across campuses and under teacher supervision.



Collaborative Environment

Country Day believes students working together to solve a problem, complete a task, or create a product is essential to learning. CCDS values the unique knowledge and expertise each student brings to accomplishing a task. Third grade students, in a Project Based Learning study, were asked to investigate the essential question: Can you encourage grit in others? Teams of students designed their own GRIT challenges for second graders to solve. Attempts were tallied, adjustments to lessons were made if needed, and encouragement was offered to help schoolmates persevere and become more "gritty."



Real-World Connections

Students are more engaged when learning relates to the world they live in. As students discover personal connections and understand reasons for a particular project or subject matter, learning increases. Guided field (or study) trips to Sutter's Fort, for example, teach students about California History. A visit to a local worm farm by CCDS first graders, teaches students about decomposers and basic biology.

Exhibitions and Celebrations of Learning

Celebrations of Learning have always been a part of CCDS' culture. These "being there" experiences range from off campus field trips to immersion days on campus like Pioneer Days, Froggy Mail and 100th Day. Engaging students with these hands-on enriching experiences not only deepens learning but also makes school a place where learning comes to life. As part of incorporating Project Based Learning into the curriculum the school has started having exhibitions as a way to showcase student projects. These exhibits provide an authentic audience for student work, making it more meaningful to students.

Parents as Partners

We believe our community of learners, combined with strong family involvement, effective family

models, and great teaching has created an environment of success in which the struggling as well as proficient learner exceeds expectations. Parents play a crucial part in the success of their child's education. They are encouraged to participate in the classroom and they regularly provide transportation for field trips. This commitment to education and teamwork between teachers and parents shows the students that everyone is invested in their learning.

Figure 3: Parent-Family Volunteer Data

Parent communication plays a big role in keeping them involved and aware of school activities. Informational meetings and parent nights are hosted regularly, as well as one-on-one meetings between students, parents, and staff. A weekly E-Newsletter keeps families informed about upcoming events, news, and important announcements. It is also a way to connect families by promoting activities designed to bring families together. A parent portal to gradebooks and an open door policy keeps parents abreast of student progress. The *Student-Family Handbook* (Exhibit 4) is a comprehensive document, updated as needed, that includes information about the school's philosophy, policies, and procedures on a variety of subjects ranging from attendance and discipline to homework, dress code and Internet use. Paper copies are available upon request.

Curriculum and Instructional Design

Innovative Instructional Schedule

In the winter of 2012 a team of staff members conducted research and school site visits of other successful K—8 schools for the purpose of improving on current Response to Intervention (RTI) scheduling and practices. While the initial intent of these visits was to learn how other schools conducted their RTI programs, these observations led to a completely different outlook on how the entire school day was structured. Effective supervision and safety on the playground has always been a priority at CCDS. With overlapping lunch times, however, younger students sharing play space with older students challenged personnel to keep everyone safe. In response, these teachers suggested a restructuring of the bell schedule to eliminate some of these issues. It was determined that by shortening lunch periods to avoid overlap, for example, many safety issues could be resolved.

2013-2014 Total Audited Instructional Minutes (176 student days)

Grade	CCDS Minutes	State Requirement	Actual Difference
K	35,600	34,971	629
1-2	52,405	48,960	3,445
3	53,815	48,960	4,855
4-5	53,815	52,457	1,358
6, 7, 8	58,600	52,457	6,143

Positive Behavioral Intervention and Supports (PBIS)

A new behavior program was implemented focused on the positive choices students make, as well as ensuring negative choice consequences were carried out. The program was first implemented last year with the introduction of three basic tenets: (1) Be safe, (2) Be responsible, and (3) Be respectful. In the classroom, teachers were encouraged to incorporate these fundamental truths into the unique culture of their grade level. Across classrooms, teachers were encouraged to identify common vocabulary so students and faculty could speak the same “language.” This new system not only reflects the school culture, but also focuses on the CCDS Life Skills.

The emphasis is on positive choices, with built-in rewards (“Eagle Bucks”) honoring good behavior. Eagle Bucks are currently used school-wide as currency for special activities and events. Over the past two years, the P.B.I.S. system is proving to be a great exercise in refining an outdated program and establishing something that better fits the CCDS culture.

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, the recent hiring of a Google Certified Teacher, and recent iSTEM grant demonstrate commitment to technology as a primary pillar of the curriculum.

Extracurricular Activities

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

Project Based Learning

Project Based Learning is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction, rather than passively receiving information. The learners become the makers of meaning and knowledge. In Country Day classes, group activities and projects are typical. These activities and projects can range from very simple to sophisticated and complex, but each is based on behavioral objectives, competencies to be mastered, and performance of identified skills. As these methods are used, classes become more relevant and engaging for students.

Country Day Teachers: A Commitment to Excellence

Chico Country Day School employs teachers who value the best elements of traditional education and strive to use the latest educational research and technology to implement these ideas into instruction. They are role models for lifelong learning and professionalism. Teachers design curriculum, giving students voice and choice in the inquiry-based projects and integration of subjects. Teachers provide “being there” experiences to bring real world application to concepts. They have high academic expectations for a rigorous program.

The school's 2013 WASC self-study process reflected Country Day's commitment to nurturing and developing its staff and teachers. Also evident is the staff and faculty's commitment to each other through extensive peer networking initiatives and built-in time for collaboration.

Project Based Learning (PBL) protocols provide teachers the opportunity to connect with cross grade level teachers to enhance the Project Tuning process. During "Project Tunings" the teacher or teaching team present project(s) or project plans on which they want specific feedback to a panel of teachers. This panel of peers offers constructive input and asks clarifying questions to help bring the effort into focus. Once the project is completed, there is a similar set of protocols for evaluating student work and providing feedback to the teacher.

The School adheres to the CA Education Code Section 47605, all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculties for the school for core subject areas. For core classes teachers 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.

Professional Development Opportunities: A High Priority

Chico Country Day School has numerous professional development opportunities for staff and teachers based on need, personal and professional interest, and commitment to keeping current with the latest innovations in technology and best teaching practices across the curriculum. A professional development committee engages teachers and staff in surveying, identifying, and planning.

Training in Common Core Standards, Project-Based Learning with CSU, Chico, Response to Intervention, Nurtured Heart (strategies inspiring appropriate behaviors), webinars, college education courses, High Tech High, and technology programs like AimsWeb, Lexia, Mathletics, Go Math, College Preparatory Math STEM, and Google Apps for Education help teachers feel informed and fluent in current research, practice, and application of these programs, philosophies, and tools. Additional opportunities for Special Education teachers include academic support training and support in the areas of Autism, self-regulation, motivation, Non-Violence Crisis Intervention, and building individual social thinking abilities as influenced framed by Michelle Garcia Winner who specializes in the treatment of individuals with social-cognitive deficits.

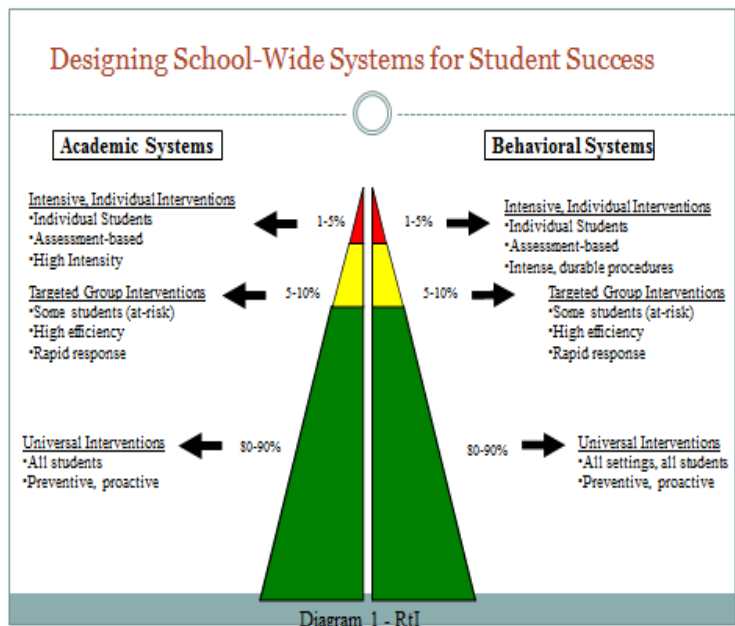
Serving Academically Low Achieving Students

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.

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

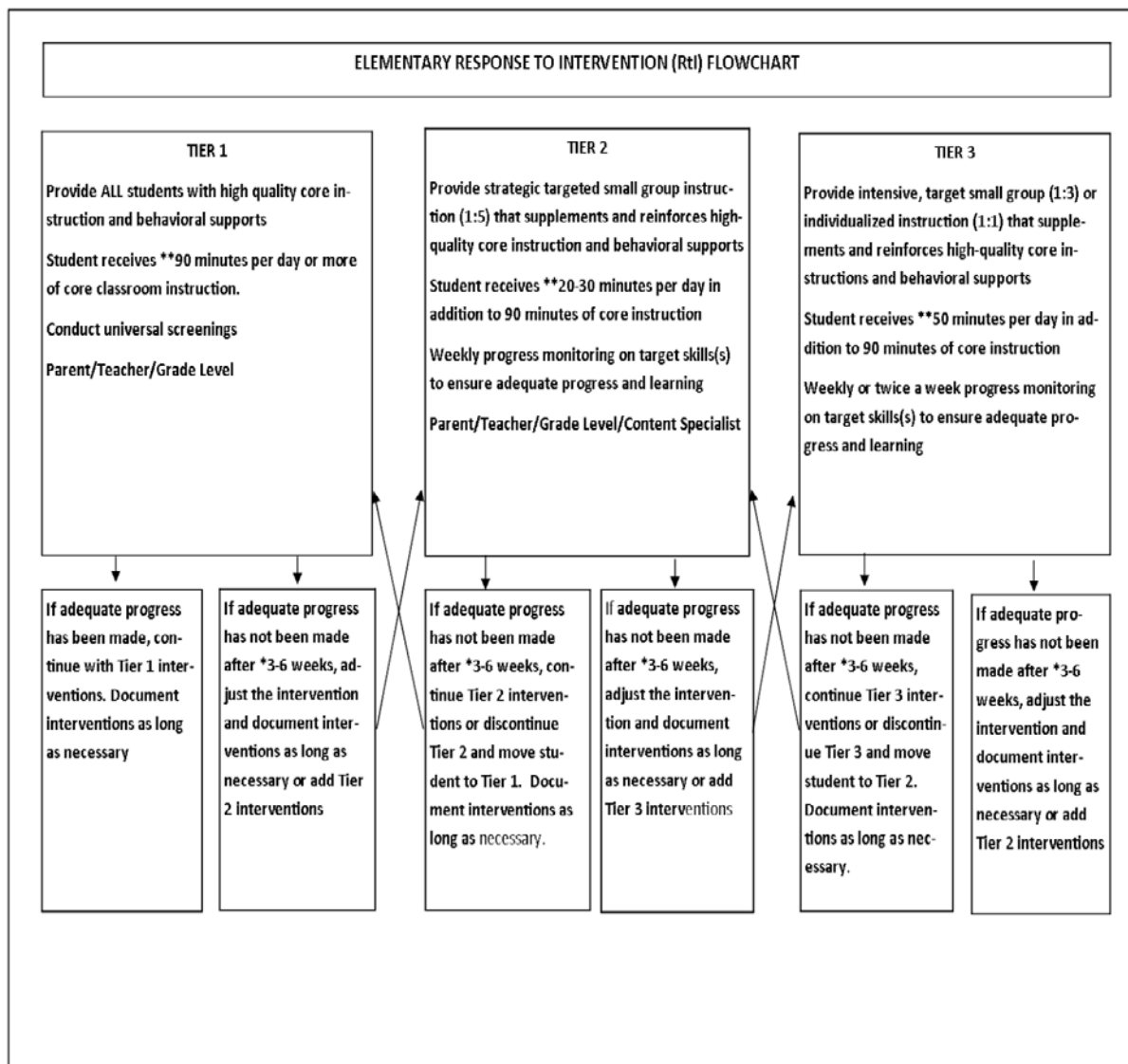
staff work collaboratively with general education staff, as well as special education staff, to ensure students' needs are being met using the most effective intervention strategies in whichever environment is most appropriate to address specific learning needs and goals.

The school has strengthened its K-5 (RTI) program by dedicating a part-time credentialed Education Specialist to manage the program. Each grade level is now comprised of a team of credentialed and classified staff experienced in large group, small group, and individualized interventions. 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, 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, Read Live Harcourt Brace; 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.

To further strengthen the RTI program, morning-only Kindergarten classes were in effect starting 2014-15. This allows three teachers to join the RTI team in the afternoon. Benchmark assessments reflect continued modification and the use of result to provide more focus on individual student needs. Assessments using AIMSWeb diagnostic program identifies specific areas in provide appropriate instruction. The Elementary Response to Intervention Flowchart on the next page displays CCDS's multi-tiered RTI program in which each tier necessitates multi-level approaches.



Multi-assessment monitoring will target skills as the school's goal is prevention, not remediation. The flow chart (in the appendix section) depicts the daily intervention occurring at each tier and delineates how students can move within the tiers depending on progress made.

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 a Student Success Team for possible 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.

Middle School 6-8 Intervention

Country Day offers an Academic Support class for middle school students with and without IEPs. The focus is on organization, time management, and project/work completion. The revised Bell Schedule facilitates program changes in the middle school elective program allowing students to participate in two different electives each trimester including, but not limited to Spanish, robotics, academic support, drama, yearbook, technology, leadership development, cooking, dance, art, Sports, and more.

The school is in its second year of its STAR group. Meeting weekly, the STAR participants learn appropriate social behavior, how to make friends, sportsmanship-like behavior, taking turns, problem solving, and compromising with other middle school students, who serve as peer mentors. STAR group is supervised by the special education teacher, speech and language specialist, and school psychologist.

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

The Diverse Learners Committee, formed several years ago to better address the range of academic supports required to accommodate all kinds of learners, determined that nine principles of the Highly Effective Teaching (H.E.T.) model, used by the school, are compatible with basic GATE principles. H.E.T. classrooms are body/brain-compatible learning environments where gifted students profit through real-world learning experiences that challenge students to expand. Teachers are not under the constraints of textbook-driven classrooms and have acquired sufficient curriculum development skills to conduct exciting hands-on activities, sensory-rich field study experiences, and engaging activities centered on meaningful topics.

Sixth graders' introduction to historical cave dwellers is an example of a Gate-style lesson, where the classroom is transformed into a cave, creating a "being there" experience. Students use flashlights to

discover artifacts that hold information about this ancient culture with clues to our own modern habits and behaviors.

Teachers who demonstrate high proficiency in H.E.T. also provide support for their peers. Additionally, teachers participate in continuous Project-Based Learning (PBL) training with partners at CSU, Chico. PBL is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying.

To further ensure gifted students are appropriately served, three staff members are working with the Butte County Office of Education and CSU, Chico in integrating the Science, Technology, Engineering, and Math (STEM) disciplines into classroom instruction. These three “iSTEM” trainers will guide STEM implementation in grades K-5. The STEM focus is on integrating the academic curriculum through Science, Technology, Engineering and Mathematics disciplines, rather than treating these as isolated subjects. This approach provides an ideal way for students to become engaged, active learners in an academically challenging environment. Students learn concepts and develop critical thinking, inquiry and, problem solving skills, and improve their grasp of receptive and expressive language. Using a variety of media to express their learning, students will master skills that will support them as lifelong learners.

Students in grades K-8 also have opportunities to advance their performance in math with the online IXL math program, available for students above grade level. Gifted Middle School students are challenged with critical thinking and writing through scaffolding in the use of Document Based Question from the DBQ Project. Most students are not exposed to DBQ until high school. Students in grades 6-8 learn math through the College Preparatory Method Educational Program where, rather than being given a method to solve problems, students are asked to design their own problem solving methods. Problems are approached both individually and as a group so that students emerge with a deeper understanding of the topic and better appreciation of where it fits into the larger structure of mathematics.

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, EL and core content instruction, teacher qualifications and training, re-classification to fluent 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.

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).

CELDT Testing

All students who indicate a home language other than English will take the California English Language Development Test (CELDT) within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until redesignated as fluent English proficient. Chico Country Day School will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving results. The CELDT will be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test (CELDT);
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate her or his curriculum mastery;
- Parental opinion and consultation achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and parents' opportunity to participate;
- Encouragement of the participation of parents or guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient pupils of the same age who demonstrate proficiency in English—enough so to participate effectively in a curriculum designed for pupils of the same age whose native language is English.;
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Language Learner Instruction and Intervention

Chico Country Day School will seek to employ teaching staff who hold certification as Cross-cultural, Language and Academic Development ("CLAD") or Bilingual Cross-cultural, Language and Academic Development ("BCLAD") credentialed in order to support EL students. Currently, at least one teacher at each grade level is highly qualified and credentialed (multi-subject, CLAD or BCLAD, SB 1969, and/or SDAIE strategies). There is also a trained CELDT administrator on site. In order to support the needs of all English Learners, all staff receive training on educational strategies for second language learners.

Country Day English Learners will receive CELDT testing each year until they are reclassified as fluent English proficient. During tenure as an EL student, students receive support and

differentiated instruction through curriculum and the expertise of educators certificated in cross-cultural language and academic strategies. The school provides yearly EL training contracted through the Butte Country Office of Education (BCOE).

The school does not presently include a high English Learner enrollment. In the event more English Learners enroll, Country Day will implement an English Learner program as a school-wide inclusive program. All students will be in traditional classrooms for grades K-8 and will receive additional support if needed.

Daily English Language Development (ELD)

All Country Day students will participate in a daily, school-wide English Language Development Program. Students will be identified at beginning, early intermediate, intermediate, early advanced, or advanced levels according to their individual level of proficiency, as measured by CELDT scores, teacher judgment, or other appropriate assessment tools. English learners will be expected to make gains of at least one language proficiency level per year as measured by the CELDT assessment.

English Learners are provided with the instruction, practice, guidance, and skill sets pertinent to developing their reading levels and strategies in order for them to become successful and engaged lifelong learners. The implementation of the above strategies, assessments, and activities allows English learners to become literate, articulate and improve in language arts, math, science, and technology. The goal is that English learners will not only grow as readers and thinkers, they will excel in their academics and also learn new strategies to become life-long learners.

Educators at the school will ensure English Learners learn vocabulary and language development through a variety of curriculum and interdisciplinary instruction. English Learners will receive small group guided instruction and lessons tailored and differentiated at their independent and instructional level based on placement from the CELDT assessment. Critical thinking skills will be taught through the use of real life application lessons. Students will receive explicit instruction to build vocabulary and reading comprehension. Educators will utilize a variety of visuals such as modeling, picture cards, graphic organizers, real life conversations, and small group reading instruction to aid in the progress of English learners. Students will be assessed in reading and comprehension two times throughout the year. In addition to formative assessments, students will participate in standardized assessments required by the State.

Plan for Serving Students with Disabilities

Chico Country Day School will comply with all applicable State and Federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Act (“IDEA”).

Chico Country Day will be solely responsible for its compliance with Section 504 and the ADA. Facilities used by the school will be accessible for all students with disabilities. CCDS operates as an

independent Local Educational Agency (LEA) under the Butte County Office of Education (BCOE) Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641(a). CCDS will be solely responsible for its compliance with Section 504 and the ADA. Facilities used by the school will be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Chico Country Day recognizes its legal responsibility to ensure no qualified person with a disability will, on the basis of that disability, be excluded from participation, be denied the benefits of or otherwise be subjected to discrimination under any program of CCDS. Any student, who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the teacher(s), the student (where appropriate), and other qualified persons knowledgeable about the student, in order to consider the evaluation data, placement options, and accommodations. 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 the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon his or her education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials validated for the specific purpose for which they are used and are administered by trained personnel. (Tests and materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient);
- Tests are selected and administered to ensure 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 a student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in his or her primary language, along with the procedural safeguards available. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be

responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 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 school’s professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, 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 site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews 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, needed modifications to the plan, and continued eligibility. A Section 504 Board Policy and Procedure and Student Rights are attached as appendix.

Services for Students under the “IDEA”

Chico Country Day operates as a Local Educational Agency (LEA) under the Butte County Office of Education (BCOE) 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 BCOE Special Education Local Plan Area (“SELPA”). As an independent LEA, Country Day is a member of the BCOE SELPA for purposes of Special Education pursuant to Education Code Section 47641(b), and join a SELPA pursuant to Education Code Section of the Butte Country Office of Education SELPA pursuant to Education Code Section 47641(a).

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 BCOE 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 BCOE SELPA protocol in providing special education instruction and related services to identified pupils. The Principal or designee will attend BCOE SELPA meetings to review special education policies, procedures, protocols, and forms of the BCOE 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.

Home to School Partnership & Independent Study

CCCS has created a strong Home to School program that covers both homeschooled (HS) students and students engaged in occasional Independent Study (IS) work for short- and long-term periods. This option accommodates students who learn best in individualized settings or require flexible pacing, students with illnesses that prohibit their attendance for more than two days, and students traveling within the academic year. All IS and HS arrangements must be approved by the Principal or designee, and requests must be made in writing, at least 5 days in advance. According to the CCDS Independent Study Policy, the Criteria for Participation are as follows:

- 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.

Short-term IS refers to periods of between 3 and 21 days; long-term IS refers to periods greater than 3 weeks, and no more than a single trimester. According to the CCDS Independent Study Policy:

All forms of Independent Study require a signed Agreement between the school and the parent/guardian or caregiver. Students may apply for a new Long-Term Independent Study Enrollment Agreement at the end each trimester. 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.

A credentialed teacher is assigned to every IS and HS student, and oversees a rigorous system of progress assessments to ensure that students are not falling behind. Meetings are generally held weekly, and additional meetings may be required if concerns arise regarding student progress.

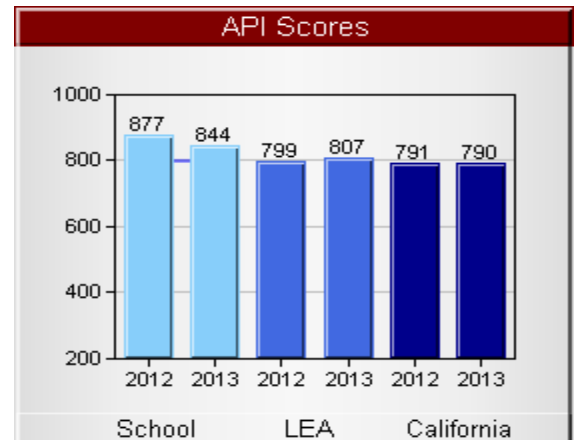
Students in Long-Term IS will normally have access to all services and resources available to other students in the school. They are encouraged, when practical, to attend enrichment activities at CCDS, including music, art, library, physical education, and field trips.

ELEMENT 2: Measurable Student Outcomes

Chico Country Day 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 assessment applicable to students in non-charter public schools.

Minimum Renewal Thresholds: AB 1137 requires that charter schools meet minimum renewal thresholds.

Country Day has met the threshold that states the charter must have met its API growth target in its previous year of operation. The school has exceeded the required thresholds for renewal as indicated by the charts and data in this section.



With the data supplied in the chart *CUSD Comparative Study from 2011 – 2013*, CUSD can make the determination that CCDS has met minimum renewal threshold. The chart below details CCDS in comparison with schools in CUSD. CCDS has exceeded or equaled the elementary schools in CUSD, for the last three years in both API and AYP scores. The number of 2nd students proficient and advanced in ELA and mathematics, other than one school in 2013, equaled or exceeded the number of 2nd grade students attending CUSD schools. The number CCDS 5th grade students scoring proficient or advanced is equal to or exceeds most 5th graders attending CUSD elementary schools. Due to school-wide drop in math scores, CCDS has strengthened its RTI program by increasing the RTI staff and implementing new intervention materials provided by the Go Math hybrid program. All students will be administered the autumn AIMSweb language arts and math assessment as a baseline and to determine whether intervention or accelerated instruction is warranted. Students will be closely monitored, continually be assessed, and will be administered the AIMSweb in the spring to determine growth in both subject areas.

CUSD Comparative Study for 2011 – 2013
Elementary and Middle School API, AYP, CST – Percentage Proficient or Advanced in ELA and
Math 2nd Grade and 5th Grade Science

		CCDS	Chap- man	Citru- s	Emma Wilson	LCC	Mangold	McManus	Neal Dow	Park- view	Shasta
API Score (Growth)	2013	844 (-33)	749 (+6)	718 (+16)	790 (-15)	799 (-15)	819 (-11)	730 (-6)	836 (+25)	826 (+11)	849 (+3)
	2012	877 (+9)	743 (+2)	702 (+3)	805 (+9)	814 (+18)	830	736 (+9)	811 (-16)	815 (+35)	846 (-5)
	2011	868 (+5)	741 (+29)	669 (-51)	796 (+4)	796 (-1)	830 (-13)	727 (+6)	827 (+46)	780 (+31)	851 (+3)
AYP	2013	Met 7 of 13	Made 6 of 9	Met 17 of 21	Met 5 of 9	Met 9 of 17	Met 9 of 13	Met 12 of 21	Met 8 of 17	Met 7 of 9	Met 4 of 4
	2012	Met 10 of 13	Met 25 of 25	Met 17 of 21	Met 9 of 9	Met 21 of 21	Met 9 of 13	Met 19 of 23	Met 11 of 17	Met 7 of 9	Met 4 of 4
	2011	Met 11 of 13	Met 25 of 25	Met 10 of 21	Met 9 of 9	Met 15 of 17	Met 8 of 13	Met 18 of 21	Met 18 of 19	Met 8 of 10	Met 3 of 4
PI Status	2013	Not Title 1	Year 5	Year 5	Not Title 1	Year 2	Not Title 1	Year 5	Year 2	Year 5	Not Title 1
CST ELA 2 nd grade Prof. and Adv	2013	60.0	22.0	30.0	36.0	54.0	56.0	34.0	87.0	43.0	57.0
	2012	68.0	40.0	18.0	48.0	65.0	57.0	44.0	46.0	36.0	59.0
	2011	67.0	22.0	34.0	31.0	48.0	32.0	23.0	47.0	21.0	66.6
CST Math 2 nd grade Prof. and Adv.	2013	67.0	25.0	30.0	48.0	68.0	57.0	52.0	90.0	43.0	75.0
	2012	58.0	52.0	26.0	56.0	70.0	61.0	52.0	58.0	37.0	72.0
	2011	73.0	40.0	48.0	52.0	51.0	42.0	34.0	66.0	48.0	71.0
CST Science 5th grade Prof. and Adv.	2013	66.0	52.0	34.0	64.0	41.0	67.0	47.0	51.0	75.0	65.0
	2012	72.0	47.0	21.0	74.0	64.0	85.0	52.0	53.0	70.0	82.0
	2011	36.0	42.0	29.0	76.0	59.0	79.0	48.0	64.0	69.0	71.0

The chart on the following page demonstrates that CCDS middle school students have shown a dramatic decrease in 2013 in the number of students proficient or advanced in ELA, Math, and Algebra. In 2014, CCDS, after an intensive, year's pilot and with recommendation by the Math Committee, purchased Houghton Mifflin's Go Math, a hybrid program, for grades K through 5 and College Preparatory Math for grades 6 through 8. Both programs include accelerated and intervention materials, as supports RTI in the elementary grades aligned with the California Stated Common Core

Standards.

		CCDS	Bidwell Jr.	Chico Jr	Marsh Jr.
CST ELA8th grade Prof. and Adv	2013	47.0	54.0	68.0	64.0
	2012	83.0	56.0	68.0	59.0
	2011	83.0	65.0	65.0	67.0
CST Math 8th grade Prof. and Adv	2013	16.0	30.0	35.0	48.0
	2012	29.0	14.0	26.0	23.0
	2011	29.0	44.0	46.0	31.0
CST Algebra 8th grade Prof. and Adv	2013	46.0	66.0	75.0	79.0
	2012	57.0	55.0	52.0	55.0
	2011	59.0	75.0	70.0	58.0
CST Science 8th grade Prof. and Adv,	2013	74.0	67.0	84.0	85.0
	2012	74.0	65.0	81.0	77.0
	2013	74.0	67.0	84.0	85.0

The goals and objectives of the school will reflect the California State Standards and the State Frameworks. CCDS will participate in the state SBAC testing programs and strive to meet the Academic Performance Index growth targets outline by the State. As represented in the LCAP in Element 3, below, the school will have academic as well as social goals to achieve. CCDS curriculum CCDS will meet state content standards These are the measurable standards to which our students will be held accountable as defined in The Charter Schools Act (Education Code Section 47605(b)(5).

Student Outcomes Aligned to the State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

On or before July 1, 2014, the Charter School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Butte County Office of Education annually on or before July 1, as required by Education Code Section 47604.33.

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 the Charter School at the school site. Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into 'subpriorities'

STATE PRIORITY #1— BASIC SERVICES STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	CCDS will provide improved, supported, and equitable conditions of learning for all students.
ACTIONS TO ACHIEVE GOAL	Hire fully credentialed teachers and appropriately assign to grade levels/subjects commensurate with their credential.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials and appropriately assigned to grade levels/subjects commensurate with their credential.
METHOD OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	CCDS will provide improved, supported, and equitable conditions of learning for all students.
ACTIONS TO ACHIEVE GOAL	Purchase CCSS -aligned instructional and assessment materials, including technology-based subscriptions and applications.
MEASURABLE OUTCOME	100% of pupils will have access to CCSS aligned materials and additional instruction materials as outlined on our charter petition.
BASELINE	Over the past five years, 100% of pupils have had access to CA. State

PERFORMANCE LEVEL	standards-aligned materials. At present CCDS is 85% compliant in pupils having access to CCSS materials.
METHOD OF MEASUREMENT	Principal and teachers review all instructional materials before purchase pursuant to E.C.
SUBPRIORITY C - FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	CCDS will provide improved, supported, and equitable conditions for learning for all students.
ACTIONS TO ACHIEVE GOAL	• New protocols for the new and modernized facilities, playground and middle school outdoor area. • Plant manager conducts regular site inspections and reports to the CBO and Principal • Safety Committee will revise and communicate emergency procedures meeting needs of new facilities.
MEASURABLE OUTCOME	100% of facilities are safe, clean, and in good or exemplary repair. Emergency Procedures revised to reflect updates as needed.
BASELINE PERFORMANCE LEVEL	50% of facilities are safe, clean, and in good or exemplary repair
METHOD OF MEASUREMENT	• Plant Manager will conduct routine repair and maintenance and report to CBO and Principal • New protocols for the new and modernized facilities, playground, and middle school outdoor area. • Emergency Procedures revised to reflect updates as needed.
<u>STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i> <i>(At this time CCDS has 1 English learner,, not a significant subgroup. If in the future English learners become a significant subgroup, CCDS will ensure instructional materials are provided in native languages, and will include them in all CCDS goals.)</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	CCDS will ensure student outcomes reflect access, equity, and achievement in research based and Common core aligned instructional strategies and support programs
	• 100% of teachers and instructional staff trained in CCSS in the full implementation of CCSS applicable to their grade level/subject taught • CCSS aligned K-8 Writing Program adopted and 100% implemented

ACTIONS TO ACHIEVE GOAL	• Purchase standards aligned instructional and assessment materials, including technology-based subscriptions and applications. • Provide enriching and challenging learning opportunities connecting instruction to academic standards • Strengthen RTI program, services to struggling learners and while also providing enrichment time (K-5) to students at or above grade level. • Friday minimum day set aside for professional learning time to analyze data, and instructional effectiveness. • Conduct ongoing cycle of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support
MEASURABLE OUTCOME	• +1% from 2013 and 2014/2015 AYP and API results in LArts and Math for all students including significant subgroups • Purchase enrichment math materials and technology with new K-5 and 6-8 math adoption • Increase RtI staff
BASELINE PERFORMANCE LEVEL	• Benchmark results from AYP and API 2013, 2014/2015 LArts/Math school wide and subgroups • 100% of staff attended BCOE training in math CCSS.
METHOD OF MEASUREMENT	• Professional Development sign-in sheets, substitute requests, purchase orders and/or calendars will provide evidence of participation by teacher in professional development activities • Conduct trimester benchmark assessments using AIMSWeb • SBAC LArts/Math API and AYP results school wide and subgroups • Purchase orders reflecting CCSS aligned materials • K schedule change and personnel records • AIMS Web assessment outcomes
STATE PRIORITY #3 – PARENT INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decision for schools, and how the school will promote parent participation.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS
ACTIONS TO ACHIEVE GOAL	When a Board Member's three year term is up, the Executive Board nominates and elects parents to serve as Governing Board Parent members A parent opening on the Safety, PBIS, Facilities, and Finance Committee, will always be filled by a parent
MEASURABLE	Annually the Governing Board, Safety Committee, PBIS Committee, Facilities Committee and Finance Committee will have at least one or more parent

OUTCOME	members
BASELINE PERFORMANCE LEVEL	Over the past five years at least one or more parents have served on the Governing Board, Safety Committee, PBIS Committee, WASC Committee, Facilities Committee, and Finance Committee. Over the past five years three or more parents have held leadership roles in the Parent Partnership Committee.
METHOD OF MEASUREMENT	Committee and Governing Board agendas and minutes will identify Parent Members
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS
ACTIONS TO ACHIEVE GOAL	Parent Teacher Partnership informs parent liaison of detailed volunteer opportunities to be placed on website and EFlier
MEASURABLE OUTCOME	Annually, at least 50% of the CCDS Parent Teacher Partnership leadership will be comprised of parents.
BASELINE PERFORMANCE LEVEL	Over the past five years, five parents serve on the PTP and the President and PTP committee leaders are parents. Baseline will be created in the 2014-2015 school year using sign-in sheets, surveys, Governance Board meeting and PTP meeting attendance
METHOD OF MEASUREMENT	PTP minutes identify parents who participate in the PTP and committees of various events EFlier and Website will announce % of parent participation
SUBPRIORITY C - OPTIONAL	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS
ACTIONS TO ACHIEVE GOAL	Committee parent reps collaborate with Parent Liaison soliciting input from community via Google App survey Annually administration will include a satisfaction element in the LCAP survey to generate strategies for improvement. Results of parent satisfaction survey will be present to the Governing Board as well as posted on the CCDS website
MEASURABLE OUTCOME	Google app survey response will generate a return of at least 35% unduplicated community members.
BASELINE PERFORMANCE LEVEL	30% of parents completed the 2014 CCDS LCAP survey which included a satisfaction question.
METHOD OF MEASUREMENT	Results and analysis of community response to the LCAP, which includes a question on satisfaction will be posted on the website and included in the

	Governing Board agenda and minutes.
SUBPRIORITY D – (OPTIONAL)	
GOAL TO ACHIEVE SUBPRIORITY	CCDS will co-sponsor at least three community events annually in conjunction with the Parent Teacher Partnership
ACTIONS TO ACHIEVE GOAL	CCDS Administration or designee will meet with leadership of the PTP to identify opportunities and events to create and nurture community on and off campus
MEASURABLE OUTCOME	Will continue previous events and add an additional event.
BASELINE PERFORMANCE LEVEL	Sixteen community events were held in 2013-2014
METHOD OF MEASUREMENT	As demonstrated throughout our 18 history, the calendar of school events has included but not limited to events such as Harvest Festival, Bridging Ceremony, Mountain Mikes Pizza, Schuberts, and Burger Hut Family Nights and Bakesale, Drama performances, Spring music performance, All School Skate, Faculty Follies, 100 th Day of School Celebration, Christmas Concert and Choir performance, Holiday Sing, Jog-A-Thon, Parent Orientation, Back to School Night, Dr. Seuss Day.
STATE PRIORITY #4 – STUDENT ACHIEVEMENT	
<i>Pupil achievement as measured by all of the following, as applicable:</i> <i>A. CA Measurement of Academic Progress and Performance statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of ELs who make progress toward English language proficiency as measure by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) NOT APPLICABLE as not a significant subgroup</i> <i>D. EL reclassification rate NOT APPLICABLE as not a significant subgroup</i> <i>E. Percentage of pupil who have passes an AP exam with a score of 3 or higher Grade level NOT APPLICABLE to Charter School</i> <i>(At this time CCDS has 1 English learner, not a significant subgroup. If, in the future, English learners become a significant subgroup, CCDS will ensure instructional materials are written in their native languages and will include them in all CCDS goals.)</i>	
GOAL TO ACHIEVE SUBPRIORITY	CCDS will ensure pupil outcomes reflect access, equity, and achievement in research based and Common core aligned instructional strategies and support programs
ACTIONS TO	Strengthen RTI program, services to struggling learners and while also providing enrichment time (K-5) to students at or above grade level. Create a vertical K-8th grade wiring alignment

ACHIEVE GOAL	Restructure K-8 Special Education Program and 6-8 Academic Support Program Provide enriching and challenging learning opportunities connecting instruction to academic standards Conduct ongoing cycle of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CA statewide assessments; at least 70% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Increase (+) of 1% on AYP and API results for all students, low income students, students with disabilities per year through 2017.
BASELINE PERFORMANCE LEVEL	In 2013, 61% of students grades 2-8, scored proficient or higher on the California Standards Tests for English Language Arts; 63% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Tests for Mathematics.
METHOD OF MEASUREMENT	CAASPP Score reports; AIMS Web Assessments, Running Records, Writing Prompt Assessments, Pre and post unit test results, Unit assessments, Assignment and project rubrics
SUBPRIORITY B - API	
GOAL TO ACHIEVE SUBPRIORITY	Increase (+) of 1% on AYP and API results for all students, low income students, students with disabilities per year through 2017.
ACTIONS TO ACHIEVE GOAL	Strengthen RTI program, services to struggling learners and while also providing enrichment time (K-5) to students at or above grade level. Create a vertical K-8th grade writing alignment Restructure K-8 Special Education Program and 6-8 Academic Support Program Provide enriching and challenging learning opportunities connecting instruction to academic standards Conduct ongoing cycle of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.
MEASURABLE OUTCOME	Benchmark: results from AYP and API 2013, 2014-2015 SBAC LArts/Math for all students, low income students, students with disabilities.
BASELINE PERFORMANCE LEVEL	In 2013, schoolwide API target was met; 2 out of of the 3 API targets were met
METHOD OF	CAASPP Score reports; CA DataQuest Summary and API Reports or

MEASUREMENT	equivalent as determined by the CA Department of Education
STATE PRIORITY #5 – STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following as applicable;	
A. School attendance rates	
B. Chronic absenteeism rates Middle school dropout rates (EC §52052.1(a)(3))	
High school drop out rates NOT APPLICABLE to Charter School	
High school drop out rates NOT APPLICABLE to Charter School	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
SUBPRIORITY B – CHRONIC ABSENTEEIS RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS
ACTIONS TO ACHIEVE GOAL	Add incentives and recognition for students modeling safe, responsible and respectful behavior Implement the showcasing of high school programs, colleges, career, and vocational opportunities Provide enriching and challenging learning opportunities connecting instruction to academic standards
MEASURABLE OUTCOME	Increase annual daily attendance rate (ADA) to 97% Decrease annual truancy rate to 3.0
BASELINE PERFORMANCE LEVEL	Annual daily attendance rate for 2013 is 96.2% Over the past five years, keeping our families informed about the importance of attendance and implementing breakfast in our cafeteria has resulted in an overall increase in our ADA Annual truancy rate for 2012-2013 was 3.42
METHOD OF MEASUREMENT	Annual ADA report, Periodic attendance updates to families reminding them of the importance of in school attendance as the primary way of learning and success
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS
ACTIONS TO ACHIEVE GOAL	Add incentives and recognition for students modeling safe, responsible and respectful behavior Implement the showcasing of high school programs, colleges, career, and vocational opportunities Provide enriching and challenging learning opportunities connecting instruction

	to academic standards
MEASURABLE OUTCOME	95% of the 7 TH and 8 th grade classes will be comprised of students who enrolled at CCDS the prior academic year.
BASELINE PERFORMANCE LEVEL	In 2013-2014, approximately 98% of 7 th and 8 th grade students were enrolled at CCDS the prior academic year.
METHOD OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.
STATE PRIORITY #6 – SCHOOL CLIMATE School climate, as measured by all of the following, as applicable A. Pupil suspension rates B. Pupil expulsion rates Other local measure, including survey of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain and improve upon a supportive and engaging environment where students, staff, and parents feel safe, valued and connected to CCDS'
ACTIONS TO ACHIEVE GOAL	All staff have been trained in the PBIS program which supports our classroom and out of classroom management
MEASURABLE OUTCOME	Annually, 1.4% or fewer of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	In reviewing Data Quest, CCDS has a 1.4% suspension rate (8 students).
METHOD OF MEASUREMENT	CALPADS report and or Aeries will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CCDS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers and staff will be trained and follow BPIS which supports our classroom management and leadership accountability approach. The Principal will work with the teachers and families to manage student behavior issues and concerns on campus as much as possible
MEASURABLE	Annually, 0% of enrolled students will be expelled

OUTCOME	
BASELINE PERFORMANCE LEVEL	In reviewing prior DataQuest data, Charter School has maintained an expulsion rate of less than 1%
METHODS OF MEASUREMENT	CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in quarterly Fire, Earthquake, lock down and safety drills
MEASURABLE OUTCOME	Students will participate in a least nine fire, earthquake, or safety drills annually and three lock down and safety drills.
BASELINE PERFORMANCE LEVEL	In 2013-2014 100% of school staff participated in Blood Borne Pathogens education. In 2013-2014 35% of staff are CPR Certified. In 2013-2014 nine five drills were conducted and three earthquake, lockdown and safety drills were conducted.
METHODS OF MEASUREMENT	Professional Development sign in sheets and annual drill calendars
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; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Charter School’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE	Annually, 100% of students, including all student subgroups, unduplicated

OUTCOME	students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
BASELINE PERFORMANCE LEVEL	In 2013-2014, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the Charter School's charter
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules
STATE PRIORITY #8—PUPIL OUTCOMES From the subject areas described above in #7, as applicable.	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All K-8 students will participate in H.E.T. classrooms based on ELA Common Core Standards. Instructional strategies include: small group shared reading groups, one-to one conferring, reading intervention program; AIMSweb, Soar to Success. Reading Counts., Lexia, Scholastic, SRI, Step Up to Writing in grades K-6 and Reading Workshops grades 7-8.
MEASURABLE OUTCOME	Annually, 77% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Language Arts
BASELINE PERFORMANCE LEVEL	In 2013, 67.5 % of students in 2 nd through 8 th grade, scored proficient or higher on the California Standards Test for English Language Arts.
METHODS OF MEASUREMENT	CCDS will administer AIMSweb twice a year and analyze data in monitoring student achievement. Ongoing assessments include curriculum based tests and trimester benchmark assessments assess student's proficiency of the Common Core Standard in ELA. CCDS will use 2015 SBAC as a first year benchmark.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The percent of all students, including student subgroups, unduplicated students, and students with exceptional needs, will achieve proficiency on the 2015 SBAC Math..
ACTIONS TO ACHIEVE GOAL	All K-5 th grade students participate in GO Math Hybrid program five days a week. All 6 th – 8 th grade students participate in College Preparatory Math five days a week. Both programs include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, hands on math games, and on-line tutorial for homework, intervention, or accelerated work.

MEASURABLE OUTCOME	Annually, 74% of 2nd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics
BASELINE PERFORMANCE LEVEL	In 2013, 64.9 % of students in 2nd through 8 th grades, scored proficient or higher on the California Standards Test for English Language Arts.

CCDS strives to prepare all students for high school, college, and beyond. In addition, the Charter School follows Common Core State Standards and achievement outcomes for the Educated Person in the 21st Century. One component of the mission statement involves academic outcomes. State student achievement benchmarks as measured by the Academic Performance Index (API) and Adequate Yearly Progress (AYP) are expected to increase each year. By the percentage of students scoring at or above the proficient level on the California Standards Tests. CCDS is accountable for those students who have been at the Charter School for the full academic school year (from the October CBEDS count through spring CAASPP testing).

Element Three: Methods of Measurement

CCDS recognizes that assessment is a critical element for student success and assessment data will provide the information necessary to create strategic instructional programs to meet student needs; therefore, student assessment will concentrate on California's Smarter Balanced Assessments administered in the spring as per state law, the AIMSweb assessment program, multiple assessments developed by research-based publishers, and authentic assessments that demonstrate the practical mastery of subject areas for individual students. CCDS recognizes that assessments must be formative to allow adjustment to the educational strategies, as well as summative to evaluate effectiveness. CCDS views data-driven decision making as philosophically aligned with our results-oriented programming. Without the data, it is not possible to demonstrate objective, positive results.

The list below includes both formative and summative assessments:

- AIMSweb assessments given up to four times a year to determine mastery of standards in math, and language arts, and reading
- State mandated standardized testing
- California Physical Fitness testing
- Textbook/publisher-developed assignments and assessments, e.g. Go Math and CPM have chapter and unit assessments to determine a student's mastery of specific skills and standards
- Teacher developed assessments. For example, a teacher will develop a quiz on California Indians to assess a 4th grade students' knowledge after a Social Studies unit
- Student self- assessments using teacher created matrixes
- Student developed projects e.g. 7th graders create a rocket, estimate launch height and time

in air; then test it out

- Anecdotal records such as running records to track student reading performance
- Student Conduct Records in Aeries
- Parent and student surveys collected in the spring of each year
- Two writing prompts, one in autumn and one in the spring

Use of Data for Continued Improvement

CCDS will collect, analyze, and report student achievement in a continuous manner. At the beginning of the year, K – 5th grade students will be assessed using norm referenced, research based measures from the AIMSweb assessments to determine math and language arts levels and progress. The Education Specialist will analyze data and meet with teachers to review analysis of student scores. At these meetings the Education Specialist and teacher teams will determine which students need more aggressive support, acceleration, and remediation.

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. During this time, teachers will analyze school-wide trends and discuss possible solutions to gaps in student achievement.

Use of Data for Reporting Pupil Achievement

In addition to formal assessments, teachers will use classroom-based observations, PBL projects, and assessments as part of the grading process. Students will receive a report card at three intervals throughout the school year. The middle school will prepare a progress report for parents during the middle of every report card period. A parent conference will be held at the beginning of the year. The report card will reflect student progress on the standards. The report will also include attendance data as well as student's progress in following PBIS guidelines.

Evaluation measures will be employed to give teachers and administrators feedback concerning their performance vis-à-vis parents and students. These evaluation measures for teachers and administrators are based on the California Common Core Standards and the California standards for teachers and administrators.

Annual surveys will be conducted to measure parent/guardian satisfaction with all aspects of the educational program as well as our progress in meeting Local Control and Accountability Plan goals. Parent participation will be measured by parent-submitted forms recording the involvement activity and time.

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.

Independent Performance Evaluation

In the spirit of continuous improvement, within the term of this charter, CCDS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses meeting pupil and school wide outcomes. The Charter School shall utilize the results of this evaluation to make alterations to its program. CCDS has currently retained services for evaluation through the Western Association of Schools and Colleges (WASC)

Visitation

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.

Western Association of Schools and Colleges (WASC)

CCDS received its interim accreditation by the Western Association of Schools and Colleges in 2006. The charter applied for full accreditation in 2010 and received a six-year term with a midterm self-study review. The School received glowing remarks from the WASC team at its Midterm Review in May, 2013.

Element 4: Legal Issues, Governance and Parental Involvement

Governing Law: CA Education Code Section 47605(b)(5)(D)

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

Legal

While the School intends to collaborate with CUSD, the School shall operate as a separate legal entity, independent of CUSD. The School will be operated as a duly constituted California nonprofit public benefit corporation and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the school will be governed by the Board of Directors of Chico Country Day School, whose members have a legal fiduciary responsibility for the well-being of the School. CCDS agrees to voluntarily comply with the applicable sections of the Ralph M. Brown Act and California Public Records Act.

The School will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.

Pursuant to Education Code Section 47604(c), 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

The school will be governed by the Board of Directors of Chico Country Day School (the CCDS Board). 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. The administrative personnel, inclusive of but not limited to the Principal and/or Executive Director and/or the Chief Business Officer will not 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.

The Board of Directors is responsible for making collaborative decisions about the school's governance, through the establishment of operating policies and procedures and CCDS Board of Director By-laws. Major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, and overseeing fundraising activities.

The CCDS Board of Directors 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 Principal and/or Executive Director and/or the Chief Business Officer of the School.
- Approving and monitoring the implementation of general policies of the 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.
- Contracting an external auditor for an annual financial audit according to generally accepted accounting practices.
- The establishment of an operational steering committee of parents, educators, and community business leaders.
- 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 a personnel committee and an audit committee.
- Expulsion policies.

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 the School is established.

Any Board member who has a conflict of interest or whose child is before the Board for disciplinary reasons, must abstain from voting.

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 Board of Director Bylaws. The CCDS Board of Directors and the CUSD Board of Trustees must approve all material changes to the CCDS Charter.

CCDS and Chico Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

As it currently operates, the school functions as its own LEA for purposes of providing special education and related services pursuant to Education Code Section 47641(a). During each school year which the school operates, CCDS is responsible for the delivery of all required Special Education services to eligible CCDS students.

CCDS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national

origin, gender, or disability.

Parents are a vital and important resource to the school. Their participation as instructional partners in the program and their support of the program's philosophy are critical. A separate parent organization, Parent-Teacher Partnership (PTP), will provide support for academic programs by organizing volunteer and service activities. These activities should focus on fostering community spirit, facilitating the transition of new families into the school, promoting the school in the larger community, and fundraising.

Parents will be given a Parent & Student Handbook every year, which outlines the role CCDS encourages our families to take in the educational process as it relates to assisting the school, helping their student(s) with homework, attending parent meetings, and assisting in the fundraising activities of the school. Sensitive to the busy schedules of parents, staff members and the PTP will explore ways that all parents can contribute to the program.

Role of Parents/Guardians in Student Education

Chico Country Day School is enriched every day by a high level of parent support encouraged by charter school law availing parents a wide variety of ways to support their children's education. Parents, who actively choose a public charter education or an alternative educational format to fit the needs of the individual child, are typically motivated not only to see their children succeed, but want the school to flourish as well. The vision of Country Day's "encourages parents to take an active role in the operation of the school. Our parents volunteer in all aspects of the school including, but not limited to, school committees, Parent Teacher Partnership committee and/or sponsored events, the Board of Directors or its adjunct committees, in and out of the classroom, as chaperones on field trips, take home projects (cutting, prepping curriculum, etc.) as a few examples.

CCDS communicates with the Parent Teacher Partnership leadership ensuring all volunteer opportunities are posted on the website and through the school's E-fliers as needed. The 2014 Parent Survey indicated a desire for volunteer opportunities outside the school day for working-outside-of-the-home parents. CCDS will maintain open lines of communication with the PTP and teachers and use E-Fliers to communicate these opportunities as they arise.

At CCDS, we believe parent involvement includes participation in parent-teacher conferences once per year, attendance at Board Meetings and PTP meeting at least once during the school year, assisting students with homework, preparing for tests, and discussing the day's events. Parents are asked to encourage their children to fully participate in class and complete all homework in a timely manner, use and reinforce CCDS Lifelong Guidelines and Life Skills as previously described in Element 1, and actively collaborate and communicate with teachers in meeting their child's learning needs. The above responsibilities are not required, but it is the aim of the school to encourage parents to do so.

CCDS's communal spirit provides many opportunities for parents and teachers to communicate regularly about a student's progress or any other issues. In addition, parent-teacher conferences are officially scheduled twice per year, at which time benchmark assessment results are shared. The conferences include time for the parent to examine the student's academic successes and challenges through student work. Parents receive end of the year reports, which include a narrative component written by the teacher.

Element 5: Employee Qualifications

Governing Law: CA Education Code Section 47605(b)(5)(E)

The qualifications to be met by individuals to be employed by the School

Administrative 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, and, if possible, business and legal experience.

The minimum criteria for administration candidates include: a B.A. degree or its equivalent, with a Masters and Administrative Credential preferred for the Principal 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.

Teacher Qualifications

The School shall adhere to CA Education Code Section 47605, all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculties for the School for Core Subject areas.

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.

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.

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 of all Staff

All staff of the School, prior to employment by the School, must be cleared through the Department of Justice using the LiveScan process.

Chico Country Day School shall be the employer of all employees. Certificated employees will be employed by the School on an annual contract. Non-certificated employees will be employed by the School in an at-will capacity consistent with the Personnel Policies of the School.

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 or the CUSD substitute teacher pool, if agreed upon by both parties.

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 School's educational philosophy.

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 Principal will plan staff development based on analysis assessment data, and staff feedback. Any newly adopted textbooks will also include faculty development to ensure full implementation of the text.

Element 6: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237

Hiring procedures will be followed as described in CCDS board policies and procedures.

CCDS will meet all local building codes for non-district owned facilities occupied (if any) 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, a safety committee, consisting of parents, teachers, and school administrators, will conduct periodic classroom and grounds safety inspections. 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 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. These policies were developed in consultation with the school's insurance carriers and at a minimum address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- 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 instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescriptions drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshall 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.

These policies will be incorporated into the school's student and staff handbooks for CCDS and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

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.

Element 7 Means to Achieve Racial and Ethnic Balance of the District

Governing Law: CA Education Code 47605(b)(5)(G) The means by which the 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

CCDS recognizes the importance of achieving a racial and ethnic balance among its students. CCDS will implement a student recruitment strategy that includes, at a minimum, following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the district.

Think locally:

- 20% of kindergarten enrollment preference for Barber Yard Neighborhood.
- Create several small groups of parents/staff/students to walk the neighborhood.
 - Visit local residences, businesses, religious organizations, etc., to discuss ways to improve our relationship with our neighborhood.
 - Organize annual community service project in the neighborhood.
 - Continue to open CCDS campus to Barber Community Meetings, with CCDS representative in attendance.
- Provide instructions for lottery applications in multiple languages.
- Put up signage for lottery applications in English, Spanish, and Hmong welcoming all people.

Think multiculturally:

- Organize field trips to culture centers, cultural performances, etc.
- Enhance class units focused on cultures throughout the world and present locally

Think strategically:

- Host regular open houses, as well as individual school tours by appointment.
- Survey current families regarding their reasons for choosing CCDS, and their hopes for improvements in the future.
- Produce and distribute fliers and info sessions for ethnic churches, synagogues, mosques, temples, community centers and preschools throughout town
- Put ads in local magazines and newspapers.

Progress toward these goals, and any additional goals set by the CCDS Board of Directors in regards to achieving racial and ethnic balance similar to CUSD, shall be reported to the CUSD Board of Directors by CCDS staff annually in the Annual Report.

Element 8: Admission Requirements

Governing Law: CA Education Code 47605(b)(5)(H)

Admission requirements, if applicable.

CCDS will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy, as stated in Element 7 above. Admission will be requested by completing and submitting an application form. A waiting list will be maintained as needed. CCDS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. CCDS will not charge tuition, and CCDS will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or

disability.

CCDS shall admit all students who wish to attend the school. However, if the number of students who wish to attend CCDS 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 students currently attending CCDS and students who reside in Butte County within the boundaries of Chico Unified School District. Other preferences include:

1. Children of staff members.
2. Siblings of CCDS students.
3. 20% of kindergarten openings will be reserved for students in the Barber Neighborhood.
4. Re-entry students with an approved planned leave of absence
5. Students considered to be "in-district", or residing within the boundaries of Chico Unified School District.

CCDS currently serves grades K-8. Grade configuration is determined by available facilities and enrollment. Enrollment will be on a year-to-year basis. Parents who intend to re-enroll their children must notify the CCDS office by March of the current school year.

Parents and students will be given handbooks at the beginning of the academic year describing the educational philosophy of CCDS. Parents will be encouraged by CCDS to support the school in a variety of ways, including volunteering in the classroom, driving on field trips, or assisting in fundraising efforts.

All students are required to follow the school rules and policies regarding student behavior. All students are afforded the protections under written policies adopted by the CCDS Board of Directors with respect to nondiscrimination.

Element 9: Annual Audit and Fiscal Issues

Governing Law: CA Education Code 47605(b)(5)(I)

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.

CCDS is 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.

An annual independent financial audit will be conducted by a certified public accountant and will use generally accepted accounting principles. The Business Officer of CCDS will be responsible for contracting and overseeing the independent audit, and CCDS will provide the audit to the State Comptroller, CUSD, the State Superintendent and the Department of Education by

December 15 of the following school year. CCDS' Business Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and the School will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

CCDS may receive funding in accordance with Education Code, Charter School 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); 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 School may seek equitable distribution of local sales taxes and other similar funding sources.

CCDS has provided a Multi-Year projection budget in Exhibit E of this Charter. CCDS will provide CUSD with financial reports in accordance with all current law, including an Annual Budget, Unaudited Actuals, First and Second Interim Budgets. In addition, CCDS will compile and provide to the district an Annual Performance Report.

Element 10: Pupil Suspension and Expulsions

Governing Law: CA Education Code 47605(b)(5)(J)

The procedures by which pupils can be suspended or expelled.

CCDS maintains comprehensive student discipline policies, presented in Exhibit D of this charter. These policies will be printed and distributed as part of the school's parent, student and teacher handbooks and will describe the school's expectations regarding school rules, attendance, substance abuse, violence, safety, and the dress code. Each student and his/her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year. The discipline policies shall describe the procedures by which students can be suspended or expelled, consistent with this Charter.

Any student who engages in repeated violations of the school's behavioral or academic expectations shall be required to attend a meeting with the Principal or his/her designee and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. If a student fails to comply with the terms of a remediation agreement, the Principal may recommend expulsion. The school's policies provide students with an opportunity for due process, pursuant to applicable law regarding students with exceptional needs.

The Principal or his/her designee may, pursuant to the school's adopted policies, discipline and suspend students. Except for an expulsion appeal, the Principal's suspension or other disciplinary

action is final, and not appealable. The CCDS Board shall make the final determination on an appeal of an expulsion. A student may be expelled for any of the reasons stated in Education Code section 48915, or other serious violation of School rules or policies.

For expulsion appeals, the CCDS Board shall take the final action to expel any student in response to the Principal's recommendation for expulsion. The parent(s) or guardian of a student will have ten days from issuance of a written notice of the Principal's recommendation for expulsion to file a written request for an appeal hearing presided over by the Chief Business Officer (CBO). If no appeal is made, the expulsion becomes final. The CBO shall hold an appeal hearing within 15 days of receipt of a timely request for appeal of the Principal's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence and the right to question CCDS representatives.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The CCDS Board Secretary or his/her designee shall attend the hearing and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the CBO. After considering the evidence, including testimony presented at the hearing, the CBO may make a recommendation to the CCDS Board to support the Principal's recommendation for expulsion, to reject that recommendation, or to modify that recommendation, and shall provide the record of proceedings to the CCDS Board. The Board's decision on the expulsion appeal shall be based upon that record. During the period of appeal, a suspension remains in effect until the CCDS Board acts on the appeal.

The Board may adopt further policies and procedures consistent with this procedure. If a student is expelled from CCDS, the Principal shall notify the Superintendent of the student's home district within 10 days of the expulsion.

CCDS will include suspension and expulsion data in its annual performance report and this information will also be forwarded to CUSD for the district's data collection purposes. Students who present an immediate threat to health and safety may also be referred to law enforcement authorities and be immediately suspended by the CCDS Principal or his/her designee.

Element 11: Retirement System

Governing Law: CA Education Code 47605(b)(5)(K)

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

CCDS has the responsibility to provide retirement benefits to its employees. 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 employee policies. CCDS retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality of certificated and classified staff.

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.

Element 12: Attendance Alternatives

Governing Law: CA Education Code 47605(b)(5)(L)

The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school

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 county of residence.

Element 13: Right to Return as District Employee

Governing Law: CA Education Code 47605(b)(5)(M) *A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.*

CCDS staff that has left permanent status employment in the district to work at CCDS shall not have the right to return to a comparable position in the district.

Element 14: Dispute Resolution Procedures

Governing Law: CA Education Code 47605(b)(5)(N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school 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 the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board or Principal 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 governing board of the school 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:

To District:

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 15: Exclusive Employer

Governing Law: CA Education Code 47605(b)(5)(O)

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code)

Chico Country Day Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

Element 16: School Closure

Governing Law: CA Education Code 47605(b)(5)(P)

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.

- Close-Out Process

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. 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 charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.
Notification to the California Department of Education and District Office of Education
The charter authorizing entity will send a notice of the school closure to the Charter School Unit at the CDE and to the District Office of Education. The notification will include the following information: - Charter school name, charter number, and CDS code - Date of closure action - Effective date of the closure, if different - 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
CCDS and the authorizing entity 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. The charter school and/or authorizing entity 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
CCDS and/or its authorizing entity will have an independent audit of the School completed within 6 months after the closure of the School. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school. In addition to a final audit, CCDS will submit any required year-end financial reports to the CDE and the district in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets
Upon completion of the closeout audit, CCDS will wind down the affairs of the corporation pursuant to the requirements of Corporations Code Section 6710 et seq. and its Bylaws, including repayment of any liabilities, or the disbursement of any remaining assets of the charter school. To the extent feasible, any assets of the CCDS will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the CCDS may be transferred to the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

- Parent Notification Regarding Credit Transferability

At the discretion of the Principal, the school plans to accept all courses or grade completion by the 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 Principal 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.

AKNOWLEDGEMENTS

It is with deep appreciation to the following community members of Chico Country Day School for their contributions to this Charter Renewal Petition:

Anne-Marie Chick: Teacher
Kelly Clark: Teacher/Parent
Matt Juhl-Darlington: Board Member/Parent
Lowell Daun: Board and Community Member
Susan Efseaff: Teacher/Parent/Board Member
Wendy Fairon: Teacher
Collie Fisher: Teacher
John Garrett: Teacher/Parent/Board Member
Lisa Hoppe: Parent Liaison
Darren Massa: Teacher/Parent
Suzanne Michelony: Director of Curriculum
Asa Mittman: Parent
Michele Mittman: Parent
Megan Neely: Principal
Ann Nikolai: Parent
Christal Proctor: Teacher
Margaret Reece: CBO



EXHIBITS



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EXHIBIT 3	WASC Report & Accommodation Letter.....	Page 86
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EXHIBIT 5	CCDS Organizational Chart.....	Page 161
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EXHIBIT 1

Academic Performance Index (API) Report 3 - Year Average API School Report

School: Chico Country Day
LEA: Chico Unified
County: Butte
CDS Code: 04614246113773

School Type: Elementary
Charter: Direct Funded Charter

Groups	<u>Number of Student s Included in 2011 Growth API</u>	<u>2011 Growt h API</u>	<u>Number of Student s Included in 2012 Growth API</u>	<u>2012 Growt h API</u>	<u>Number of Student s Included in 2013 Growth API</u>	<u>2013 Growt h API</u>	<u>Non- Weighte d 3-Year Average API*</u>	<u>Weighte d 3-Year Average API*</u>
Schoolwide	411	868	412	873	413	844	862	862
Black or African American	7		6		11	738		
American Indian or Alaska Native	7		6		9			
Asian	1		1		4			
Filipino	0		0		2			
Hispanic or Latino	49	827	48	830	40	811	823	823
Native Hawaiian or Pacific Islander	0		0		1			
White	319	876	324	885	337	856	872	872
Two or More Races	26	877	27	880	9			
Socioeconomically Disadvantaged	70	798	76	795	65	748	780	782
English Learners	5		0		6			
Students with Disabilities	20	635	15	671	28	558	621	6

2009-10 Accountability Progress Reporting (APR)

School Report - Base API, Ranks, and Targets

2009 Base

Academic Performance Index (API) Report



California Department of Education
Assessment, Accountability and Awards Division
2/18/2011

2009 Base API Links:

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

Direct Funded Charter School: Yes

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

- 2009-10 APR
- 2009-10 State API
- 2010 Federal AYP and PI

- State Accountability: Academic Performance Index (API)

Number of Students Included in the 2009 API	2009 Base API	Ranks		Targets	
		2009 Statewide Rank	2009 Similar Schools Rank	2009-10 Growth Target	2010 API Target
347	861	8	2	A	A
Subgroups		Subgroup API			
Ethnic/Racial	Number of Students Included in 2009 API	Numerically Significant	2009-10 Growth Target		
			2009 Base	2010 Target	2010 Target
Black or African American	14	No			
American Indian or Alaska Native	5	No			
Asian	4	No			
Filipino	4	No			
Hispanic or Latino	32	No			
Native Hawaiian or Pacific Islander	0	No			
White	284	Yes	870	A	A
Two or More Races	0	No			
Socioeconomically Disadvantaged	87	Yes	833	A	A
English Learners	3	No			
Students with Disabilities	16	No			

EXHIBIT 2

SCHOOL IMPROVEMENT ACTION PLAN (2012-2015)

Goal 1: Improve and support learning by developing instructional strategies and supports that best meet the needs of struggling learners as well as advanced students.

Rationale: Due to the rapid increase in enrollment that CCDS has experienced in the last several years, along with the changing demographics in our student and parent populations it will be important for the school to respond in an instructionally appropriate way. An emphasis on learning styles, differentiated teaching, behavioral issues, and providing quality classroom instruction and interventions for a diverse student population will be very important.

Task	Responsible person's Involved	Professional Development/Reso urces	Means to Assess Improvement	Timeline	Reporting
(1) Develop a plan to continually challenge GATE students in absence of a formal program.	Administration Teachers Grade Level Teams Cross Curricular Teams Elective Teachers	2 Project Based Learning Grants - Middle School Elective Classes - Lexia – upgrade to Core 5 for CCSS - Moby Math - Kahn Academy - IXL Math - Omega Math - ABC Committee(lab RAT) - Document Based Questions (DBQ) Project - Mathletics	- Student/Parent Surveys - Students Participation Numbers - Student assessment results	Middle School PBL Grant 2011-13 SY 4th-6th grade PBL Grant 2012-14 SY Elective program expansion 2012 SY Lexia purchase and implementation 2011-12 SY 2013-14 SY upgrade Moby Math purchase and implementation 2012-13 SY Kahn Academy usage begins 2011-2012 SY	- Board Report - Newsletters - E-Flyer

				IXL Pilot Program 2011-12 SY Omega Math Program purchased 2010 SY Mathletics Pilot 2013 Spring (K & 3rd grades) Implement (K-4) 2013-14 SY	
(2) Improve access to technology for primary and intermediate grades.	Administration Technology Committee Teachers	• Lexia Training • AIMSWeb training • IPADs • Notebooks • Google Apps • Technology Elective • Mathletics Training • Technology Teacher • Typing Club	• Technology Committee • Student/Parent Survey • Teacher implementation	Purchase of 30 iPads for grades K-2 and SPED Summer 2012 Purchase of 10 iPads grade 3 9/12 Laptop cart provided to grades 4 and 5 by Summer 2012 Purchased 30 iPads for 7th/8th Grade 2012 60 laptops purchased for Middle School Lexia Training ongoing from Winter 2012 to present. Follow up training for	• Staff Meetings • Technology Committee • Teacher technology informational meetings/budgetary consideration meetings

				Core 5 CCSS piece Fall 2013. Mathletics training multiple times 2013-14 SY Purchase of TV/iPAD pilot system in grades 3, 4, 5 and 6, March 2013 Purchase of Apple TVs Hired part time Tech teacher to support staff and students with technology	
(3) Develop plan to address educational needs of increasingly diverse student population.	• Administration • RTI Team • Grade Level & Cross Level Teachers • Resource Teachers	• AIMSWeb Training • Lexia – upgraded to Core 5 for CCSS • DIBELS Training • ELL Training • Academic Support • Math Intervention Program • SIPPS, Reading Mastery, Read Naturally • Corrective Reading	• Benchmark data • Progress monitoring • Formative & Summative Assessments	Advisory Program Established in Middle School 2012-13 SY Algebra Readiness Class offered to 8th Graders Implemented Social Group 2013-14 SY Piloting Social Thinking (Michelle Garcia) with sped department	• Grade level Meetings • RTI Meetings • Staff Meetings • Special Education Department Meetings

		• Soar to Success • Counselor (six hours) • Social Group and Social Thinking			
(4) Develop a clear school-wide mathematics intervention program.	• Administration • Teachers	• Intervention Plan • Funding • Staff Training	• Screening • Benchmark Assessments • Progress Monitoring	Math intervention groups established in primary grades 2010-11 SY Intervention groups established in intermediate grades 2011-12 SY IXL math pilot implemented Spring 2012 Symphony Math pilot Spring 2012-Fall 2013 Kahn Academy access for upper grades established 2011-12 SY Moby Math purchased 2012 Intervention groups k-5 established in 2013-14 SY	• Staff Meetings • Newsletters • Intervention Team Meetings • Special Education Department Meeting

(5) Develop a clear school vision with ESLRs that can be articulated by all stakeholders.	- School Board - PTP Board - Teachers - Parents	- Samples from other schools - School-Wide documents - CCDS Charter	- Review documents - Visual Evidence of ESLRs posted at the school - Student Mural made with ESLRs included	Revise ESLRS 2012 Spring 2013	- Website - Newsletter - Board Meetings - Tours
(6) Develop a Peer Observation Program to implement innovations and to encourage improvement.	- Administration - Teachers	- Review comparative models - PD Plan - Training - Release Time - Continued revising and training of staff - Implemented digital portfolios	- Improving student outcomes on assessments - Teacher implementation - Classroom implementation of best practices	Professional development plan 5/2010 Pilot ABC program 9/2010 Implementation of ABC program 8/2011	- Schedule and plan of observations - Staff Survey - Principal Walk Throughs - Department of HET meetings - ABC Committee

Goal 2: Ensure students develop basic competencies in ELA/Math within a thematic instruction approach.

Rationale: CCDS is an Integrated Thematic Instruction School. Our goal here at CCDS is to continue providing students with an enriching program that engages students through carefully planned thematic units that support students of all academic abilities.

Task	Responsible person's Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
(1) Vertical Alignment in writing and math should be completed for all grade levels.	- Administration - Teachers - Grade level teams - Cross Curricular Teams - Elective Teachers	- Two Project Based Learning Grants - Electives - Parent helpers - Aims-Web Training	- Student/Parent Surveys - Students Participation Numbers - Reviewing Aims-Web data	Vertical alignment in math completed grades K-6 2011-12 SY Vertical alignment in ELA	- Board Report - Newsletters - E-Flyer - Staff Meetings - Writing Committee

				completed grades K-6 2013 Common Core standard transition begin 2012-13 Full implementation of Common Core 2014	Math Committee
(2) Create an inventory of curriculum resources with organizational database (children's books, book sets, professional resources, math manipulatives, etc).	- Grade Level Teams - Administration	- Library database software - Planning time for faculty	- Inventory database - List of usable curriculum supplies - Frequency of online checkout usage	Create an inventory in one curricular area per year starting with Math in 2010-11	- Staff Meetings - Parent Newsletters - Training on how to use database
(3) Develop peer Observation Program to implement innovations and encourage improvement.	Administration Teachers	- Review Comparative Models - Professional Development Plan - Training - Release Time	- Improving student outcomes on assessments - Teacher implementation - Classroom implementation of best practices	Professional development plan 5/2010 Pilot ABC program 9/2010 Implementation of ABC program 8/2011	- Schedule and plan of observations - Staff Survey - Principal Walk Throughs - Department of HET meetings - ABC Committee

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Goal 3: Improve and support student learning in the acquisition of good writing skills.

Rationale: Though CCDS has invested in writing programs, such as Step Up To Writing, the school does not have a K-8 writing continuum. Writing in Language Arts and across curriculum is a research proven methods for helping students understand literacy standards and content area concepts.

Task	Responsible persons involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
(1) Implement a writing continuum.	• Administration • Teachers	• High Tech High Grant • Electives	• Student performance on writing	Writing committee begins work 2009-10 SY	• Board Report • Staff Meetings • Writing Committee
(2) Create writing portfolios to help track student progress across grade levels.	• Administration • Technology Committee • Teachers	• Evernote/Google • IPADs • Notebooks	• Rubric of student work. • Portfolio review	Research portfolio types and storage options 2010 Writing Committee to develop yearly writing prompts 2010 Find digital options 2012 Implement	• Board Report • Writing Committee • Staff Meetings

				portfolio system 2014	
(3) Create writing program that is schoolwide: genre and standards based.	- Teacher/Parent Committee - Administration	- Teachers trained in <i>Step Up to Writing</i> - Experience and expertise of staff - Release time - Professional Development	- Checklist of needs - Student improvement on rubrics from grade to grade	Committee begins meetings 9/2010	- Staff Meetings - Department Meetings - HET Meetings
(4) Develop Library Research Database for students to use and complete research reports.	- Administrators - Teachers	- Funding for subscription - Space for instructions	- Existence of database - Track student use	Follet's Destiny Library Manager adopted 2010	- Staff Meetings - In-Service opportunities
(5) Create an inventory of curriculum with organizational database.	Teacher/Parent Committee	- Experience and expertise of staff - Release Time - Professional Development	- Existence of database - Track teacher use	Start creating inventory 2010 Fully implemented 2012	- Staff meetings - Department meetings
(6) Develop Peer Observation Program to implement innovations and encourage improvement.	- Administration - Teachers	- Review comparative models - Professional Development Plan - Training - Release time - Project based learning tuning sessions	- Improving student outcomes on assessments - Teacher implementation - Classroom implementation of best practices	Professional development plan 5/2010 Pilot ABC program 9/2010 Implementation of ABC program 8/2011	- Schedule and plan of observations - Staff survey - Principal Walk Throughs - Department of HET meetings - ABC Committee

Goal 4: Anticipate and develop a plan for how to maintain the close, interpersonal feeling of the school as the number students and families increases.

Rationale: A close community feel is important to students, staff and parents. Knowing every student helps encourage accountability and learning.

Task	Responsible persons involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
(1) Develop plan to address the social need of an increasingly diverse student population.	- Administration - Teachers - PBIS Committee - Staff	- PBIS training with Gail Cafferata - PBIS full implementation training with all staff members Aug 2013	Behavioral data tracking	Form PBIS committee 2011-12 SY Fall 2011- Begin looking at behavioral data (referrals) Winter 2012 – Contact Gail Cafferata re : PBIS & possible staff training Spring 2012 – PBIS Committee formed/GC hired a consultant Summer 2012 – PBIS committee continues to develop plan Fall 2012 PBIS rollout with phase 1 Roll out phase one of PBIS plan	- Staff Meetings - School-wide eflers - Teachers - Weekly drawings for prizes - Newsletter

				2012-13 SY Continued refinement of PBIS to full implementation 2013-15	
(2) Provide additional staff training as more sophisticated technology becomes integrated into the system of parent communication.	- Administration - Technology Committee - Teachers	- Google Drive/Apps Training - Link It Adopted	Use of Link It by Staff Use of Google Drive by Staff Use of Google Drive by Students	Link It adopted and training given 2010 Switch to Google Apps school Spring 2012	- Staff Meetings - Professional Development

Goal 5: Maintain appropriate board policies aligned with educational goals and sound practices.

Rationale: Responsible board governance and leadership encourages a transparent, legal and healthy working and learning environment.

Task	Responsible persons Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
(1) Restructure the Board of Directors to create a smaller, yet smoothly functioning board.	- Board of Directors - CUSD School Board	Research make-up of other charter school boards	CUSD Approval	Board of Directors rewrites governance section of charter 2012	- Board Minutes - Eflyer
(2) Board members will be trained regarding the Brown Act.	- Board Chair - Chief Business Officer	- John Lemmo (school attorney) - Butte County Office of Education	- Completed Training - Regular appropriate use of Brown Act	Training completed August 2012 Ongoing monitoring of appropriate use	Board Minutes

			guidelines	by Board Chair Refresher training and training for new board member in March 2013 at BCOE	
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Goal 6: Move forward with modernization and beautification of CCDS physical plant, especially with regard to multi-use room, library and outdoor play area.

Rationale: The physical plant of CCDS is its greatest liability.

Task	Responsible persons Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
(1) Continue to pursue Proposition 1D funding to rehabilitate main campus.	- Chief Business Officer - Principal - Board of Directors - Facilities Committee	We Built It – The Money and Muscle of Facilities Management and Navigating the New OPSC Audits CBO June 2012		Preliminary design apportionment received in 2010-11 SY DSA, CDE and OPSC approval in Dec 2012- March 2013 Final Apportionment application Form 50-04 submitted in March 2013 California School Finance Authority financial review in progress - April 2013	
(2) Improve library facility with wider	- Librarian - CBO - Board of Directors	Librarian		Proposition 1D approval and funding	

selection of books and access to technology for all grades.	- Principal - Facilities Committee			Architectural plans include the library moving into a 960 sq ft. classroom space upon the move of the 6/7/8 graders	
(3) Purchase Salvation Army building to increase square footage of campus and provide additional classrooms for middle school students.	- Board of Directors - Chief Business Officer - Principal - Facilities Committee			Purchase Dec 2011 Building use permits May 2012 Asbestos removal 2012 Architect selection April 2013 Begin Rehabilitation 2013	- Board Minutes - Eflyer
(4) Remove trees that are sickly and in danger of falling, thus providing a safer play area and more room for children to play.	Plant Manager Chief Business Officer	- City Arborist - Tree Removal Company		2010 - Chinese Tallow (John Bidwell's tree) recommended for Historic status 2011 - tree removal by rooms 1 and 6 2012 - tree removal by rooms 3 and 4 2013 - tree removal office 2013 tree removal Salvation Army	Plant Manager Eflyer

				Board consideration of removal of Cedars on South end of campus May 2013	
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EXHIBIT 3

WASC MIDTERM REPORT

PRINCIPAL'S PREFACE: MAKING OF A SELF STUDY

The making of this self study is a story worth telling because it is a reflection of how the members of this institution work together to produce excellent outcomes. In December of last year I was hired to lead Chico Country Day School, an institution so full of life I felt privileged to join this community. Despite recent changes in academic leadership and economic hardship facing California's public schools, CCDS is thriving. Motivated by personal allegiances and commitment to student success, CCDS weathered the storm and maintained its focus on learning. API test scores are among the highest in the District, communication efforts have expanded, technology software and hardware have been upgraded and expanded to meet growing demands, and the California Department of Education recently approved plans to expand the campus to include a 12,000 square foot site across the street.

The combined efforts of the Self Study Leadership Team and school-wide focus groups have helped me gain a better understanding of this institution from the inside out—and in short order! Having been on the job for only a few months, I can personally attest to the value of the accreditation process as a guide for the entire CCDS community. In preparing this progress report, staff and administrators have teamed up with students, parents, board members, and the community to engage in dialogue about the goals and objectives of the school. These discussions have helped inform necessary steps for advancement; they've helped us prioritize needs; and they have encouraged broader thinking about how to solve problems through some creative solutions.

And while there is much to be gained by looking ahead, our discoveries throughout this review process have reminded us of the value of "planning backwards". As a result, we have renamed and revised the former "Schoolwide Action Plan" to be called the School Improvement Action Plan (2012-2015), the focus for which begins with the learning process and moves backwards into the teaching process. And since the teaching process is explicitly designed to produce identified learning, it can be called "learning for teaching." For teaching, this backwards planning moves into what the school needs to do in order to support teachers as they put into action the changes in practice specified by the plan.

Chico Country Day School's commitment to "being there" is evident throughout this community. By connecting learning themes to practical, everyday experiences the school inspires thoughtfulness, helpfulness, and the desire to succeed. Whether it is teachers helping teachers, parents participating in classroom lessons, or local businesses sharing best practices in partnership with our school, CCDS seems to exude a spirit of resilience and determination that make anything possible.

After a year and a half of hard work, the midterm review is now complete and, on behalf of the Board of Trustees and myself, I extend my thanks to all who participated in this extraordinary process. Furthermore, I welcome the Visiting Team who will read this report, visit our school, and provide an updated evaluation of our work. I invite you to read this study and learn about our institution, its programs, services, and most important, its commitment to student learning and success.

Megan Neely

Principal

CHAIRMAN'S MESSAGE

As a former teacher and current education law attorney, I continue to be impressed with the ability of Country Day teachers and staff to implement core curriculum standards while also integrating thematic learning as a daily teaching standard. As a parent of three children currently attending CCDS, I have total confidence in the strong family-oriented community that helps define this school.

During my three years of service on the Board, my colleagues and I have experienced some challenges with the change of administrative leadership that started in 2011 with the departure of then Principal, Paul Weber. The following search for a replacement tested the Board, teachers, and staff, all of whom were actively involved with the interim administration and teachers in assuring high standards were maintained throughout the institution. Especially notable during this time of transition was the extent to which the teaching personnel and support staff never hiccuped. Additionally, teachers and support staff stepped-up to support the interim administration and assisted by maintaining a positive and educationally charged environment so students would continue to receive quality academic instruction within the safe, friendly, and culturally-rich environment to which they were accustomed.

The Board recently participated in a full-day training on the Brown Act and has developed both short- and long-term goals to improve its ability to support the administration and teachers in delivering the excellent educational product which is provided here to students. The Board's involvement in the development of this Midterm Report and ongoing participation in updating the Action Plan and ESLRs contributes to a strong sense of belonging and transparency. This process of ongoing self study and assessment gives everyone the opportunity to become more informed and engaged.

Chico Country Day School is more than a school. It is a nurturing environment where children are encouraged to learn both collaboratively and independently, while instilling in each child the long-term life lessons of respecting unique abilities and differences of their peers. Having weathered a bumpy few years with the support and confidence of my colleagues and peers still intact, I am looking ahead with such enthusiasm at all we are capable. Under the fresh leadership of Ms. Neely and the steady march toward excellence of Country Day teachers and staff, I foresee steady progress, continued self-reflection and assessment, and the kind of schoolwide learning

results that continue to set the school apart.

Matt Juhl-Darlington

Board Chair

PTP: BUILDING COMMUNITY

At Chico Country Day School the Parent-Teacher-Partnership (PTP) seeks to aid students by providing support for their educational and recreational needs through fundraising. PTP is also the voice of the families and an advocate for charter schools, promoting open communications between the administration, teachers, and parents, and encouraging a sense of “Community” throughout the school. PTP membership is open to all CCDS staff and families. It is led by an Executive Board of seven officers, one of whom is a teacher representative, acting as a liaison between teaching staff and PTP. The President of the PTP sits on the school's Board of Directors.

The PTP Executive Board is responsible for coordinating volunteers for events and fundraisers at the school. Last year, in addition to funding multiple events, the PTP raised more than \$59,000—primarily from the school's annual auction. As a result, CCDS was able to provide additional fieldtrips and purchased iPads and computers for all grade levels.

Chico Country Day is a stand out in Chico, evidenced by long waiting lists, small classroom size, intense parent participation (50 service-hour minimum), and the staff and faculty's commitment to quality and creative leadership. Being a part of the Country Day community feels like belonging to something great. As President, I am honored to be a part of a parent community that genuinely cares about its children's education and the welfare of our phenomenal staff.

Jennifer LaBadie

PTP President

ELIGIBILITY REQUIREMENTS

Authority

Chico Country Day School (CCDS) is a K-8 public charter school organized as a 501(c)3 not for profit public benefit corporation. CCDS is fully accredited by the Schools Commission of the Western Association of Schools and Colleges. The CCDS charter which was established in 1996 sets the goals, methods, structure and philosophy which guide our school.

Mission

The mission of Chico Country Day Charter School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

Expected Schoolwide Learning Results

Academic Achiever - I am an academic achiever. I use basic skills and critical thinking to take ownership and to develop a love of learning.

Responsible Citizen - I am a responsible citizen. I do my personal best and I use my life skills to be a respectful, responsible and safe community leader.

Problem Solver - I am a problem solver. I have the ability to use a variety of educational and technological resources.

The Teachers

Chico Country Day School employs 30 teachers that value the best elements of traditional and innovative education and support the development of every student's mind, body and spirit. The School adheres to the CA Education Code Section 47605(l), all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculties for the School for Core Subject areas. 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).

Governance

The school will be governed by the Board of Chico Country Day School (the CCDS Board). The District Board of Education may also appoint a representative to serve on the CCDS Board of Directors.

Administration

The Administrator of CCDS holds a Bachelor of Arts degree or its equivalent, with a Masters and Administrative Credential preferred. They 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 student-data analysis.

Admission

CCDS attracts a wide variety of students from Chico and surrounding communities. CCDS actively recruits a diverse student population from the district and surrounding areas. If the School receives more applications than there are spaces for students, each application will be given equal chance for admission through a random public lottery for placement. CCDS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. CCDS does not charge tuition or discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.

Financial Accountability

CCDS is 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 nonprofit corporation, the CCDS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's finances.

ACKNOWLEDGEMENTS

CCDS Midterm Report Leadership Team:

Beth Colwell, Teacher
Lowell Daun, Board of Directors, Member
Karin Daverson, Teacher
Bonnie Fitzgerald, Office Manager
Lisa Hoppe, Parent and Community Liaison
Tara Johnson, Parent
Matt Juhl-Darlington, Board of Directors, President
Jennifer Labadie, Parent Teacher Partnership (PTP), President
Jessika Lawrence, Board of Directors, Member
Carol Masters, Teacher
Lesli McCutcheon, Teacher
Signe Miller, Teacher
Megan Neely, Principal
Ann Nikolai, Parent and WASC Coordinator
Margaret Reece, Chief Business Officer

Students Graphic Artists:

Avery Santa Ana
Mimi Brake
Cora McCutcheon
Elicia Stein-James
Eli Trites
Emma Lawrence
Austin Metroka

TIMELINE

Spring 2012

1. Establish Leadership Team for mid-term review process
2. Design and build website repository for templates, key documentation, evidence, and reports
3. Schedule meetings and release time
4. Call for volunteers

Fall 2012

1. Parent volunteer identified for work group
2. Evidence gathering
3. Board of Directors Work Session
4. School-wide Listening Sessions

Winter 2012

1. Draft Progress Report Outline
2. Identify Section Captains

Spring 2013

1. School-wide Work Session
2. Draft Midterm Progress Report
3. Create new page on CCDS website for WASC updates
4. Student forum (middle school)

5. Student forum (elementary grades)
6. PTP: Work Session
7. Board of Directors: Work Session
8. Review and approval of Sections
9. Gather evidence for all Section Captains to review
10. School-wide Work Session (open meeting)
11. Board of Directors: Final Report Approval
12. Design Report
13. Print Report
14. Logistical preparations for WASC visit
15. WASC visit

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SECTION I: INTRODUCTION AND BASIC STUDENT/ COMMUNITY PROFILE DATA

The Community

Chico is a medium-sized city located in Northern California, midway between Sacramento to the south and Redding to the north. Located on the northeast edge of the Sacramento Valley, the Sierra Nevada mountains lie to the east, with Chico's city limits venturing several miles into the foothills. To the west, the Sacramento River runs approximately five miles from the city limits. The City of Chico was founded in 1860 by General John Bidwell and incorporated in 1872. Today the City of Chico is over 33 square miles. It has been named



“Tree City USA” for 26 years by the Arbor Day Foundation. The urban area of Chico has a population of approximately 107,000 growing steadily by about two percent annually. Butte County has a population of 221,000. The ethnic make-up of Chico is primarily white with a significant Hispanic population and smaller Asian population. There is also a small African-American and Native American population.

The median sale price of a single family home in Chico from October 2012 through December 2012 was \$225,000. Although price of homes has increased by 11 percent compared to the same time period one year ago, the number of houses sold has decreased by 24 percent at the time of this report.

Chico provides easy access to large metropolitan areas without the expensive cost of living. The cost of living in Chico is significantly lower than it is in Los Angeles, Sacramento, San Jose, Santa Rosa or San Francisco. San Francisco’s cost of living is 69.5 percent higher than Chico’s, for example.

Chico’s diverse cultural landscape is enhanced by several performing arts organizations, a variety of art galleries, and many public art exhibits, as well as Chico’s newest attraction, the Gateway Science Museum. From community theater to nationally acclaimed touring artists performing in Chico State’s historic Laxon Auditorium, Chico offers year-round entertainment unparalleled in the Northern Sacramento Valley. There are over 100 churches in Chico, two libraries, five local television stations, ten local radio stations, one daily newspaper, and a large cinema complex.

Chico is home to Bidwell Park, the fourth largest Municipal Park in the United States. Spanning more than 3,700 acres, the park offers something for everyone to enjoy. Just recently, Bidwell Park was inducted into the California Park and Recreation Society District 2 Hall of Honor, a great recognition for the City of Chico. Chico is proud of the reputation it has gained as a bicycle-friendly city, too, with 50 miles of bike paths throughout the city.

Chico offers two centers for higher education - California State University, Chico and Butte Community College. Local businesses identify easy access and partnerships with both the university and college as a major benefit to being located in Chico. Much of our local economy is driven by the presence of Chico State, the largest draw to Chico, because it employs 2,300 people and has approximately 16,000 students. Founded in 1886, the main campus covers 119 acres plus an 800-acre farm on the outskirts town. There are seven colleges, five schools, and 28 centers at the University.

Butte Community College sits on a wildlife refuge and is located midway between Chico, Paradise, and Oroville. Butte College serves 20,000 students annually and offers training for more than 100 career options, an associate degree, or general education classes for transfer to the California State University system, the University of California system, or private colleges.

Besides the University and the community college, Chico's top employers include Sierra Nevada Brewery, Enloe Hospital, R.W. Knudsen Family, Sungard BiTech Software, Build.com, WREX Products, and FAFCO. Over the last several years, Chico has seen a growth in mid-size businesses. Chico is known as a center for sustainability due to the significant efforts occurring in business, education, and government. FAFCO, one of the newer companies to Chico, is the oldest and largest solar panel manufacturer in the United States. Chico is also home to Chico Bag, Kleen Kanteen, and Transfer Flow, a company leading the way to cleaner alternative fuels. Sierra Nevada Brewery, Knudsen, CSU, Chico, Butte College, and the City of Chico are all committed to stewardship through sustainability.

The Chico Unified School District is comprised of 12 elementary schools, three middle schools, two senior high schools, one independent study school, one special services school, and a continuation school. There are several specialized elementary programs within Chico's schools including Academics Plus K-6 program, Gifted and Talented Education (GATE), Open Structure K-8 program, and Spanish Immersion K—8 program. In addition to the public schools, Chico has six charter schools authorized by Chico Unified. Current enrollment in the district stands at approximately 13,600 for grades K—12.

The School

Chico Country Day School is a K-8 grade school located at 102 West 11th Street in Chico, California. The school sits in the middle of the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. This neighborhood was originally built to house the employees of the adjacent Diamond Match Factory. The 13,000-square-foot building constructed in 1905 was used to raise bees and to make honeycomb frames from wood left over from making match sticks. The bees helped pollinate the area's crops, and the company often purchased the resulting honey. Operations at the plant ended in 1989 and today the property is designated for a future development called Barber Yard. Before CCDS moved to its current location in 2005, it was located in a building in north Chico on Cohasset Road. When Proposition 39 was passed, Chico Unified offered a vacant school site to CCDS, now its current location.

Chico Country Day School was founded in 1996 by teachers, parents, and community members with the purpose of providing families with expanded choices within the public school system in the greater Chico area. The Charter was written to provide guidelines for goals, methods, structure, and philosophy which define the school. Country Day began as a dependent charter school of the School District, and later became an independent 501(c)(3) corporation and charter school in 2004. The CCDS Charter was rewritten and revised and unanimously renewed in July 2004. Since it was established, Country Day has continued to grow academically and in terms of enrollment. Current enrollment in K—8 is 553 students.

CCDS Enrollment (5-year comparison)*

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
K	60	60	60	68	62
1	60	60	60	57	62
2	60	62	62	62	62
3	60	60	64	61	63

4	52	60	63	61	62
5	52	60	63	63	61
6	52	60	59	60	62
7	52	60	64	62	61
8	52	60	55	57	58
Total	476	542	550	551	553

*numbers include Independent Study Student

Student Enrollment by Subgroup (School Year 2012-13)

Group	Percent of Total Enrollment
American Indian or Alaska Native	3.6%
Asian	2.4%
Pacific Islander	--
Filipino	0.9%
Black or African American	3.8%
White	89.3%

School Program

The mission of Chico Country Day School is to provide a safe, joyful community where all learners are inspired to achieve their personal best. Country Day offers a broad and enriched K—8 education, emphasizing integrated teaching based on the California State Teaching Standards. The School uses a method of teaching called Integrated Thematic Instruction, or ITI, which weaves subjects together based on a thematic year-long theme and also emphasizes life skills and lifelong guidelines. CCDS offers music, including choir, band, and classroom music; art and drama; environmental science; an after- school program and a preschool. Under the direction of an athletic director, CCDS students participate in flag football, volleyball, cross country, and basketball. There is also a running team sponsored by the *Girls on the Run* organization.

School Vision

The vision of Chico Country Day School is to create a school that:

- Offers low class size in every grade, in comparison to other schools
- Offers a small community environment for both families and students
- Is committed to academic excellence
- Implements the Integrated Thematic Instruction Model
- Provides a dynamic, interactive classroom environment
- Develops a school-wide theme for the entire year
- Provides a technology-rich environment
- Grounds instruction in math, science, and the arts

- Encourages parents to take an active role in the operation of the school
- Provides an after-school program to complement academic programming

School Accountability

CCDS is an independent Local Educational Agency (LEA) within the Butte County Special Education Local Plan Agency (SELPA), and as such operates its own special education program. Through the SELPA policies, CCDS complies with all IDEA and ADA Section 504 requirements.

CCDS participates in Class Size Reduction (CSR) and complies with all reporting and training requirements of that legislation. CCDS contracts with Chico Unified School District for nutrition services and offers breakfast and lunch daily to students.

Through Chico Unified School District, CCDS participates in the federal free and reduced price lunch program (FRLP). CCDS participates in the federal NCLB and State accountability systems, administering approved standardized achievement tests to students in grades 2-8 once per year. CCDS has a long history of meeting all API and AYP participation and student achievement targets.

	2007-08	2008-09	2009-10	2010-11	2011-12
API Score	835	832	861	868	873
Statewide Ranking	8	8	8	8	8
AYP	yes	Yes	yes	yes	yes

CCDS Staff

CCDS staff includes 30 teachers (including four who job share), all of whom are highly qualified per NCLB and are appropriately credentialed for the classes they are teaching. CCDS has CLAD authorized teachers at each grade level to meet the needs of English Language Learners. Staff at CCDS also includes the Principal, Chief Business Officer, Office Manager, Administrative Assistant, Human Resources Assistant, Parent/Community Liaison, seven special education aides, a school psychologist, speech and hearing specialist, nurse, garden coordinator, plant manager, two custodians, and five non-credentialed elective teachers. The after-school program has two coordinators and 12 aides. The preschool employs two directors, two teachers, and one aide.

CCDS and Local Businesses and Organizations

Chico Country Day School has strong relationships with many local businesses and community organizations. Some of those include the 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, several restaurants and the Downtown Chico Business Association. These organizations frequently collaborate with Country Day.

The North Valley Community Foundation's mission is to promote and support philanthropy within Chico. Five years ago the Foundation implemented the "Annie B's Campaign," an annual giving campaign offering non-profits challenge grants that provide a percentage grant for donations. CCDS participated in this campaign and has been in the top ten non-profits in the Chico area in terms of contributions. The school is a member of the Rotary Club of Chico and the Chief Business Officer regularly attends Rotary meetings.

Because CCDS is located at the southern end of downtown Chico, they have had several opportunities to work closely downtown merchants, the Barber Neighborhood Association and Chico Volkswagen, an adjacent neighbor to the school. CCDS has permanent art displayed downtown after a former art teacher bid on a bench project through the City Arts Commission. Tiles for permanent benches placed downtown were designed by CCDS students. Art students have also participated in studio art classes and gallery showings through 1078 Art Gallery. CCDS has a special relationship with Kids and Creeks, and a special interest in the creek which runs near the campus. Working with this organization assists some grade levels in completing standards in outdoor education and learning about our local environment.

A strong music program at CCDS has opened up many opportunities to regularly perform around the community. The School hosted the University of California at Berkeley Marching Band three times as the band made their way northward to the annual Cal vs. Oregon football game. This event has taken place on campus and at the downtown City Plaza. The school band has partnered with the North Valley Symphony Association, performing during intermission at many concerts and playing during their fundraiser, the Mozart Mile. The choir and band have also performed at the Chico Mall during the holiday season.

The Parent Teacher Partnership (PTP) is the CCDS parent organization that functions in the same manner as a PTA or PTO at other district schools. This group was formed as a conduit for assisting teachers and administration in the organization of the CCDS parent force for the overall good of the school community. Last year, PTP raised \$73,000 for the school through various fundraisers.

CCDS Student Council is a strong presence at the school. Led by sixth, seventh, and eighth graders, this group of students assists with school-wide events, organizes middle school functions, and brings many community service projects to the school. Through special fundraisers on campus, they have raised money for several groups including a local homeless center, Recreation and Dreams for Kids with Cancer, Pennies for Patients, and Sunshine Kids.

SECTION II: SIGNIFICANT DEVELOPMENTS

Chico Country Day School has experienced several critical changes since the last WASC visit in 2010 and has worked to address all key follow-up areas identified by the team.

Critical Area of Follow-up #1: Develop a plan to address the educational and social needs of a growing and increasingly diverse student population.

The WASC team highlighted concern among parents and teachers that the close, family feeling of the school could change because the school is growing rapidly. Developing a comprehensive plan to accommodate growth and maintain the joyful community that makes the school prideful will help teachers and staff better manage growth and more effectively meet diverse needs of students.

Response (2010)

Committees Formed to Respond to WASC Recommendations

In response to the WASC team visit in March, 2010, a committee was formed to evaluate existing curricula with special attention to a range of diverse learners at CCDS. The main focus of this committee, called the Diverse Learners Committee (DLC), was a detailed evaluation of the school's GATE-style lessons in absence of a formal GATE program. This review helped focus attention on the Highly Effective Teaching (H.E.T.) Education Model (formerly known as Integrated Thematic Instruction) practiced at CCDS since the school's inception. The H.E.T. model, in addition to various project-based learning activities prevalent at each grade level, are providing the kind

of experiences unique to the GATE program and are presented in greater detail as they relate to supporting more advanced students in Critical Area of Follow-up #4 (p28).

Simultaneously, a Writing Committee and a Math Committee were created to address WASC's concern about bridging the divide between a wide-range of learners (Critical Area of Follow-up #1) and improving vertical alignment of writing and math (Critical Area of Follow-up #5). These objectives also mirrored in the CCDS School Improvement Action Plan (2012-2015) goals 1, 2, and 3 related to improving student learning through enhanced instructional strategies.

It became quickly apparent that all three new committees overlapped to some extent. To streamline resources, the Writing and Math Committees absorbed the personnel of the Diverse Learners Committee and continued an overall commitment to improving learning opportunities for all students. (For more details on specific activities related to vertical alignment in Math and Writing, see Critical Area #5, p30). While the primary focus of these groups is to develop challenging curricula (offering choice activities) and teaching methodologies for more advanced students, the commitment to the H.E.T. teaching principles and related teacher training and support has broadened the curricula and teaching incentives to encourage differentiated instruction and ultimately offer greater support overall for all students. See Critical Area #7, Staff Development, for more detail on staff and teacher training, peer observation, and performance incentives (p33).

Response (2011)

Special Education Services

In Fall 2011, Special Education Services at CCDS took an extraordinary step: the addition of "The Learning Center." This program was designed to meet the needs of students in grades 4-8 who had difficulty navigating a full day when mainstreamed into a regular classroom. The creation of the Center helped direct needed resources to students who were performing lower academically and also had significant behavioral issues that compromised the overall experience in the regular classroom setting. The targeted instruction allowed for students to be grouped according to their instructional levels rather than their grade levels. Although the instructional needs of the students were much more effectively addressed with the addition of The Learning Center, it was noted that many participants had trouble returning to the traditional classroom setting. As a result, the Center increased its services from half day to an additional hour after lunch in 2012 to extend student learning for those who required additional support. Afternoon aides are now assigned to classes with students who reunite with classmates for the last hour of regular classes. This is producing positive outcomes by providing assistance to the classroom teacher and it is enabling instruction to continue without interruption.

Response (2012)

Restructuring the Bell Schedule

In the winter of 2012 a team of five teachers conducted Internet research and school site visits of other successful K—8 schools for the purpose of improving on current Response to Intervention (RTI) scheduling and practices. While the initial intent of these visits was to learn how other schools conducted their RTI programs, these observations led to a completely different outlook on how the entire school day was structured. Effective supervision and safety on the playground has always been a priority at CCDS. With overlapping lunch times, however, younger students sharing play space with older students challenged personnel to keep everyone safe. In response, these teachers suggested a restructuring of the bell schedule to eliminate some of these issues. It was determined that by shortening lunch periods to avoid overlap, for example, many safety issues could be resolved.

Chico Country Day School implemented its new bell schedule at the onset of the 2012-13 academic year. Since its inception, the school has realized many benefits: lower reported incidences of playground misbehaviors; middle school students are no longer in the position to compromise the safety of younger students; playground supervisors are better able to focus on encouraging and modeling new procedures in response to playground infractions; and the total number of student referrals for misconduct at break times has rapidly declined. This new schedule has also provided staggered dismissal times to alleviate after school traffic congestion during school pick up.

Teachers at Chico Country Day School are constantly working to improve their practices, to plan, observe, and to create thematically enriching learning experiences for students. The new bell schedule has helped teachers do this by adding much needed daily collaboration time for teachers. For primary teachers specifically, this time has served as an invaluable grade-level as well as cross-grade level planning time to support and to learn from best practices. For middle school teachers, the extra time offers the opportunity to pursue Project-Based Learning activities often requiring enormous amounts of effort in planning and fine-tuning with colleagues.

While the new schedule has forced teachers to be more cognizant of purposeful teaching, one drawback of the schedule is teachers feeling pressed for time to cover their curriculum. A new Bell Schedule Committee comprised of teachers, administrators, and staff was formed in response to discuss merits and drawbacks of the new program.

Response (2012)

Middle School Advisory

With the change of the bell schedule it is now possible to reduce the size of student groups meeting with adult advisors. 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 between 15-18 students and establishes a point of contact for each student and his/her parents. The advisors facilitate common activities to encourage middle school students to work cooperatively on projects and get to know one another better. Through weekly meetings, individual conferences, and monthly "buddy" activities, Middle School Advisory provides a critical context for academic planning, home/school communications, and team/community building. These groups also adopt service learning projects on campus thereby modeling the school's commitment to community.

Response (2012)

Positive Behavioral Interventions and Supports (P.B.I.S.)

Last spring, with an interim academic administration team in place, it was observed that the discipline system was not as effective as it could be in improving student behavior at school. The interim team noticed inconsistencies between staff in the way referrals were distributed for poor behavior. The entire staff agreed that a new behavior management system was needed that proactively focused on the positive choices students make, as well as ensuring negative choice consequences were carried out. The program was first implemented last year with the introduction of three basic tenets: (1) Be safe, (2) Be responsible, and (3) Be respectful. In the classroom, teachers were encouraged to incorporate these fundamental truths into the unique culture of their grade level. Across classrooms, teachers were encouraged to identify common vocabulary so students and faculty could speak the same "language." This new system not only reflects the CCDS culture, but it also focuses on the Life Skills the school actively promotes. While negative consequences remain in place for students making poor choices, the emphasis is now on positive choices, with built-in rewards ("Eagle Bucks") honoring good behavior. Eagle Bucks are currently used schoolwide as currency for special activities and events. Plans are currently in place to expand

buying power to include selected items from the school store.

The P.B.I.S. system is proving to be a great exercise in refining an outdated program and establishing something that better fits the CCDS culture. Students are seeking positive attention at a higher rate and the referrals or tracking of misbehaviors has been significantly reduced.

(Response 2012)

Family and Community Liaison

As the student population of Chico Country Day School has grown, keeping lines of communication open between various school groups has become more challenging. To alleviate this issue, CCDS added a staffing position titled Family and Community Liaison. The purpose of this added position was to continue to foster and to facilitate communications between the Board of Directors, the Parent Teacher Partnership (PTP), Administration, and the community at large. This position was also created to provide information on services available to eligible students and families, and to improve the dissemination of information on school activities and procedures. Responsibilities include: maintaining a current parent database, producing e-flyers, creating a monthly newsletter, updating the CCDS website, recording Minutes for Board of Directors meetings, acting as liaison between Board and PTP, updating the school's presence on social media like Twitter and Facebook, and assisting the office manager with various parent volunteer requirements focused on school safety. As a result of this part-time hire, parents are feeling more informed and newcomers are expressing appreciation for the special attention they receive. Additionally, the liaison has received many positive comments from parents and teachers for fostering effective communication throughout the school community and on accessibility to parents with questions and/or concerns.

Critical Area of Follow-up #2: Increase access to technology and improve library facility with wider selection of books and access to technology.

The WASC team noted that while technology is a strength in the middle school, the primary and elementary grades are lacking in technology, and all grades would benefit by an improved library facility.

Response (2010—present)

Technology Purchases

There were some important purchases for the expansion of technology at CCDS. These new additions have been central to accessing exceptional opportunities for practicing skills (particularly in lower grades) and research (for upper grade students). These additional technology tools positively impacted the desire to infuse them into the classroom. Many students have computers and other wireless devices at home making the need for training minimal. With the Common Core Standards on the horizon, it is imperative students are comfortable and adept users of current technology.

Recently, the school took a giant step focusing primarily on better integrating technology into the K—3 classrooms. In 2012, following much research, iPads were determined to be the best and easiest manner to enhance technology in those grades and in the Special Education classroom. As a result, 30 iPads were purchased for grades K—2 and Special Education; 10 iPads were purchased for Grade 3. Additionally, 30 iPads were purchased for Grades 7—8, enabling CCDS to then transfer two laptop carts, each with 30 new and upgraded laptops, into Grades 4 and 5.

The iPads have also proven exceptionally helpful to teachers doing one-on-one assessments with students.

Assessments must be done regularly to effectively monitor student progress. In particular, struggling students can be easily tracked with the skills practice sites, like Lexia Reading. All current benchmark and progress monitoring assessments are electronically stored and automatically uploaded into the AIMSweb website. Those scores then produce data that informs the classroom teachers as to how to address the instructional needs or gaps of the students. Interventions are more prompt as a result because of this consistent feedback.

While the iPads represent a more recent purchase, a major investment in technology was launched in the spring of 2010 with the addition of laptop carts in the upper grades and the installation and upgrading of desktop and laptop computers. Several computers were also purchased for the Library to enhance search capabilities for all students. The following year, computers and laptops were upgraded in accordance with new leases and new laptops were purchased for the Special Education Department. In 2012, desktop upgrades were carried out across the institution, including the Library, for the purpose of expanding search capacity there. Several computer software and online learning programs were purchased, including Lexia, AIMSweb, and Moby Math.

Most recently a 60-inch flat screen TV and Apple TV box were purchased for science lessons in Grades 7 and 8 and are currently being compared to existing Smartboards. Electrical system problems in some of the Middle School classrooms make using Smartboards problematic. If the Apple TV Box is proven more effective, CCDS will make additional purchases of that product in the next fiscal year.

Response (2011)

Technology Support Staff

A part-time technology support position was created and staffed to help mitigate problems with computers, iPads, Internet connections, and/or issues with access. This position was filled in 2011 and has been an exceptional addition to the teachers' repertoire of resources to teach and manage student progress in their classrooms.

Critical Area of Follow-up #3: Improve physical plant.

The most critical area for follow-up identified by the visiting team in 2010 is the school's physical plant. While the team admitted that parents are quick to point to the outstanding quality of the overall CCDS experience, the weakness of the facility is considered by WASC to be a liability, especially with regard to the multi-purpose room, the library, and the outdoor play space. The team also expressed concern that approval from CUSD had not happened as of the 2010 team visit.

Response (2012)

District Approval Received!

It has always been the hope of Chico Country Day School to expand its facilities in order to provide students with greater opportunities to learn and to grow. While this has been a long, drawn-out process requiring years of commitment, through the dedicated efforts of our Chief Business Officer and numerous other individuals in the CCDS community, the school is one step closer to actualizing this dream. In February of 2012, the California Department of Education and the DSA (State Architect) approved the school's final Modernization Plan for their current site using Prop 1D funding. A major component of this plan is a complete reorganization of the school's physical layout, resulting in much needed open field space for the large student body to access during physical education and free recess play. The plan also consists of replacing many of the old buildings with Gen 7 Single-Story Modular Classroom Wings and Gen 7 Single-Story Restroom building with concrete floor. It allows for the construction of a larger multipurpose/ gymnasium building to be used for lunch, athletics, and whole school activities. The school is currently awaiting a financial soundness test performed by the California School Finance Authority.

Response (2011)

Purchase of New Facility

Another major facilities development for Chico Country Day School was the purchase of a 12,000 square-foot building on Broadway Street (in December 2011), directly across from our current site. This space is currently undergoing renovation, with initial asbestos removal completed, to house our Middle School Program. The building will consist of six classrooms, including a full science lab, a common area, and several business offices. The property also includes a 12,000 square-foot parking lot for parking and outdoor student activities. The movement of almost 200 students to this facility will greatly reduce the pressure of overcrowding on the main campus, as well as alleviate neighborhood traffic congestion.

Response (2012)

Restructuring of Existing Space

For this current school year of 2012-2013, Chico Country Day School restructured some of its existing spaces to provide a place to better service struggling students. The movement of our business administration staff to temporary buildings and smaller classroom spaces has opened up an entire unit of space for our special education program. Now housed under one roof, these services are better able to meet the needs of students who require speech, counseling, small-group pull-outs, and other special education services. While the school continues to be limited by its current lack of space, demanding more room for the library collection and additional space for art and music, CCDS puts students first by continuing to utilize existing space thoughtfully and creatively with an eye toward future plans for expansion.

Critical Area of Follow-up #4: Develop plans to continually challenge GATE students.

In absence of a formal program, the visiting team strongly encouraged the development of a differentiated curriculum to better meet the needs of gifted students.

Response (2010)

Highly Effective Teaching Education Model

As previously referenced at the start of Section II, a committee was formed in the spring of 2010 to specifically address Critical Area of Follow-up #1 of the WASC report. WASC challenged CCDS to develop a more varied curriculum to meet the needs of gifted students. In response, the Diverse Learners Committee was formed and quickly embarked on a thorough assessment of programs and initiatives in place to address gifted students in absence of a formal GATE program. The Diverse Learners Committee disbanded the following year after the formation of two parallel committees in the areas of writing and math became equally committed to improving learning opportunities across the board.

The result of the work of these committees combined to reinforce the school's existing commitment to the Highly Effective Teaching Education Model (H.E.T.). It was determined that nine principles of H.E.T. are compatible with the GATE principles and that CCDS' incorporation of GATE-style lessons into the curriculum at all grade levels provided for all students the kinds of learning opportunities generally restricted to formal GATE programs. In addition, the school's commitment to project-based learning activities at each grade level and "Being There Experiences" give Country Day students the opportunity to excel and room to grow. All full-time K—8 teachers have the option to participate in a week-long National Training Conference for Highly Effective Teaching, where teachers learn how to transform the classroom (and the school) into an optimal learning environment. Professional development opportunities on the Common Core, Project Based Learning, High Tech High, RTI, PBIS, CPI, and technology programs like AIMSweb, Lexia Reading, and Google Docs also give staff and faculty the opportunity to

become engaged and accomplished. Teachers also use the book Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom, by Susan Kovalik and Karen Olsen.

The extensive staff and faculty commitment to enhancing their classroom environments has not only enhanced learning opportunities for advanced students, but also cultivated a culture of excellence that boosts everyone. CCDS' extensive commitment to staff and faculty development and related committees is discussed in more detail in Critical Area of Follow-up #7 (p33).

It is a strong intention that the faculty have the opportunity to get additional staff development training in the area of Gifted and Talented instruction so that our teachers can gain a deeper understanding of the best ways to reach, challenge, and inspire our most capable students in an ongoing authentic way daily in our classrooms.

Response (2012)

Middle School Electives

With the adoption of the new Bell Schedule last spring (pp21-22), the Middle School was able to significantly expand its electives program. Grades 6—8 currently offer a wider range of opportunities and students now have the option of taking two different electives during the week. The expanded elective program is in its infancy, but there are additional experiences now available to students: Spanish, technology, models, rugby, dance, drama, band, academic support and cooking. And while students get together for their elective programs, the Middle School teaching staff can meet to collaborate on future projects.

Critical Area of Follow-up #5: Complete vertical alignment in writing and math for all grades.

Response (2010)

Math Committee

The Math Committee was originally convened following the WASC visit in 2010 (See reference p19-20). Last spring, the Math Committee piloted math intervention programs as well as assessment programs designed to allow teachers to align expectations across grade levels. *Do The Math* and IXL.com were researched and piloted. AIMSweb, Easy CMB, and DIBELS were also piloted. IXL.com was made available to teachers as part of the implementation of the math intervention program. Last fall, the AIMSweb assessment program was purchased, and a soft roll-out of its use was implemented. Teachers received two hours of training time as well as time to collaborate on math scores. The goal is to use AIMSweb data to inform teaching and address both high-level and struggling students. A site license was purchased for Mobymath.com. All teachers have access to this tool as a Tier 1 math intervention. CCDS recently became a Google Apps for Education school, allowing teachers and students access to Khanacademy.org. Khan Academy can be used as a tool to differentiate instruction for the purpose of meeting the needs of both high-level and struggling students.

One of the Math Committee members attended a two-week training last year at a leadership academy on Common Core State Standards Mathematics (CCSSM). As a result of the training, the teacher made a presentation to Grade 2—8 teachers on the Common Core Standards for Mathematics. New assessments were reviewed and the plan for new math curriculum was

discussed. Currently, CCDS Administration has budgeted for the purchase of a new math curriculum aligned with the common core.

Response (2010)

Writing Committee

The Writing Committee (Ref pp19-20) was also formed to address Critical Area of Follow-up #5 and in so doing expanded its focus to address issues related to better serving the needs of a growing range of students – from struggling to gifted (Critical Area #4, p28). This committee planned and implemented grade level collaboration time during which staff members brainstormed genres and vocabulary taught at each grade level. Some of the areas of the Writing Committee’s research and activities are as follows:

- Kid-friendly standards for each genre of writing;
- Student samples and rubrics for each genre of writing;
- Lists of academic vocabulary for use in teaching students various genres;
- Grade level binders for alignment in vocabulary and genre studies;
- Two books selected for staff to read: About the Authors and Write Beside Them;
- Professional development was offered on the implementation of writers’ notebooks and student-created rubrics.

Some of the work mentioned above is still in progress. Additional work on the creation of grade level binders, anchor papers, writing prompts, and writing portfolios is needed. These goals and a plan to further implement writing alignment across grade levels is reflected in the new School Improvement Action Plan (2012-2015) outlined in Section IV (pp42-57) and attached in the Appendix.

Response (2012)

Response to Intervention

Response to Intervention (R.T.I.) is a model our school embraced to address our students’ needs on both sides of the spectrum of differentiating instruction. Each grade level targets students’ wide range of needs by grouping, banding, and “push-in” or “pull-out” groups. This model is not just for struggling students, but also for those who can move beyond the standard mastery of concepts to deeper and wider applications. One of the largest changes in R.T.I. was the adoption of common assessments accessible online. Formerly, each grade level would create their own benchmark assessments in Language Arts and in Math. The assessments were teacher-created from STAR test release questions. Unfortunately, these assessments had to be hand-scored and were not norm-referenced. Grade levels could not compare their scores to other grade levels because the tests were teacher-devised and the grading criteria varied from grade to grade.

In response, to these assessment shortcomings, CCDS piloted an online assessment site called “Linkit” in 2011. Additionally, DIBELS was adopted to assist us in tracking reading progress. The Linkit teacher orientation and training program was not user-friendly and most of the faculty found it tedious and difficult. It was widely felt that training was not presented in a manner that encouraged teachers to explore the site and become familiar with the tools. DIBELS seemed effective but it was determined that everyone would benefit more from a package that included both math and reading. As a result, the Linkit program was set aside and a group of teachers and administrators identified schools in the area with exemplary R.T.I. programs. AIMSweb became a forerunner and was piloted in classrooms last fall. It is proving to be a strong tool for tracking student progress in both Language Arts and Math. The opportunity to track student has been a big boost in helping to ensure every student is getting the targeted instruction needed to move forward.

Critical Area of Follow-up #6: Develop a writing portfolio to track student progress across grades.

Already referenced in Critical Area #5, p31, binders were created for each teacher that contained the current state standards as well as Common Core State Standards (CCSS). Academic vocabulary was also included in these binders. The plan was originally for teachers to add copies of student work for use as anchor papers. Rubrics were also to be added to these binders by teachers. Once the Writing Committee was disbanded, however, use of the binders as planned was not implemented. The school will reevaluate the use of these binders once the group reconvenes in fall 2013.

Response (2012)

Digital Portfolios

Discussion about the creation of digital portfolios for students through Google Apps is currently underway. The school is reviewing such portfolios established in the High Tech High group of schools. Storage of physical writing portfolios throughout a child's career at CCDS came up during the last WASC review and digital portfolios may be a good solution.

Critical Area of Follow-up #7: Provide additional staff training as more sophisticated technology is integrated into the system.

Response (2011)

Technological Support Staff

Already referenced in Critical Area #2, the addition of part-time tech support has enhanced staff and faculty access to new classroom computers and wireless devices. It has also accelerated user capability and resourcefulness by providing onsite training as needed (p26).

Response (2012)

Parent Communication

The addition of the Family and Community Liaison position last year (Referenced in more detail under Critical Area #1, p23) immediately addressed a growing gap in communication across stakeholders. Effective communication is the key to improving a school community. The liaison continues to fine tune the lines of communication between parents and school through the newsletter, flyers, and the school website; and has successfully become the conduit for all school communication, creating clear paths for distributing information between groups.

Above and Beyond

Throughout the school's preparation for this Midterm Report, the self-study process continually reflected CCDS's commitment to nurturing and developing its staff and teachers. Also evident is the staff and faculty's commitment to each other through extensive peer networking initiatives and built-in time for collaboration. Illustrative of this drive to succeed as a team is the Above and Beyond Committee (A.B.C.). The A.B.C. was originally formed in response to a charge of the Governing Board in 2009 for teachers themselves to develop a system of financial reward for pursuit of excellence in the field. A year-long evaluation of existing programs and review of related staff and teacher training and development resulted in the merging of A.B.C. with the efforts of an existing committee formally known as LabRAT, short for Labor Relations Advisory Team.

It quickly became clear to the committee that a pay for performance system could encourage faculty to stretch professionally. Moreover, this program was initiated to support teachers in refining practices, with the most important impact being on student achievement. The program is based on the principle that people will pursue

exceptional work when pay is attached to the results. The committee crafted this mission statement:

“...Based on mutual respect and trust, the CCDS Above and Beyond Committee’s primary purpose is to provide a formalized structure for overseeing collaborative efforts on an ongoing basis, formed for the enhancement of education and the environment in which it occurs.”

As members of the A.B.C. reviewed different performance pay system designs, they continually assessed the impact such systems might have, both positive and negative. The committee eventually streamlined their ideas to eight possible options for participation. As a result, each certificated staff member can access some or all of these options for possible additional pay. Part-time staff is limited to the percentage of time they work. Each point is worth a specified amount and the money comes from a reserve that the Board sets aside annually. Participation in the program is entirely optional and the outcome, after piloting the entire program last year, was impressive. Twenty-eight staff members participated in this program representing grades K—8 and the Special Education Department. The school paid out more than \$300 per point earned, totaling \$50,000 to participating teachers in Spring 2012. The Board has earmarked \$45,000 for teachers in 2013.

It is the goal of the A.B.C. Committee to continue to develop this program in order to protect participating teachers from becoming discouraged by accountability paperwork. The system is designed to positively impact student achievement and engagement and to encourage teachers to reach for excellence.

New Captain. New Hope.

A major development over the last three years at Chico Country Day School has been a change in the academic leadership of the school. The story of this change in leadership is a testament to the incredibly resilient and supportive spirit that characterizes the community of Chico Country Day.

In December of 2011 the Chico Country Day School Board of Directors sought to replace its current Principal. Before a new principal search committee could be created and an effective leader found, various teachers, all holding administrative credentials, took over the leadership of the school for this interim period. Through the dedication, team-work, and commitment of these individuals, all programs at CCDS continued as normal, communication to the parent population was maintained, the discipline policies of the school were upheld—even formal staff observations were conducted.

The process for hiring a new principal was commenced and teachers, staff, parents, board members, and students all participated in selecting a qualified applicant.

Unfortunately, in the fall of 2012 just prior to the start of the new school year, the selected candidate rescinded her acceptance of the position, leaving the school yet again without a permanent academic leader. With the start of a brand new school year just days away, the Board of Directors decided to hire a part-time, newly retired administrator from Chico Unified School District to act as Interim Principal until a replacement was found. The Interim Principal was greatly effective in communicating with staff and parents as well as in supporting and helping to improve the school’s current programs. She was also instrumental in modeling and supporting the school’s new P.B.I.S. behavior system referenced in Critical Area #1 (p23).

Again, a Principal Search Committee was formed and a rigorous process of evaluation commenced. The committee screened 39 applications and interviewed eight. Two top candidates were singled out for site visits before being presenting to the Board of Directors for further interviews. The high-scoring candidate accepted CCDS’s offer and took the helm in December of last year. To ease the transition and provide continuity, the then acting Interim Principal continued to work with the newly hired principal through the month of December.

This entire process—one that could have been terribly divisive—instead brought the Country Day community closer together by giving many staff and teachers the opportunity to step up into leadership roles and expand their own skill base and appreciation for the complexities of running a school. The experience and vibrancy of CCDS's new Principal has contributed to the sense of excitement and confidence in the vision for student success shared passionately by all Country Day stakeholders. For many institutions, a change in leadership and related uncertainty can halt progress and deflate morale. Instead, the CCDS community banded together and grew stronger.

SECTION III: ONGOING SCHOOL IMPROVEMENT

An Opportunity for Self Reflection

The change in leadership at CCDS brought to the fore a commitment to success and underscored a loyalty and conviction to student achievement that has improved overall planning and evaluation processes. As a result, the Expected Schoolwide Learning Results (ESLRs) were revised and promoted throughout the school; the Action Plan was updated and renamed to reflect progress in critical areas as identified by WASC; and the school's vision for improving its learning community was expanded to accommodate Country Day's growing capacity to serve a more diverse population of learners.

Toward the Implementation of a Schoolwide Action Plan

Chico Country Day School welcomed a WASC visiting committee in 2010. At that time, the WASC team presented several critical areas of follow-up to the entire CCDS staff and faculty. Recommendations on the 2010 Action Plan were also made and Country Day responded quickly with the formation of three separate committees (See Writing Committee, Math Committee, and Diverse Learners Committee (pp19-20; pp30-31). Through the discussions and brainstorming sessions that grew from these committees, CCDS teachers, staff, and administrators were able to identify specific action steps to begin to meet WASC recommendations. These early steps also helped to redefine and augment the 2010 Action Plan. Specifically, Writing and Math Committees were created to address several Critical Areas of Follow-up as identified by WASC. The scope of these committees also addressed specific tasks identified in Goals 1, 2, and 3 in the 2010 Action Plan. An overview of the committees' work in these areas is highlighted in Section II.

Evolution of Comprehensive Committee to Support Diverse Learners and Educators of these learners

As the three committees commenced work, significant overlap between the Writing and Math committees and the Diverse Learners Committee became apparent. As a result, the former two committees absorbed the focus (and the members) of the Diverse Learners Committee and concentrated efforts on improving strategies for academic success in English, Language Arts and Math. This schoolwide dialogue on learning also impacted one of the school's existing committees for teaching success: the Above and Beyond Committee (A.B.C.). Some of the work of the former Diverse Learners Committee also affected the A.B.C. team by underscoring the value of teaching all kinds of learners and investing in professional development as a schoolwide pledge to provide teachers and staff with the knowledge, training, and continued support needed to help everyone succeed.

Evaluated 2010 Action Plan

The original three goals of the 2010 Action Plan were eventually expanded to six strategic goals to better accommodate WASC's recommendations and suggested Critical Areas of Follow-up. The phraseology of the original goals was also revised somewhat to further clarify the vision of the overall Plan.

Goal 1 (2010 and 2013): Improve and support learning by developing instructional strategies and supports that best meet the needs of struggling learners as well as advanced students

Goal 2 (2010): To insure that students develop basic competencies in Reading and Mathematics within a Thematic Instruction approach

Goal 2 (Revised for 2013): Ensure students develop basic competencies in ELA/Math within a thematic instruction approach

Goal 3 (2010): Improve and support student learning in the acquisition of good writing skills and their performance on the STAR writing test

Goal 3 (Revised for 2013): Improve and support student learning in the acquisition of good writing skills

Goal 4 (New): Anticipate and develop a plan for how to maintain the close, interpersonal feeling of the school as the number of students and families increases

Goal 5 (New): Maintain appropriate board policies aligned with educational goals and sound practices

Goal 6 (New): Move forward with the modernization and beautification of the CCDS physical plant, especially with regard to multi-use room, library, and outdoor play area

The WASC Leadership Team, working in conjunction with the other committees, has identified the ongoing teaching and learning activities, programs, initiatives, and lessons at CCDS and tied each to an Action Step for one or more particular goal. This tedious exercise has helped everyone better understand how individual activities are connected, who is involved, and how one event potentially impacts another. It has stimulated conversation about strategic goals and served as a needed guide for Interim leadership and the new Principal.

Revised ESLRs

Another outcome of the ongoing conversation inspired by the revisions to the original Action Plan was the review and rewriting of the Expected Schoolwide Learning Results (ESLRs). Part of the self-reflection process of the WASC Leadership Team includes research on other schools held in high esteem by WASC. One obvious pattern in review of other school's ESLRs was the conciseness and brevity of each expected result making them accessible to and memorable for all stakeholders, including students. A review of the school's original ESLRs was launched at a monthly teacher/staff meeting earlier this year and a volunteer teacher was selected to draft and circulate a rewrite based on the updated School Improvement Action Plan (2012-2015) goals. A short series of revisions was exchanged and the new ESLRs were presented to unanimous approval. They are now posted in the classroom, on the website and were shared with parents through the monthly newsletter. They read as follows:

1. **Academic Achiever:** I am an academic achiever. I use basic skills and critical thinking to take ownership and to develop a love of learning.
2. **Responsible Citizen:** I am a responsible citizen. I do my personal best and I use my life skills to be a respectful, responsible, and safe community leader.
3. **Problem Solver:** I am a problem solver. I have the ability to use a variety of educational and technological resources.

SECTION IV: SCHOOLWIDE ACTION PLAN PROGRESS

Since the initial visit from WASC, there has been considerable change in leadership at Chico Country Day School. Due to changes that occurred in December 2011, the monitoring of the school's progress fell to the teachers. In fall 2012, a new permanent principal was hired, Megan Neely, who has already demonstrated strong leadership and

enthusiasm in helping to prepare this report and enhance the new School Improvement Action Plan (2012-2015).

Following are updated action steps tied to individual tasks that demonstrate progress toward each of our overarching six goals. The collaborative process of updating this section of the report helped reinvigorate the conversation on how what we do ties together; how our individual commitment to this school supports the larger vision for student success.

Goal 1: Improve and support learning by developing instructional strategies and supports that best meet the needs of struggling learners as well as advanced students.

Task 1: Develop a plan to continually challenge GATE students in absence of a formal program

(2010) A site license is purchased for Omega Math, an online math program for advanced math students in middle school. Through the Omega program, students can work above grade level and participate in geometry online, with credit for high school.

(2010) A committee is formed to develop a merit pay system for teachers. Originally called LabRAT (Labor Relations Advisory Team), this committee develops a system in which teachers earn points and receive extra pay for points earned. An example of the points available to the teachers is to develop an integrated unit that covers the multiple intelligences, the nine components of a body brain compatible classroom, Being There Experiences (field trips), and hands on experiences for the students, as well as meeting or exceeding the content standards. These units, because of the thematic approach outlined above, inherently meet the needs of GATE students by providing opportunities to expand the learning for each student. The committee was renamed A.B.C. (Above and Beyond Committee) to better reflect the “spirit” of the group.

(2011) CCDS middle school teachers apply for and receive a \$27K grant to help support Project Based Learning. The grant award allows these teachers to gain professional development through visits to High Tech High in San Diego and to develop projects that challenge students at all levels and abilities.

(2012) The 4—6 grade teachers, as well as the art teacher, apply for a grant to help support Project Based Learning at their grade levels. The grant is awarded and dedicated to challenging students of all abilities.

CCDS has many students who read above grade level. In the primary and intermediate grades a program called Lexia Reading was implemented which gives students individualized instruction at their reading level. For the advanced student, this program allows access to learning discrete skills such as Greek and Latin roots, far beyond their grade level. Students are challenged to go beyond their grade level up through sixth grade.

The revised Bell Schedule also better allows for program changes. The middle school reorganized its elective program as a result. The change in electives allows students to participate in two different electives each trimester, rather than just one. Students are also getting more elective time, attending their elective for a period each day on Monday/ Wednesday, or Tuesday/Thursday time slot. This is a big increase in elective time since in previous years students attended electives only on Fridays. The elective course offerings have increased dramatically, allowing students to explore areas of interest and focus on areas of strength.

IXL Math is another program offering differentiated instruction for the highly capable students at CCDS. IXL is being used by a small number of teachers/classrooms. Students who use this program are challenged far above grade level.

Moby Math is a program for which CCDS purchased a site license. It accommodates differentiation for individual students. Highly capable students can be challenged through the use of this program. All K-6 grade classrooms have access to this program.

Middle school history students have access to a project called Document Based Questions (DBQ). The DBQ project asks students to analyze various documents to develop their own historical perspectives. This project closely resembles the AP History test that is administered in high school history courses.

The CCDS art program also has a great impact on highly capable students. The art teacher is able to collaborate with grade level teams of teachers to enrich the grade level thematic curriculum through her weekly program. The school's art teacher is 0.80 FTE.

CCDS also has a 0.80 FTE music teacher, who is integral to the CCDS experience, providing capable musicians an opportunity to study music and connect with artists and musicians in the greater Chico community.

Task 2: Improve access to technology for primary and intermediate grades

(2012) CCDS becomes a Google Apps school, a giant step forward in terms of technology usage. As a result, all teachers are able to communicate and share ideas and documents through Google Drive; teachers at all grade levels are able to access their work from any computer. Additionally, students now have access to email and documents within a safe network.

(2012) Fourth and fifth grade classes receive laptop carts providing increased access to technology. In addition, the librarian provides instruction to help students access email within the school's network and Google Drive to create and share documents with classmates and teachers. Weekly instructions are provided on new applications of the technology.

(2012) Thirty iPads are purchased for use in the Special Education Department and K—2 classes. Apps are purchased and downloaded, allowing students to practice skills in both math and ELA. Projectors are also purchased to allow teachers to teach while projecting onto the large screen.

(2012) Ten iPads are purchased for third grade classes to supplement the 12 notebook computers already available to students.

- o Many educational Apps are purchased for student use.
- o Two ipads are purchased in fourth grade to allow access to photos and videotaping of presentations and exhibitions.
- o Thirty iPads are purchased for the seventh and eighth graders.
- o Sixty new laptops were purchased for the middle schoolers as well.

Task 3: Develop a plan to address the educational needs of increasingly diverse student population

When Country Day's initial accreditation occurred in 2010, the school had just begun to provide a blended model of services to meet the needs of student not on IEPs through a Response to Intervention Program.

At that time, CCDS served 10 students on IEPs and several students in reading only in our RTL program. Since then, the Special Education Department has grown to serve many more students and gone through many changes and our RTL program has also grown and changed.

- (2010) CCDS implements the use of DIBELS schoolwide to assess reading levels for the purpose of determining the need for intervention and as a means of monitoring growth. Country Day uses DIBELS until 2012, then switches to AIMSWeb. The transition occurs because AIMSWeb provides assessment and progress monitoring *and* school-wide data collection in the areas of math and reading.
- The staff receives ELL training throughout the year. This professional development is provided by the school and contracted through Butte County Department of Education. Holly Ahmadi, ELD Coordinator provides instruction to the teaching staff.
- (2011) The school offers an Academic Support class for middle school students with and without IEPs for the first time. The focus is on organization, time management, and project/work completion.
- (2011/2012) CCDS implements a math intervention program. (See Task 4, p30, for more details).
- (2011/2012) Country Day begins serving high-need special education students in the newly created Learning Center.
- (2010/2011) Country Day has 45 students with IEPs and is serving approximately 40 students through Response to Intervention.
- (2011/2012) CCDS had 37 students with IEPs and is serving approximately 65 students through Response to Intervention.
- (2012/2013) CCDS has only 32 students on IEPs and serves 100 students in the Response to Intervention Program. This growth has occurred despite budgets cuts and loss of special education teaching time from 2.5 to 1.8.
- CCDS uses the following reading intervention programs: SIPPS, Reading Mastery, Corrective Reading, Soar to Success.
- (2011/2012) CCDS hires an independent counselor six hours a week to provide counseling services for students. Since then, the school has doubled these hours, enabling the school psychologist to provide counseling services to middle school students and to those students who have counseling provided as part of their IEP.

Project Based Learning and the thematic approach to teaching (mentioned above under Task 1) allow CCDS to modify work for students of varying abilities.

(2012/2013) The school establishes an Advisory Program for middle school students consisting of 15 students in grades 6—8 and one adult leader. Advisory leaders are middle school teachers, elective teachers, and paraprofessionals. The group is designed to stay the same throughout the years the students are in middle school. As eighth graders graduate, the groups will get five new sixth graders the following year. The relationships built and the support provided to the students is designed to serve as a safety net for students both academically and socially.

Recently CCDS has begun to offer an Algebra Readiness class for eighth graders who require skill review and support before tackling Algebra 1 in high school.

Task 4: Develop a clear schoolwide mathematics intervention program

(2011/2012) CCDS begins offering math interventions as part of the Response to Intervention Program.

(2012/2013) Math interventions evolve over the past year as a result of the implementation of AIMSweb and related assessments to better target student needs.

Currently, CCDS uses the following programs and resources for interventions in math: Moby Math, Fast Math, IXL Math, Touch Math, Connecting Math Concepts, Do the Math, Do the Math Now, Kahn Academy.

Task 5: Develop a clear school vision with ESLRS that can be articulated by all stakeholders.

The Expected Schoolwide Learning Results were originally developed in 2010 for the last accreditation, but fell off the radar after the change in leadership in 2011. As a result of the work done to prepare for this Midterm Review, however, the original ESLRs resurfaced. After careful review by the leadership team and the entire staff and faculty of CCDS, it was determined that the 2010 descriptions were too broad and lengthy to be easily articulated (or remembered) by stakeholders. As a result, a collaborative series of revisions resulted in three concise learning results that will be incorporated into signage and other documentation that promotes the school's core values. (See p40 for list of revised ESLRs.)

(2013) CCDS is working as a whole to devise the best plan of action to make the new ESLRs visible to the school community and part of everyday language. In fact, original song lyrics have been created by one faculty member, which will be shared with the visiting team in May!

Task 6: Develop a Peer Observation Program to implement innovations and to encourage improvement

Doing *our personal best* is a goal for students *and* teachers at CCDS. The school prides itself on promoting a supportive environment and nurturing "critical friendships" through sharing and review of peers' work. (ESLR #2: Responsible Citizens).

(2011/2012) The LabRAT Committee, now A.B.C., first introduced the Performance Pay Point System (ref. also p34). Another one of the points available for teachers to earn is the Peer Review/Integrated Unit point. Participation on this point requires teachers to visit colleagues' classrooms to observe teaching practices. Each teacher being reviewed will have a minimum of two observations from at least three different colleagues. Focus on the nine elements of a body/brain compatible classroom, multiple intelligences, and the integrated thematic approach are key observation points. Notes on the visit are shared immediately through the Peer Review format in Google Drive. While participation in this Peer Review Program is optional, motivation is high, partly due to the monetary incentive. The commitment by our governing board and administration to honor the hard work of teachers—and reward that hard work—has encouraged broad participation and helped us unite in achieving our goals.

Project Based Learning has protocols for teachers to meet and "tune" a project together. It also has protocol for evaluating student work and providing feedback to the teacher. "Project Tuning" sessions consist of teachers at various grade levels providing feedback to their peers on project plans as well.

Goal 2: Ensure students develop basic competencies in ELA/Math within a thematic instruction approach.

Task 1: Vertical alignment in writing and math should be completed for all grade levels

(2011/2012) The math committee leads the way with alignment of the school's curriculum through eighth grade. Several meetings are held to map out curriculum across grade levels. Annual planning sheets are

maintained to keep this effort on track.

(2013) In English Language Arts (ELA), the school maintains the alignment work completed several years previously (2006/2007); however, no new work is initiated to align curriculum through eighth grade. This work is scheduled to resume after the transition to Common Core Standards is complete. The transition started earlier this year and teachers are currently participating in related training. Transition to full implementation of Common Core Standards will be completed in 2014.

Task 2: Create an inventory of curriculum resources with organizational database (children's books, book sets, professional resources, math manipulatives, etc.)

(2010/2011) A comprehensive list of math resources is created by the math committee and available for use in interventions by classroom and intervention teachers.

(2012/2013) The school determines that a database is not the most effective or user friendly way to organize curriculum materials so have chosen to no longer pursue this strategy.

Task 3: Develop Peer Observation Program to implement innovations and encourage improvement

Peer Review Performance Pay Point (Goal 1, Task 6).

Project Based Learning Tuning sessions (Goal 1, Task 6).

Goal 3: Improve and support student learning in the acquisition of good writing skills.

Task 1: Implement a writing continuum

(2010) The Writing Committee is charged with creating a writing continuum following the last WASC visit; however, it is quickly determined that more groundwork in other areas is needed. The committee is disbanded before a continuum was created. Since that time, research demonstrates that creating a continuum from scratch is unnecessary. Moving forward, CCDS will be looking at existing continuums, like the one by the Noyce Foundation, for example.

Task 2: Create writing portfolios to help track student progress across grade levels

(2010) Binders are created for each teacher containing the current state standards as well as Common Core State Standards. Academic vocabulary is also included in these binders. The plan is for teachers to add copies of student work for use as anchor papers. Rubrics are also to be added to these binders by teachers. Once the Writing Committee was disbanded, however, use of the binders as planned was not implemented. The school will reevaluate the use of the binders once the group reconvenes in fall 2013.

(2012/2013) Discussion about the creation of digital portfolios for students through Google Apps is underway. The school is currently reviewing digital portfolios established in the High Tech High group of schools. Storage of physical writing portfolios throughout a child's career at CCDS came up during the last WASC review. Digital portfolios may be a good solution.

Task 3: Create writing program that is schoolwide, genre and standards based

(2009) Teachers at primary and intermediate grades are trained in *Step Up To Writing* and have implemented part of this program.

(2010) The Writing Committee creates a genre focused approach for the school as a whole, assigning genres to each grade level based on Standards. The committee was in the process of developing academic

vocabulary around these genres before it disbanded.

To help the school develop its writing program, books are purchased in common for grade levels to read, study, and review. *About the Authors* by Katie Wood Ray is purchased for grades K—2. *Write Beside Theme* by Penny Kittle is purchased for the upper grades. Teachers read the books, but focused discussion groups did not happen. As the Writing Committee is reconvened, programs like this will be reassessed.

Task 4: Develop a library research database for students to use and complete research reports

(2010) CCDS adopts an integrated library management system called Follet's Destiny Library Manager that allows students, teachers, and parents to access the school library catalog online through the CCDS homepage. It also allows students and teachers to access research materials, as well as pleasure reading materials more efficiently.

Task 5: Create an inventory of curriculum with organizational database

It was determined that an organizational database was not a user friendly way to organize the school's curriculum inventory.

Task 6: Develop Peer observation program to implement innovations and encourage improvement

Peer Review Performance Pay Point (Goal 1, Task 6).

Goal 4: Anticipate and develop a plan for how to maintain the close, interpersonal feeling of the school as the number of students and families increases

Task 1: Develop a plan to address the social needs of an increasingly diverse student population

(2011) The Positive Behavior Intervention and Support (PBIS) Committee is decided upon as a course of action to help address increased social and behavioral demands of a growing population. PBIS establishes universal rules and procedures for behaviors in all situations at school. A soft rollout of phase one of the PBIS plan occurs the following year. The program continues to evolve and develop toward full implementation of the Plan in 2015.

Middle school advisory program meets the needs of middle schoolers at various levels of development.

Middle school students have the opportunity to participate in school government through the Student Council. The Student Council plans dances, lunchtime cross grade play, school-wide community service projects, and support for families in need within our school community.

Community events continue to be a mainstay at CCDS. Creating a close family feeling despite growing enrollment has been helped through events like *Back To School Picnic*, *Harvest Fair*, *Holiday Sing*, *All School Skate*, and *Family Night Out*.

Task 2: Provide additional staff training as more sophisticated technology becomes integrated into the system of parent communication

(2010) *Link It* was adopted for the purpose of facilitating staff training through webinars and on-campus training. It was discontinued, however, after proving to be an ineffective communication tool.

(2012) Aeries was implemented and is used consistently by intermediate and middle school teachers as an

effective way to communicate with parents and students about work completion and grades. The school has not been able to provide a parent portal, however. Instead, teachers frequently email or send home hard copies of the grade book window.

(2012) Google Apps training (ref. p30)

Goal 5: Maintain appropriate board policies aligned with educational goals and sound practices.

Task 1: Restructure the Board of Directors to create a smaller, yet smoothly functioning board

(2012) The Board of Directors rewrites the governance section of the school charter and submits it for approval to the Chico Unified School Board. The restructuring is approved and made effective.

Task 2: Board members will be trained regarding the Brown Act

(2012) Members of the Board of Directors participate in training by John Lemmo, school attorney, regarding the Brown Act and its legal implications.

Goal 6: Move forward with the modernization and beautification of the CCDS physical plant, especially with regard to multiuse room, library, and outdoor play area.

Task 1: Continue to pursue Proposition 1D funding to rehab main campus

(2012) Proposition 1D funding is approved by the Chico Unified School Board allowing administration to move forward with the state and submit architectural plans and permits.

Task 2: Improve library facility with wider selection of books and access to technology for all grades

The school library facility remains small and inadequate since the last WASC visit due to the delay in the rehab of the site. Plans for a bigger, better library will commence once Prop 1D funds become available. Site plans can be viewed in the Evidence Box.

Since the last WASC visit, students at all levels now have greater access to technology than before. The librarian has several computers in the library for students to use and has been working with fourth and fifth grade students on how best to research online, access email within our network, and share documents with other students and teachers. In 2010/2011, the library served 540 students with a collection of 6,469 books. That is an average of 12 books per student. This is up from the 2007/2008 collection of 5,048 books. The collection continues to grow due to the diligence of our librarian to stay on top of the needs and interests of our student body. The library has budget of approximately \$5,000 to purchase new books and to participate in book fairs biannually.

Task 3: Purchase Salvation Army building to increase square footage of campus and provide additional classrooms for middle school students

(2011) The Salvation Army Building, across the street from the main campus, is purchased. The school has since obtained the necessary use permits and undergone the removal of asbestos.

(2012) Plans have been developed for the rehab of the building in order to meet the needs of our middle school students. (see plans in evidence box)

(2013) CCDS is currently in the process of obtaining a loan in order to do the rehab work and plans to begin construction soon.

Task 4: Remove trees that are sickly and in danger of falling, thus providing a safer play area and more room for children to play

(2010) Chinese Tallow (John Bidwell's tree near Room 10) was recommended for historic status in order to prevent removal during construction.

(2011) Trees by rooms 1 and 6 were removed.

(2012) Trees by rooms 3 and 4 were removed.

(2013) Trees by office and Salvation Army removed.

Section V: School-Wide Action Plan Refinements

CCDS created its original Action Plan in 2009. The plan was a collaborative effort on the part of teachers, administrators, board of governors, and the parent community. Three WASC committees were formed to carry out the goals and tasks defined in the original plan. WASC committee chairs continuously communicated with the principal regarding progress toward the identified goals. Due to changes in administration, however, some momentum was lost in updating the Plan. The WASC Leadership Team has been meeting since fall of last year and has convened several schoolwide conversations to reconnect school activities, programs, and initiatives to the Action Plan itself. This process led to the 2012-15 School Improvement Action Plan, with six goals instead of the original three. The original three goals are still included with the following revisions to Goal 2 and Goal 3:

Original Goal 2: To ensure that students develop basic competencies in reading and mathematics within a thematic instruction approach.

Revised Goal 2: Ensure students develop basic competencies in ELA/Math within a thematic approach.

Explanation of Changes: Goal 2 was altered by replacing "basic reading competencies" with "basic ELA competencies." This change allows for a greater focus when developing basic competencies within the thematic instruction approach. It also broadens the focus when providing support to diverse learners. (ESLR #1, Academic Achievers).

Original Goal 3: Improve and support student learning in the acquisition of good writing skills and their performance on the STAR writing test.

Revised Goal 3: Improve and support student learning in the acquisition of good writing skills.

Explanation of the Changes: Goal 3 was altered by deleting the statement about STAR writing test scores. The decision was based on the fact that the STAR test will soon be replaced by the SMARTER-BALANCED Assessments that align with the Common Core Standards. STAR assessments are limited in what they test. The STAR test only assesses authentic writing at a few grade levels, and these results are not available to teachers in a timely fashion. Therefore, writing assessment created by the school will be developed to monitor progress and inform instruction. CCDS is committed to developing authentic writing assessments. The school would rather use multiple measures including authentic writing samples to assess student writing skills than merely rely on STAR testing results. (ESLR #3, Critical Thinkers).

The original four tasks of Goal 1 were expanded to include six tasks. The increase helps divide the related activities into meaningful tasks to help attain the stated goal.

Revised Task 2, Goal 1: Improve access to technology for primary and intermediate grades.

Explanation of Changes: Task 2 was added to ensure that improved access to technology directly correlated with the development of instructional strategies that support both struggling and advanced learners. This helps clarify the desired use of purchased technology and better defines the school's action toward Goal 1. In addition, this task clarifies, and provides focus to, the school's progress toward one critical area of follow-up, improve

technology in the primary grades. (ESLR #4, Technology Users).

Revised Task 3, Goal 1: Develop a plan to address educational needs of an increasingly diverse student population.

Explanation of Changes: Task 3 was added to goal 1 to clarify how CCDS will incorporate the critical area of follow-up regarding the educational needs of an increasingly diverse population. By including this task and creating a timeline by which to attain this goal, CCDS is better able to monitor progress toward this desired outcome.

Although the original goals under Goal 2 still exist, Task 1 and Task 4 were added to this section.

Revised Task 1, Goal 2: Vertical Alignment in writing and math should be completed for all grade levels.

Explanation of Changes: Task 1 was added to incorporate a Critical Area of Follow-up into our defined goals. This new task allows CCDS to focus on the area of vertical alignment, and it ensures continued growth toward the development of a continuum in writing and mathematics.

Revised Task 4, Goal 2: Create and implement innovations and encourage improvement.

Explanation of Changes: Task 4 was added to encourage the innovative nature of the CCDS staff. Many of the innovations developed directly improve project-based learning and the H.E.T. principals of brain-friendly learning. By allowing these innovations to be reflected in the School Improvement Action Plan (2012-2015), CCDS is encouraging teachers to remain on the cutting edge of education. Teachers are encouraged to lead, engage students by continuously improving instruction, and promote critical thinking. (ESLR #3, Critical Thinkers)

Two tasks were added to goal 3:

Revised Task 1, Goal 3: Implement a writing continuum.

Explanation of Changes: Task 1 involves the implementation of a writing continuum. After self-reflection, it was decided that a writing continuum is an area of focus and need at CCDS. Therefore, it will be beneficial to have this stated as a specific task in the School Improvement Action Plan (2012-2015).

Revised Task 2, Goal 3: Create writing portfolios to help track student progress across grade levels.

Explanation of Changes: Task 2 was also added after self-review. The staff and WASC team determined that the creation of a writing portfolio should be stated in our revised Plan. This has been a goal for CCDS teachers for many years, and with guidance and leadership from our new administrator, we hope to move forward on this task.

Goal 4 was added to integrate areas of critical follow-up into our action plan:

Goal 4 (New): Anticipate and develop a plan for how to maintain the close interpersonal feeling of the school as the number of students and families increase.

Explanation of Additional Goal: Although CCDS has made progress in this area, having it stated in the School Improvement Action Plan helps staff and administrators better monitor progress toward the attainment of this goal. Also, by adding Goal 4, CCDS is incorporating ESLR #2, *Responsible Citizens* into its active planning process. This allows the work done by the PBIS committee to be reflected in our School Improvement Action Plan, and it helps focus this work towards a global school goal.

Goal 5 was added to the new School Improvement Action Plan after reflecting on desire to make planning process

more transparent.

New Goal 5: Maintain appropriate board policies aligned with educational goals and sound principles.

Explanation of Additional Goal: Including a goal that allows board policies to align with the Action Plan makes the planning document more global and encourages broader dialogue throughout the community.

Goal 6 was added to the action plan to better define our progress toward improving our facilities.

New Goal 6: Move forward with modernization and beautification of CCDS physical plant, especially with regard to multi-use room, library and outdoor play area.

Explanation of Additional Goal: Again, much progress has been made toward this goal. However, having the goal clearly stated in the School Improvement Action Plan (2012-2015), with associated timeline, helps CCDS monitor and maintain progress toward this goal.

EXHIBIT 4

**Chico Country Day School
Student-Family Handbook
2014-2015**

ACKNOWLEDGEMENT/CONSENT OF THE
2014-2015 CCDS STUDENT-FAMILY HANDBOOK

I understand and agree that I have read and will comply with the 2014-2015 CCDS Student-Family Handbook that is available beginning August 13, 2014 on the school website (www.chicocountryday.org). If I am unable to access the handbook online, it is my responsibility to check out a copy in the main office and return once I have reviewed it. Because CCDS is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time. Any changes in policy will be updated on website and notification will be send via E-flyer.

Parent/Guardian's Printed Name

Date

Parent/Guardian's Signature

Children's Names/Grades

**** Please initial the following items and/or check the appropriate choice****

_____ I hereby certify that I have not been charged with or convicted of any violent or serious felony crimes as defined in CA ED. Code 45222.1 (p. 14)

_____ I agree to the Statement of Confidentiality for all CCDS Volunteers (p.14)

_____ I give consent for my child to walk on fields trip for the duration of the 2014-2015 school year without additional consent. (p.21)

_____ **I DO** or _____ **I DO NOT** give consent for my child(ren) to be used in photos/videos on school websites and advertisements (p.35)

_____ **I DO** or _____ **I DO NOT** give permission for my contact information to be used in the CCDS Family Directory. The Directory will be available as an App. for your mobile device and only available/accessible to CCDS Families. User name and passwords will be required.

2014/2015 Student-Family Handbook

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II. Welcome to Chico Country Day School

Welcome Statement

The faculty, staff, families, students, and Board of Directors of Chico Country Day School WELCOME you and your child to a community of learners in pursuit of an excellent education for all children. This is a school based on the belief that the family is the child's first and most important teacher, and we look forward to working and learning and teaching with you. We value the commitment you have made to send your child to a school of choice and to be a part of the Chico Country Day School community.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with CCDS. It explains some of our philosophies, beliefs, structures, procedures, and policies. We hope that it will serve as a useful reference to you while your child is enrolled at CCDS.

Because CCDS is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time.

Vision and History of CCDS

Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents and community members. CCDS was unanimously re-approved by the Chico Unified School District in April of 2009.

At CCDS, we have created a learning environment where children become literate, cultured, life-long learners who strive for academic excellence. Through a united school, parent and community effort, CCDS emphasizes social consciousness and responsibility to a democratic society, self-confidence and compassion, and appreciation and respect for the natural world. The vision of CCDS is to create a school that, working within available resources:

- Offers lower class size, compared to local public and private schools, in every grade
- Offers a small community environment for both students and families
- Is committed to academic excellence
- Implements the Highly Effective Teaching model and provides a dynamic, interactive classroom environment
- Develops a schoolwide theme for the entire year
- Encourages parents to take an active role in the operation of the school

Charter Schools

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such

school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor—in our case, the Chico Unified School District -- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Facilities

All facilities at the sites, 102 W. 11th Street and 1054 Broadway, are for the sole use of Chico Country Day School. This includes all buildings, classrooms, field space, parking lot and common areas. Any group that desires to use these facilities must submit a written Facility Request Form (available online) describing the requested usage. Only usage that is consistent with the policies of CCDS will be allowed. Once approved by CCDS, all outside groups must turn in proof of insurance naming CCDS as Additional Insured. No outside groups will be allowed to use school facilities during regular school hours when school is in session.

III. Overview of the Educational Program at CCDS

Mission

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

In order for every child to reach his/her fullest potential, we embrace the following tenets:

- 1** Every child must be held to clearly articulated, high expectations for achievement;
- 2** The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and;
- 3** Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

The Mission in Practice

Expected Schoolwide Learning Results		
<u>Academic Achiever</u> I am an academic achiever. I use basic skills and critical thinking to take ownership and to develop a love of learning. <u>Responsible Citizen</u> I am a responsible citizen. I do my personal best and I use my life skills to be a respectful, responsible and safe community leader. <u>Problem Solver</u> I am a problem solver. I have the ability to use a variety of educational and technological resources.		
How We Achieve This Vision		
● Curriculum based on State Teaching Standards. ● Students learn through challenging, integrated, real-world experiences and projects. ● On-going assessment of students using standards-based techniques. ● Teaching is based on current brain research that helps children learn through hands-on opportunities and being-there experiences.	● Lower student-teacher ratio ● Each family upholds a commitment to volunteer and be involved in their student's education. ● Community partnerships strengthen the educational program. ● Commitment to a learning community that serves the educational needs of children	● Highly selective hiring process. ● A Professional Development Plan for each teacher. ● School-wide systems of curriculum planning. ● Teacher-driven professional development and structured collaboration to discuss curriculum and assessment every week. ● On-going evaluation.

Curriculum and Instruction

The first tenet of the mission of Chico Country Day School is to hold each child to clearly articulated, high expectations for academic achievement. We achieve this tenet by ensuring the academic program of CCDS is based upon state and national content and performance standards and is built upon current research.

Our instructional strategies have proven to be successful with educationally disadvantaged students. Our instructional program embraces the instructional model referred to as “Highly Effective Teaching,” which serves all students, including those with special needs, English language learners, and students who require remediation and extra support. Core subjects taught at the school include:

- **Language Arts**
- **Science**
- **Mathematics**
- **History and Social Studies**

Non-core subjects taught include:

- **The Arts – Music & Fine Arts**
- **Health and Physical Education**
- **Environmental Science**

Curriculum Development

The educational program of the Chico Country Day Charter School is informed by research and highly respected philosophies regarding teaching and learning. Our program is based upon what we know to be best teaching practices in a classroom we create and is referred to as a brain-compatible environment. Our approach to educating our students is based on the educational philosophy of The Basic School (Ernest Boyer) and our instructional model is based on Susan Kovalik’s Highly Effective Teaching (HET). From the Basic School model, we extract a few core beliefs that are at the heart of building a community of learners at CCDS: getting to know each student well, leadership opportunities for our older students, cooperative learning for students and teachers, ongoing professional development, displaying student work through exhibitions, celebrations, and portfolios; and finally, focusing on creating an engaging curriculum that emphasizes depth and understanding of “essential” topics rather than a curriculum that focuses on breadth of material covered. Our use of challenging service learning projects, student learning based in study trips throughout our community, and the solving of real-world problems comes from embracing Kovalik’s instructional model.

Much of the CCDS curriculum is planned and developed by teachers, and based on the

California Common Core and State Standards for each grade level. CCDS teachers are trained to use the Highly Effective Teaching model to plan, sequence, integrate, and structure the units of instruction. Teachers make their plans by integrating a large concept that is woven throughout the day, across all subject areas. Their HET training encourages planning developmentally-appropriate sequenced activities that build for their students a “scaffolding” of understanding that connects learning across the various disciplines on a daily basis. Once this scaffolding is built, more and more conceptual teaching and learning may be added onto the basic foundation that is established early in the day, week and year. Children’s understanding begins to grow and connect because all skills are taught in context of meaningful engaging content as opposed to skills or facts being taught in isolation. The teachers are now working on blending the concept of HET with Project-based learning (PBL). This is a teaching approach that engages students in sustained, collaborative real-world investigations. Projects are organized around a driving question, and students participate in a variety of tasks that seek to meaningfully address this question. This process can last for varying time periods and can extend over multiple content areas. Teaching staff has received some training on PBL and will continue to receive more training.

The HET and PBL curriculum planning and instruction model aligns with our educational philosophy, and inspires teachers to create innovative and engaging hands-on curriculum that is based on student understanding of grade level content standards and skills. Building on our school culture of collaboration and accountability, CCDS teachers welcome the opportunity to gather at Professional Roundtables. By design, these times are planned weekly to encourage collaboration on curriculum planning and projects. These collegial times offer each teacher an opportunity to be accountable to others, ensuring that all curricula meet high levels of academic rigor at every grade level.

Student Assessment

Assessment at CCDS is formative and ongoing in every classroom. Teachers provide opportunity for their students to process and share their learning daily, and use what they see and hear about their student’s learning to drive their lesson planning for the next lessons, the next day. At CCDS, we believe children can and should have the opportunity to demonstrate their learning in many ways. Embracing the idea that there are many ways to learn information, there are just as many ways to demonstrate our learning. Often students are offered the opportunity to select from a menu of appropriate assignments which are designed for a wide variety of learners to spotlight their understanding and mastery in their preferred modality.

There are times when students may even be challenged to select an assignment that will stretch and strengthen their skills in a less familiar modality. As a result, our authentic assessments capture snapshots of our well-rounded students' learning; include written reports or stories, oral presentations, visual and performing arts responses, and finally, technology/media. Our assessments are designed to demonstrate evidence of strong progress and development over time. CCDS assessments range from traditional measures (e.g. end of unit of study tests and Standardized Tests) to alternative tools (Multiple Measures and Portfolios).

Grading System

At CCDS, regular feedback for our students is important to ensure that children are aware of the progress they are making regarding their learning and understanding. Often, CCDS teachers offer immediate feedback, allowing children to see the degree to which they understand a concept and how much more additional support they will need to achieve mastery. Rubrics are used often that objectively describe how students can achieve exemplary grades on large assignments. Although daily grading may vary from one classroom to another on practice assignments, written formal and informal assessments (pre and post, and benchmarks) provide all with information regarding the students' knowledge and are graded and kept for evidence of the type of progress each student is making throughout the year. Accountability for written assignments starts as young as first grade, yet the requirements for personal best will vary according to individual skill. In addition to letter grades (A,B,C,D,F) in the upper grades, we have chosen to work with a scale of grading that communicates a child's level of mastery of a subject area or skill. The CCDS Grading Scale on primary grade report cards is a 4-point scale:

- **4 - Advanced:** This level represents a superior performance. Students demonstrate a comprehensive and complex understanding of the knowledge and skills measured, at this grade, in this content area.
- **3 - Proficient:** This level represents a solid performance. Students demonstrate a competent and adequate understanding of the knowledge and skills measured, at this grade, in this content area.
- **2 - Basic:** This level represents a limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured, at this grade, in this content area.
- **1 - Far below / below basic:** This level represents a serious lack of performance. Students demonstrate little or a flawed understanding of the knowledge and skills measured, at this grade, in this content area.

Intervention for Students At-Risk of Retention

Appropriate interventions are offered for students at risk of retention, including interventions for Reading and Mathematics. Students may be recommended for retention by classroom teachers based on standardized test scores, progress toward achieving grade level content standards, and teacher

observations. In the event that a teacher recommends a student for retention, a student study team meeting will be held to discuss the recommendation with parents/guardians.

School Structures that Support Student Learning

After School Program

Our After School Program (ASP) is open until 5:30 PM each day, beginning at the dismissal of Kindergarten and continuing through dismissals of 1st – 8th grades. Our ASP includes a separate “Homework Club”, time for homework and help with homework. We also offer Arts & Crafts, Dance & Music, Performing Arts, Sports, and Cooking. This is a fee-for-service program and children must be registered and account balance up to date PRIOR to attending the ASP.

“Big & Little Buddies”

All students will be paired up at the beginning of the school year with each other – grades 3-8 act as big buddies to their little buddies in preschool through third grade. This provides older students with an opportunity for responsibility and mentoring and provides our younger students with a role model and another individual at the school who cares about them. Big and Little Buddies will work together throughout the school year, reading aloud, doing projects together, and learning from one another.

Students with Special Needs

Student Study Team

Students are referred to the Student Study Team if a teacher or parent feels the need to develop an intervention plan for specific identified needs related to a student’s behavior, attendance, or social interactions. The team will be comprised of the SST Coordinator, the classroom teacher, any other necessary support staff, and the parent of the child. The purpose of the team will be to develop and implement an action plan that complements and enhances the child while targeting the specific needs of the student. For academic needs a Student Support Team is convened to analyze academic assessment data and the results of Tier 1 classroom interventions in order to develop an academic support plan. The Student Support Team is comprised of the classroom teacher, the resource teacher and other regular education teacher(s).

Response to Intervention (RTI)

At CCDS, we believe that early intervention is the key to success for struggling students. CCDS employs a Response to Intervention (RTI) model. In this model all students are screened (Universal Screening) to determine their academic level. Students who are performing below grade level, as measured by the Universal Screener, are supported in the classroom with differentiated instruction and Tier 1 intervention strategies and programs. Their performance is monitored frequently to determine if there is academic growth and a “response” to the classroom intervention strategies.

If, after a battery of Tier 1 interventions are used, a student is not progressing adequately, then the Student Support Team will employ more intensive interventions (Tier 2). These may be in the regular education classroom or as a “pull-out” service. The RTI teacher oversees these Tier 2 interventions, in collaboration with the regular education teacher. Students receiving Tier 2 services are monitored frequently with skill based assessments. Parent notification/approval is required when students move into Tier 2. For students who do not respond to Tier 2 strategies, a psycho-educational assessment may be requested by either parents or teachers to determine if a student has a learning disability. Parents have the right to request a psycho-educational assessment at any time. That request must be put in writing.

Special Education: We aim to have an inclusive model for our children with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Services are available for students who qualify and an Individualized Education Plan (IEP) is then written to support those students in the least restrictive environment. CCDS operates its own special education department as an independent Local Education Agency (LEA) in the local Special Education Local Plan (SELPA).

Ready to Learn Policy

Parents are responsible for ensuring their child comes to school each day ready to learn.

Students are “Ready to Learn” if they:

- Have received a good night’s sleep;
- Have eaten a complete and nutritious breakfast;
- Come to school dressed in clean, appropriate clothing;
- Practice good hygiene, i.e. his or her hair is washed and combed, teeth are brushed, etc.;
- Come prepared with homework completed.

IV. Family and Community Involvement at CCDS

Philosophy

It is proven by a great deal of prominent education research that when parents or family members are involved at school in the education of their child, the child’s success in school dramatically increases. In addition, we seek to create a school environment that invites family participation and involvement and that works as a community united in a common purpose. In order to create a strong school community where every child can reach his or her fullest potential, each family must be involved at the school.

Just as we view each child as a unique individual, so we see each family as a unique partner in their child’s education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

Structures

CCDS parents pledge to:

Provide Home Academic Support by

- Ensuring my child comes to school ready to learn.
- Assisting and monitoring homework assignments.
- Reading with my child(ren) every night and/or providing a quiet place to work,
- Following through with school recommended actions,
- Reviewing this agreement with my child.

Provide School Support by

- Sending my child to school on time and with a nutritious snack and lunch.
- Supporting and adhering to the School Discipline and Conflict Resolution Policy.

Participate by

- Attending school exhibitions of student work.
- Attending school meetings.
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Using and reinforcing the CCDS Lifelong Guidelines and Lifeskills.
- Making positive contributions to the school community.
- Being an active member of the school community by working to continuously improve the Chico Country Day School for all students.

Parent Participation

Parent Participation is how you will contribute to the whole school community in your own individual and unique ways. Families have the option for how they would like to be involved and the specifics of that involvement. Each family is required to sign up for one fundraising committee and one community-building committee.

Ways for you to be involved include:

- Volunteering in your child's classroom.
- Driving on field trips
- Participating on a Special Event Committee.

This list is not exhaustive and we encourage you to think of other ways we have not mentioned for how you would like to be involved.

Back to School Night and Open House

Back to School Night and Open House are annual events that serve two distinct purposes; one, to invite families to join in on the school day; and two, to host grade level and subject area seminars for families led by teachers that include:

- Discipline at CCDS
- Academics at CCDS
- How to help with homework
- How to help in the classroom or in the school

Volunteering

Volunteering at school is an excellent way to be involved in the education of your child in a way that also benefits the operation of the school. Volunteers can do a range of work from preparing home- work packets to tutoring small groups, running stations in the primary grades, making phone calls, etc.

In order to keep all children safe and in the best interest of the school, the school requires volunteers field trip drivers to be tested for tuberculosis and complete a Live Scan with the Department of Justice. A Confidentiality Statement must be signed if a volunteer is working directly with children. To work in the classroom you must have a tuberculosis test, signed Confidentiality Statement and either the Live Scan with the DOJ or a signed affidavit (p.14)

Please sign the Acknowledgment/Consent Page



AFFIDAVIT AFFIRMING NO CRIMINAL RECORD

All volunteers at CCDS, will be asked to certify that they have not been charged with, or convicted of, a violent or serious felony as defined in California Education Code 45122.1 For the purpose of this code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5 and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7. By signing the Acknowledgment/Consent Page, you are declaring, under penalty of perjury, that the foregoing is true and correct.

Statement of Confidentiality for CCDS Volunteers

All volunteers for Chico Country Day School share the responsibility of maintaining the confidentiality of any student or employee information that they may have made available to them. It is understood that it is every volunteer's responsibility to assure rights and confidentiality of information both written and verbal.

Volunteers will work with the highest standards, committed to the idea that their work will benefit Chico Country Day School students. They promise to have an attitude of open-mindedness and a willingness to be trained.

Volunteers must note that in the performance of their duties, they are not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any students. Any breach of confidentiality will be carefully reviewed and if substantiated, could result in termination as a volunteer with the Chico Country Day School and may result in legal action.

Please sign the Acknowledgement/Consent Page
to agree to the above terms.

V. Governance Structure of CCDS

The Governance Structure of CCDS provides opportunities for all members of the school community to be involved in the decision-making process.

Board of Directors

The CCDS Board of Directors makes the major policy decisions in relation to the school's legal and fiscal viability. The CCDS Board of Directors is currently composed of the following people:

- John Garrett, Teacher, 7th/8th grade at CCDS
- Susan Efseaff, Teacher, 1st grade at CCDS
- Darien Sterling, Parent and Local Business Owner
- Matt Darlington, Parent and Attorney
- Charles Thompson, Parent and Mortgage Banker
- Lowell Daun, Community Member and retired dentist and health care executive
- Jessika Lawrence, Community Member and Chico State, Communications Science and Disorders, Faculty

Parent Teacher Partnership (PTP)

Annual elections are held for the Officers of PTP. Meetings for all parents are held throughout the year. The PTP Board is currently composed of the following people:

- President – Liberté Herin

- Vice President – Tam Le-Clark
- Secretary – Cori Dennhardt
- Treasurer – Liz Galler
- Information Officer – Claire Stephens
- Committee Task Officer – Kristina Trento
- Teacher Representative – Nicole Nye

VI. School Information and Procedures

Daily Schedules

Kinder AM	Regular	Friday/Half
Start	8:15 AM	9:25 AM
Dismissal	11:35 AM	12:45 PM

Grades 1-2	Regular	Friday/Half
Start	8:08 AM	8:08 AM
Recess	9:30-9:45 AM	9:30-9:45 AM
Lunch	11:10-11:45 AM	11:00-11:30 AM
Dismissal	2:10 PM	12:50 PM

Grades 3-5	Regular	Friday/Half
Start	8:08 AM	8:08 AM
Recess	10:00-10:15 AM	10:00-10:15 AM
Lunch	11:35-12:10 AM	11:20-11:50 AM
Dismissal	2:20 PM	12:50 PM

Middle School Schedules

Grades 6-8	Regular	Grades 6-8	Friday/Half
Start	8:08 AM	Begin	8:08 AM
Period 1	8:15-9:10 AM	Advisory	8:15-8:55 AM
Period 2	9:15-10:05 AM	Period 1	9:00-9:40 AM
Period 3	10:10-11:00 AM	Period 2	9:40-10:20 AM
Period 4	11:05-11:55 PM	Elective	10:20-11:00 AM
Lunch	12:00-12:30 PM	Period 3	11:00-11:40 AM
Period 5/SSR	12:35-1:35 PM	Lunch	11:40 AM- 12:10 PM
Period 6	1:40-2:30 PM	Period 4	12:10-1:00 PM

Children MUST be picked up by 2:10 PM (grades 1-2), 2:20 PM (grades 3-5) or 2:30 PM (grades 6-8). On Fridays, all students MUST be picked up by 1:00 PM. If students are not picked up by the required time and are not registered to attend the After School Program, the parents will receive a phone call and must arrive to pick up their child in a timely manner. There will be a \$10 fee assessed per child if this occurs. If this becomes a routine occurrence, there will be a meeting with Administration to address the situation.

Arrival

Students can arrive at school at 7:30 a.m. Children are not allowed to be dropped off prior to 7:30. All CCDS Students (K-8th) will meet on our main campus. Students should not be dropped off or directed to the Middle School Building. This building will be locked to students until after flag salute, but open to parents for any financial needs or office questions. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot. Remind your child to remain in supervised areas and not to run in the school building or on the sidewalks in front of it. Children may not stay outside the school buildings before school. Breakfast will be served starting at 7:45.

Dismissal

Monday through Thursday, the regular instructional day ends at 11:35 for AM Kindergarten, 2:10 PM for grades 1-3, 2:20 PM for grades 4-5, and 2:30 PM for grades 6-8. Kindergarten students MUST be picked up at 11:35 AM, unless they are enrolled in the KinderCare Program. Students who are staying for the after school program will be dismissed when a parent or

guardian comes to pick them up. The After School Program will have a sign-in/out policy and proper identification must be shown at the time of pick-up. Anyone other than an authorized guardian must be listed on the emergency information card and must show ID.

At dismissal time, students must be picked up by an adult authorized by the parent to pick up the child or walk, take the bus, or ride their bike home.

After School Program (ASP)

The After School Program (ASP) provides socialization opportunities for your child. **The After School Program is offered every day, beginning at 11:35.** You must fill out the appropriate form, pay registration fee and the month's tuition, in advance, if you want your child to participate in the after school program. ASP forms can be found in the ASP office, online, or in the Main Office.

Minimum Day

All Fridays are minimum days. All students **MUST** be picked up by 1:00 PM on minimum days.

First Day Policy

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that sometimes the best thing for your child is for you to leave the school and allow the classroom teacher and other students in the inclusion process. Only in the most extreme cases, will parents be allowed to stay at school on the first day of school.

Emergency Information Card

This year, families should have received a printed Emergency ID Card in the mail. Parents were asked to proof them, make corrections, and mail back to school by July 15. If we did not receive your child's in the mail, you will be asked to fill out a new one at the Parent Expo. Please make sure your child's record is always updated with accurate information in the following areas:

- Home Address
- Home Telephone Number
- Work Phone Number
- Cell Phone Number (parent and student)
- Primary Care Giver
- Doctor's Phone Number
- Names and phone numbers of people the school may contact in case of an emergency

Emergency Release from School

In case of an emergency, your child will only be released into the custody of those people who you have previously identified on the emergency information card. Proof of identification will be required. **Those NOT identified on the emergency information card can only pick up a child if the parent or guardian has sent a handwritten note or contacted the main office or ASP notifying the school of this person's identity; proof of identification will be required.** The school reserves the right to call the parents to confirm anyone who comes to pick up a child.

Leaving School during the Day

Parents are encouraged to make appointments and schedule family business outside of school hours, but if you must pick up your child early for an appointment during the school day, please send a note or e-mail to the classroom teacher and the office. When picking up students early, the parent or authorized adult should come to the office and sign the child out; the office will notify the classroom teacher to send the student to the office for departure. This minimizes disruption of the classroom. Excessive instances of being checked out early will be referred to the Principal.

Breakfast and Lunch Program

Please send your child to school each day having eaten breakfast and with a nutritious lunch that s/he can carry, or planning to sign up for hot lunch. Our hot breakfast and lunch program is provided through Chico Unified School District. We ask all parents to fill out the National School Lunch Program Application, and return the form to CUSD or to the CCDS office. For more information, please visit our website, www.chicocountryday.org, or contact our office.

Visiting the School

If you choose to visit the school and/or volunteer in your child's classroom, please note that you must sign into the front office and wear an ID Badge stating that are a visitor. Please be aware that working in the classrooms requires additional requirements (i.e. TB Test).

When you visit the school, respect the instructional time of teachers and students and please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter. Please read the School Visitation Policy for more information.

Textbooks/School Materials

CCDS students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing it. Any willful destruction of school property compromises the safety and security of the school community and violates CCDS school rules. Parents must replace damaged or lost books or other school property.

Lost and Found

Found items belong to someone else and should not be kept by the finder. Any items found at school should be taken to the lost and found area, location TBA and available in main office. Check for lost items there. The lost and found will be cleaned out every month. Items not claimed will be donated or discarded. **All items brought to school by students, including jackets, backpacks, lunch sacks, special water bottles, etc. should be clearly labeled with the student's name.**

Non-School Property

Personal property not related to the school's programs is not to be brought to school. Cell phones, toys, iPods, cameras, CD Players, or electronic games, etc. will be confiscated and returned to the child's parent at the end of the school day or another appropriate time.

Study Trips

At CCDS, we believe that teaching and learning extends beyond the four walls of the school. Chico, greater Butte County, Redding, Sacramento, and the Bay Area and beyond have a great deal of resources to offer our children in respect to their learning. Study trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program. A study trip is any planned journey for one or more students away from CCDS. Study trips are approved by the Principal.

A Study Trip Permission Form must be sought and obtained before any student leaves the school building on a trip. Parental permission shall include written consent from parents/guardians authorizing the supervisors to arrange for necessary medical treatment. **Permission received by telephone is not permitted.** If a student does not have a Study Trip Permission form, signed by a parent/guardian, he/she will remain in a supervised area/classroom at CCDS until the class returns from the trip.

Teachers frequently take "walking study trips" to destinations close to the school. These trips are always very well supervised with proper student-adult ratios. Teachers will notify parents of upcoming walking study trips and once parents have signed the Acknowledgment/Consent Form, their child will be allowed on all walking field trips, unless otherwise noted.

The teacher/sponsor(s) shall provide parents and guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student, safety precautions, and a detailed itinerary when the study trip will extend beyond the school day. If you are volunteering to drive on the study trip, you must abide by the following policy.

Absolutely no diversions are permitted from the approved itinerary. This includes food stops and running errands. No other children of chaperones or drivers are allowed on study trips. Drivers must abide by all traffic laws, follow the posted speed limits, and drive safely at all times. Drivers shall not use cell phones while driving. All drivers and chaperones must have TB and Department of Justice (Livescan) clearances. All drivers must have evidence of the required liability insurance on file in the office and be approved by school administration before participating in any CCDS study trips. All drivers must have filled out and signed the Volunteer/Field Trip Driver Application that was sent home to every family and is always available in the office as well. Parent drivers or chaperones who violate school policies on study trips may be forbidden to participate in subsequent school sponsored study trips.

Student safety shall be a primary consideration. School staff is responsible for being familiar with and conducting a safety assessment of the proposed site of the study trip and each trip will be properly monitored and supervised. Prior to participating in the study trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all study trips must comply with the code of conduct set forth by the teacher and all other rules policies and procedures of the school. Parents will be informed of rules and regulations and any consequences of infraction of rules. The signed permission form will contain a statement of understanding and acceptance of rules by a parent and the student. Permission notes for any trip will include authorization to obtain emergency medical care. Students are expected to travel to and from the study trip with the staff and chaperones responsible for the trip. Students will not be permitted to leave the study trip group during the trip. The School assumes no liability for students who are for any reason transported by parents or in private cars other than those responsible for the trip.

VII. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at CCDS are to ensure the safety of the school environment and to optimize each child's learning. Therefore, CCDS has developed policies that have

very clear consequences for children and families. They lay out the expectations and the consequences when policies are violated. These policies cover the very important categories of:

- Homework
- Absences from School
- Tardiness to School
- Safety of Self and Others
- Respect of Property

Homework

At CCDS, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. Homework is also viewed as a bridge between home and school, giving students an opportunity to share their work with family members.

Parents are responsible for monitoring and assisting with homework assigned by the child's teacher. Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do his or her homework for him/her. As a parent, guide your children in doing the best that they can, allowing them to do their own work.

In the early grades, teachers assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves three primary purposes in the early grades.

Homework can:

- Build responsibility in children
- Contribute to family involvement in school
- Provide opportunities for extra, repeated practice of skills

Especially in grades 4-8, when homework is not completed, consequences will be enforced as outlined by the classroom teacher. Incomplete homework is excused only with appropriate documentation from a

parent or caregiver, indicating that illness or other circumstances prevented the student from completing his/her homework. If a child is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference. Homework completion rate is shared with parents at each trimester reporting period.

CCDS HOMEWORK CONTINUUM

Grade Level	Number of Minutes Per Night (excluding Reading)	Nightly Reading Minutes	Number of Hours Per Week (including Reading)	Homework Packets	Weekly Spelling Lists	Assessment of Homework	Information shared with parents
K	10	15	2	Yes M-F	No	Not assessed. Reading minutes tracked	Upcoming homework through class newsletters.
1 st Grade	15	10-15	2	Yes M-F	Yes	Checked off	Upcoming homework

						only	through class newsletters.
2 nd Grade	20	15	2	Yes F-Th	Yes	Checked off only	Upcoming homework through class newsletters.
3 rd Grade	25	20	3	Yes F-Th	Yes	Checked off and corrected	Upcoming homework through class newsletters.
4 th Grade	40	20	4	No	Yes	Varies depending on assignment. Responsibility points given	Upcoming homework through class newsletters.
5 th Grade	45	20-30	4.5	No	No	Checked off and corrected. Responsibility points given	Upcoming homework through class newsletters.
6 th Grade	50	20+	4.5	No	Yes	Corrected by teacher or together as a class	Upcoming homework through class newsletters.
7 th & 8 th Grades	50	20+	4.5	No	Yes	Corrected by teacher or together as a class	Upcoming homework through class newsletters.

Attendance

Attendance Philosophy

At CCDS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but also can create poor lifetime habits.

We also believe that if a child is sick and cannot function at school or has a communicable illness, it may be best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason.

Excused Absences

A student may be excused from school under these circumstances:

- Illness
- Medical, dental, optometry or chiropractic appointment
- Quarantine
- Funeral of immediate family member, limited to 1 day in state, 3 days out of state
- Court appearance *
- Any funeral attendance *
- Religious holiday or ceremony *
- Religious retreats, limited to 4 hours per semester *

*** Must be requested in writing by parent/guardian and approved by Principal**

All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below). A parent or caring adult must notify the school the **same day** of absence by telephone, e-mail, note, fax, or in person. Please do your best to inform us of an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

If Parents think their child is eligible for a Perfect Attendance Award, please check with the main office at least one month prior to the end of the school year.

If a child exceeds eight excused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school. After 10 excused absences, a note from a medical professional will be required for any further absences to be classified "excused." Absences beyond 10 without a medical note will be marked "unexcused" and will be subject to the limits on unexcused absences.

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Unexcused Absences and Tardies in Excess of 30 Minutes

A juvenile is considered truant when, “absent from school without valid excuse more than three days, or tardy in excess of 30 minutes on each of more than three days in one school year” (Ed Code 48260).

Consequences for unexcused absences and tardies in excess of 30 minutes are detailed below.

# of Unexcused Absences or Tardies in excess of 30 minutes	Consequence
Three (3)	First notification of truancy letter from school
Four (4) “absent or tardy in excess of 30 minutes from school without valid excuse on one or more days after being recognized as a truant.” (Ed Code 48260.5)	Second notification of truancy letter—copy sent to Butte County Office of Education/Child Welfare and Attendance
Five (5)	Third notice, “habitual truancy notice.” School may request a hearing with the School Attendance Review Board.
Twelve (12)	The student and parent will be expected to attend a School Attendance Review Board Hearing. If truancy continues after the hearings have been held, parent may be cited and referred to Truancy Court.

Tardy Policy

All students are expected to arrive at school on time. A student is considered tardy if he or she is late to school. A tardy student must report to the office for a tardy slip in order to be admitted to class. Younger students may need to be accompanied to the office by a parent. Tardiness is only excused if a student has a medical, dental, or legal appointment, or there has been a death in the family. All excused tardies require appropriate documentation. **There will be a limit to the number of unexcused tardies allowed.**

# of Unexcused Tardies (less than 30 minutes)	Consequence
Five (5)	Letter from the school

Eight (8)	Intervention Conference with student, parent, administrator
Twelve (12)	Third notice, "habitual truancy notice." School may request a hearing with the School Attendance Review Board.

Independent Study~

Independent Study is designed to help students stay current on class work while they are away from the classroom for three or more days. Please fill out the Independent Study form (available online and in main office) **AT LEAST THREE DAYS IN ADVANCE OF PLANNED ABSENCE**, and return to main office. You will be contacted to sign the Independent Study Contract at least one day before your departure.

Behavioral Program ~ Be Safe, Be Respectful, Be Responsible

Positive Behavior Intervention and Supports (PBIS)

Chico Country Day School is dedicated to creating a safe, joyful community where all learners are inspired to achieve their personal best. It is expected that students will conduct themselves in such a fashion that everyone will feel safe and free from physical and emotional bullying or harassment. It is an expectation that students will follow directions whether given by administrators, teachers, substitutes, classified staff (including campus supervisors) and any adult employed by CCDS. Parent volunteers are greatly valued and we rely on them for their commitment to helping our schools and students. Student discipline is an area that our parent volunteers are not involved in. If a parent volunteer has concerns about student behavior, they will confidentially communicate with the appropriate CCDS employee.

CCDS has implemented the PBIS (Positive Behavior Interventions Support) Program, in our school. The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at CCDS. While many faculty, parents, and students have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Our school-wide Positive Incentive Program benefits ALL students who follow our school-wide expectations. PBIS focuses on positive behavior. Students are taught, and rewarded for following the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard, and show respect in and out of the classroom.

CCDS's Behavioral Plan will apply to students (EC 48900):

- while on the school grounds
- while going to or from school
- during lunch
- during or while going to or from any school-sponsored activity
- during any other event related to school activities or attendance.

Respect and courtesy for persons and property is expected at all times. Where a specific penalty for violating a rule is not listed, the consequences assigned will be in proportion to the severity of the infraction.

Be Safe

In order to ensure that CCDS is a place where learning is a priority, the school must be safe at all times.

Violations of safety violations include:

- Verbal Abuse of others (using profanity, etc.)
- Intentionally hurting another person
- Not following directions when walking off school property
- Rough-housing during school activities
- Threatening others' physical or emotional safety

Be Respectful

Building upon the need to have a safe and nurturing school, students must respect each other and the property of the school and others at all times. Examples of these violations are:

- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the internet/electronics
- Foul Language
- Horse-play
- Littering
- Playing near classrooms that are in session

Be Responsible

- Eat a good lunch before any play during your lunch break
- Stay in sight of yard duty personnel
- Stay within the fenced playground
- No climbing of fences, trees or other structures that are not designed for climbing

Common Space Behavior Expectations 2014-2015

	Be Safe	Be Respectful	Be Responsible
Arrival & Dismissal	• Arrive on time. • When you arrive, put backpack in your designated area. • At dismissal, stay in the	• Be an active listener. • Hands and feet to self.	• Be in your class line by the 2nd bell.

	pick up zone on the campus side of the sidewalks.		
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	Be Safe	Be Respectful	Be Responsible
Recess	- Keep your hands and feet to self. - Use playground equipment how and where it is intended. - Stay in assigned area.	- Be an active listener. - Hands and feet to self.	Be in your class line by the 2nd bell.

	Be Safe	Be Respectful	Be Responsible
Passing Periods	- Keep hands, feet, body, objects to self. - Walk at all times – to the right.	- Listen & follow adult directions the first time. - Help others	- Stay with your group or class when traveling together. - Travel on pathways. - Destination to destination. (No bathrooms)

	Be Safe	Be Respectful	Be Responsible
Bathrooms	- Walk. - Report unsafe conditions.	- Use appropriate language and voice volume. - Respect the privacy of others.	Use the bathroom for its intended purpose. GO – FLUSH – WASH CLEAN-UP – LEAVE!

	Be Safe	Be Respectful	Be Responsible
Gym/ Common Area	- Keep hands, feet, body, and objects to yourself. - Eat only your food. - Playground equipment not permitted in eating areas.	- Use appropriate language, and voice volume. - Listen and follow adult directions the first time.	- Remain seated until dismissal signal. - Clean up and use trashcans after eating. PACK IT IN, PACK IT OUT!

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After School Pick-Up

- 1 When dismissed you must either go to your ride or to the After School Program. No playing on the playground or being unsupervised on campus after classes are dismissed.
- 2 This is not a play time. Stand or sit quietly and watch for your ride.
- 3 Be at your designated pick-up area and stay there.

Dress Code

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

1. Clothing must cover the body with no undergarments exposed.
 - a. No exposed midriff and/or cleavage.
 - b. No backless, strapless, tube tops and /or halter tops.
 - c. Shorts/skirts must be longer than the student's pinky when arms are straightened.
2. Shoes or sandals must be worn at all times. Shoes must have "backs" on them and not be "slip- ons" or "flip flops".
 - a. Slippers are not acceptable.
 - b. Closed-toed shoes must be in student's possession daily for required P.E.
3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane are not allowed.

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

Consequences for not following school rules

Consequences will be issued at the discretion of staff members, depending on the situation and severity of offense. A major or minor discipline referral will be issued and sent home to the parent documenting the incident and consequences. Administration reserves the right to determine the consequence as needed (i.e. loss of field trip privileges, supervised lunches in office, missing out on community service projects, detention, etc...)

Suspension and Expulsion

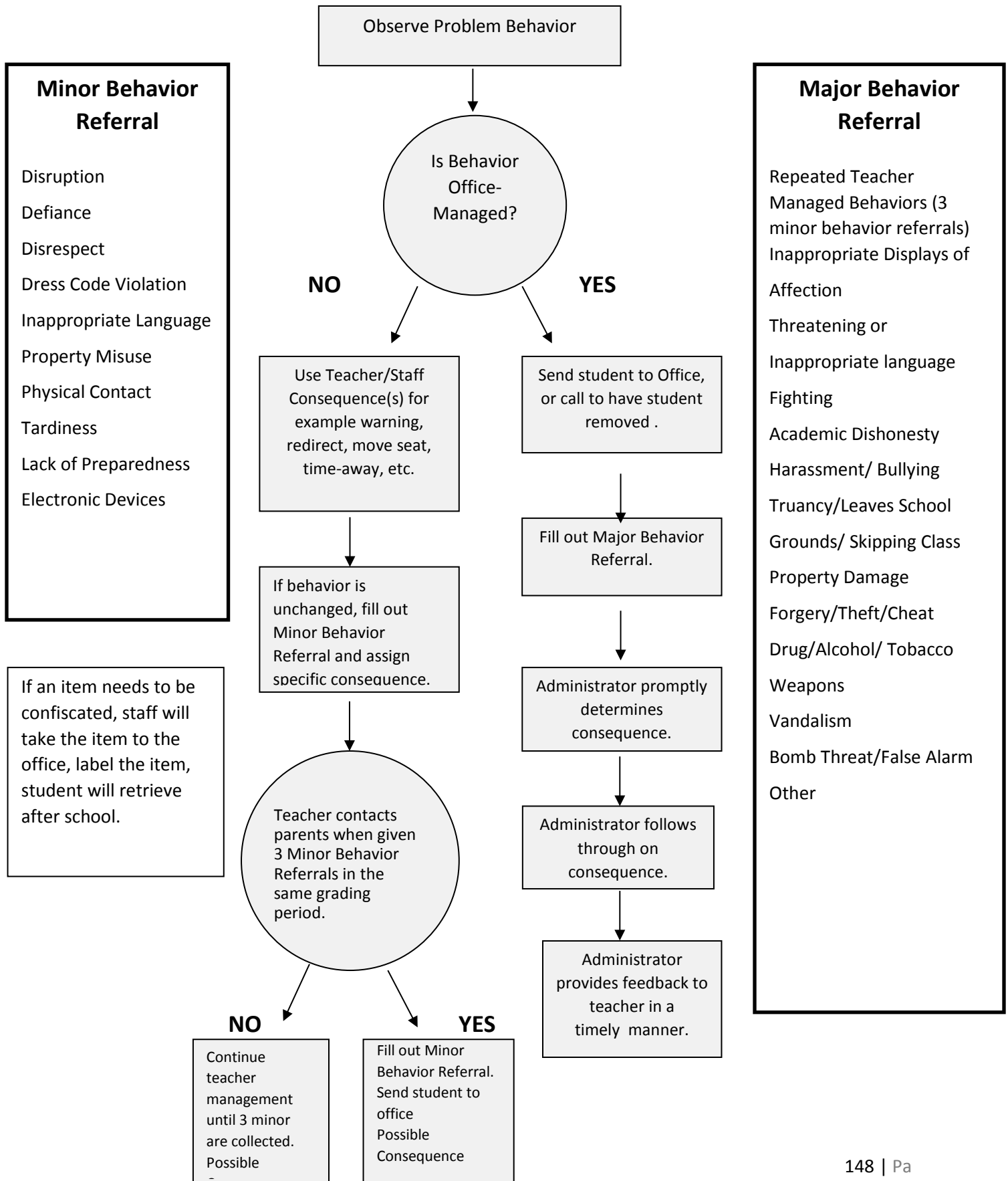
The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting/Bullying/Harassment
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language
- Cyber-bullying

If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice will be required to return home for the remainder of the day on which the violation is made and not return until the end of the suspension period.

Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of the Principal, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.), will meet to devise an intervention plan for the student. The Student Study Team reserves the right to follow the guidance of the school's Charter with regards to suspension, dismissal and expulsion.

Chico Country Day School Discipline Flowchart



VIII. Internet Use at CCDS

Internet Use at School

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. CCDS provides students with Internet access in grades 4-8 to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive, however CCDS believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

CCDS has created and adopted CCDS Student Internet Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of CCDS. CCDS Policy sets forth student responsibilities and duties when accessing and using the Internet through CCDS equipment and resource network maintained by CCDS. CCDS has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with CCDS equipment and resource networks. CCDS stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of CCDS. Students are reminded that their use of CCDS equipment and resource networks reflect upon CCDS, and Students should guide their activities accordingly.

Student Responsibilities

1. Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via CCDS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use CCDS equipment and resource networks only in a manner specified in CCDS Policy.

a. Educational Purpose

“Educational purpose” means classroom activities, research in academic subjects, research in matters of civic importance or that further citizenship in a democratic society, CCDS approved personal research activities, or other purposes as defined by CCDS from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of CCDS Policy.

2. Plagiarism. Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright. Student agrees that he or she will not use CCDS equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by CCDS.

4. Communication. Student agrees that he or she will use CCDS equipment or resource networks or CCDS email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or "spam" email to a list of people or to an individual.
- f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet CCDS' or her own name, address or telephone number unless expressly authorized by CCDS in writing.
- i. Student will not obtain or use school/staff member passwords, log-ins, or in any other manner obtain/use access to school computers, networks or systems.

5. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to

further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to CCDS, other students, or the community.

6. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. CCDS includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of CCDS Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Privacy. Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by CCDS and provided to students for educational purposes. CCDS reserves the right to access stored computer records to assure compliance with CCDS Policy. Student is aware that communication over CCDS owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Commercial Activities. Student agrees that student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by CCDS in writing.

9. Information About Others. Student agrees that he or she will not make any statement or post any communication on the Internet, or on the school network, about another person that he or she knows or suspects to be untrue.

10. Violation of Policy. The Student acknowledges that violation of CCDS Policy can result in a loss of all Internet access and email and computer privileges. If Student violates CCDS Policy, or in any other way uses CCDS equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why CCDS should deem the activity in question a use consistent with the educational purposes stated in CCDS Policy. If CCDS deems that the use is

inconsistent with the educational purposes stated in CCDS Policy, CCDS may terminate the Student's Internet and/or computer privileges. However, because one of the educational purposes in providing technology access is to teach students to use the internet appropriately, CCDS reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email or computer privileges. Such penalties may include, but are not limited to, restricted access to technology at school.

Student also acknowledges CCDS will contact the proper legal authorities if CCDS concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

IX. Photo/Video/ Website Release

From time to time, a photo or video of your child might be considered for publication/display in a Chico Country Day School newsletter, public advertisement, social media and/or school web page. Please note: **No full names will ever be used in conjunction with any photo.** You will need to check the appropriate box on the Acknowledgment/Consent Page.

Parents are reminded that posting personal photos, videos and information about students other than their own children on the internet is a violation of privacy rights. CCDS does not authorize the posting of individual or small group photos /videos of CCDS students by parents (other than one's own children) engaged in school sponsored events or activities on any social network site such as Facebook or Twitter.

(Please read the above thoroughly and sign the "Acknowledgment/Consent Page" of the 2014-2015 CCDS Student-Family Handbook")

X. Lifelong Guidelines & Lifeskills

The goal of any disciplinary actions at CCDS is to ensure the school is a safe and nurturing community so that all students have the opportunity to learn. The policies listed above ensure student and adult safety at all times. In addition to the rules and consequences outlined above, CCDS utilizes a set of beliefs and values – what we call our Lifelong Guidelines and Lifeskills – to help us define how we (students, teachers, community members) interact and work with one another. Action that does not exemplify the Lifelong Guidelines is hurtful to student goals and community cohesion.

There are five Lifelong Guidelines which taken together represent the expected behaviors of a CCDS community member. Community members are expected to strive to use the Lifelong Guidelines in their daily interactions and students are held accountable to the Lifelong Guidelines throughout their entire CCDS experience. Families will be notified when students are both exemplifying and contradicting them.

Lifelong Guidelines

Trustworthiness: At CCDS we effectively act in a manner that makes one worthy of trust and confidence.

Truthfulness: At CCDS we believe that everyone should be honest about things and feelings with oneself and others.

Active Listening: At CCDS we listen with the intention of understanding what the speaker intends to communicate.

No Put-Downs: At CCDS, we strive to never use words, actions and/or body language that degrade, humiliate, or dishonor others.

Personal Best: At CCDS, we do our best given the circumstances and available resources.

Lifeskills

Caring ~ To feel and show concern for others

Common Sense ~ To use good judgment

Cooperation ~ To work together toward a common goal or purpose

Courage ~ To act according to one's beliefs despite fear of adverse consequences

Curiosity ~ A desire to investigate and seek understanding of one's world

Effort ~ To do your best

Flexibility ~ To be willing to alter plans when necessary

Friendship ~ To make and keep a friend through mutual trust and caring

Initiative ~ To do something of one's own free will, because it needs to be done

Organization ~ To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

Patience ~ To wait calmly for someone or something

Perseverance ~ To keep at it

Pride ~ Satisfaction from doing one's personal best

Problem Solving ~ To create solutions to difficult situations and everyday problems

Resourcefulness ~ To respond to challenges and opportunities in innovative and creative ways

Responsibility ~ To respond when appropriate; to be accountable for one's actions

Sense of Humor ~ To laugh and be playful without harming others

XI. Student Health and Safety at CCDS

Food and Nutrition

In order for your children to learn as best they can each day, they require a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school. Our school cannot provide snacks each day and your child will get hungry.

Kindergarten children will be provided with a morning snack each day by the assigned family for the week and students have an opportunity to purchase milk. But if they are staying for the

after school program, they must bring a lunch they can eat in the afternoon. Send your child to school each day with:

- A healthy, adequate snack.
- A healthy, adequate lunch
- A non-perishable drink.

Please do not send:

- Carbonated Soda
- Candy
- Gum – This is strictly prohibited on campus
- Anything frozen or needing to be cooked

No eating is allowed in classrooms.

Hygiene

As a part of coming to school “Ready to Learn,” your child needs to come to school clean. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your 4th - 8th grader, if necessary. Children can become the target of teasing and avoidance by other students if they come to school unclean. Please help your child develop good hygiene habits.

Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 to 12 hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the best amount of sleep each night.

Illness

If your child becomes ill, please call and inform the office. For your own child’s protection and the protection of others, please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

Health Standards and Immunizations

To ensure a safe learning environment for all students, CCDS strictly follows and abides by the health standards set forth by the state of California. Listed below are requirements for students to matriculate into CCDS. Students will not matriculate until all required records have been received.

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met.

Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school. All students must submit:

- Proof of birth (copy of birth certificate, passport, state-issued ID)
- Report of Health Examination for School Entry
- Registration Health Record
- Emergency Information Card
- Oral Health Assessment Form

Along with the records previously listed, all Kindergarten students must submit an immunization record. The record must be complete and include the date your child was given each required shot and be stamped or signed by the doctor or clinic. The table below lists what immunizations are required to enroll.

Polio (OPV/IPV)	There should be four (4) dates and stamps.
DTP/DTaP	There should be five (5a) dates and stamps.
MMR	There should be two (2c) dates and stamps.
Hepatitis B	There should be three (3) dates and stamps.
Varicella Chickenpox	There should be one date and stamp or verification of the disease

If your student's record is missing some doses, or you do not have a legal record of the immunizations, please contact your doctor or clinic now. If your student recently received immunizations and needs an immunization later in the year, your student can be allowed to attend, provided you get the remaining doses when they become due and bring the record to the school for recording.

Your child may be exempted by a doctor because of a medical condition or by you because of your personal or religious beliefs. Ask CCDS staff for details.

Along with the records previously listed, all 6th grade students must submit:

- A record that proves that the rising 6th grade student has received all three (3) shots of the Hepatitis B series. This series is administered over a four (4) month period
- A second mumps, measles and rubella (MMR)
- A chickenpox vaccine or documentation of the disease is now required
- A tetanus containing vaccine (Td) if the last one is older than five years is recommended

New Law: Students entering 7th Grade must have the Tdap booster shot for whooping cough, tetanus, diphtheria.

If you do not have an Immunization Record or your child has not received all required shots, call your doctor or local health department right away to make an appointment.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange a meeting with the parent or guardian of the child to develop an accommodation plan for the student's medical or health condition. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Medications at School

Students may not carry or use medication at school without written consent. A student who needs to take medication during school hours must have an authorization on file at the school, signed by the prescribing physician and parent or guardian. Self-administration of medication may be permissible by special arrangement with a school administrator. If a child is taking medication, it is in his/her best interest to arrange a schedule so that the parent or guardian can administer the medication at home.

Treatment of School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) with basic first aid. Parents will be notified of minor injuries at the discretion of the school. When confronted with a more serious illness or injury, school staff will contact parents, and if necessary, will call 911.

Communicable Diseases

Communicable diseases can spread quickly through a school and dramatically affect the attendance and learning of children. Examples of common communicable disease are conjunctivitis (pink eye), lice, strep throat, chicken pox, or ringworm. A student suspected of having a communicable disease may be excluded from school until guidelines for readmission are met.

Lice: Parents will be contacted if their child is found to have lice and/or nits. They must be promptly picked up and receive proper treatment. Information is available from the school on multiple treatment options. Any siblings will immediately be checked for symptoms as well. Students will only be allowed to return to school after they have been checked by the school nurse, or appropriate office staff, and be found to be 100% free of live lice AND nits.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other

hospitalization, must have written permission by a health care provider to attend school, including any recommendations regarding physical activity and exertion.

An excuse from physical education may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health provider.

Speech, Hearing, and Eye Examinations

The school recommends that children undergo an annual hearing and eye examination.

XII. Communication at CCDS

The Importance of Home/School Communication

We strongly believe that effective communication between the family and the school will enhance the education of each child. Both parents and school administrators and teachers pledge to openly communicate and dialogue about the issues, challenges, and successes of their child and the school. Please be sure to stay informed of school activities and events.

Tips for Effective Communication

With Teachers

Contact your child's teacher by:

- E-mail
- Calling the school and leaving a message for the teacher. He or she will return your call.
- Making an appointment to see your teacher(s).
- Writing a note.

With Administrators

Contact the Principal by:

- E-mail
- Calling the school, leaving a message if necessary.
- Making an appointment.

Conferences and Meetings

One excellent way to communicate with your child's teacher is during conferences. You may make an appointment to meet with your child's teacher whenever you feel it is necessary to conference informally with them.

To ensure that you and your child get the most out of your meetings, please be on time and

follow the following tips:

- Have questions prepared.
- Take notes during the conference.
- Share any important, relevant information (changes in the child's life, for example).
- Don't compare one child to any other child.

Student Placement Policy

To best meet the needs of all students at Chico Country Day School, the CCDS Board of Directors, with staff and administrative support, has developed this Student Placement Policy that reflects our core values of respect, responsibility and compassion. This policy provides for a fair, equitable system of class placement that balances the social, emotional and academic needs of our students. This process acknowledges the teaching professional as a key source for making informed decisions regarding the placement of students. It is also recognized that parents are partners with the school in decisions regarding their students, and parent input is considered, but not guaranteed.

Criteria

In making decisions regarding the placement of students in grades where there is more than one class, the following criteria will be considered:

- Student gender
- Academic standing
- Social relationships
- Age
- Learning style
- Degree of parental involvement
- Teacher recommendation
- Previous year's placement

Process

- Current and future teachers will meet to discuss the placement criteria so that the distribution of students balances classes by number, gender, academic performance, degree of parental involvement, social relationships and behavior issues.
- Current year teachers will present their class lists to the Principal.
- If parents would like to make a class placement request, the request should be in writing and submitted to the Principal by May 15. School personnel shall make the final decision regarding placements.

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in

the student's file. Failure to follow the procedures and timelines below constitutes a waiver of the parent or student's right to grieve.

Grievance Filing Process

- 1 The parent or student may submit his/her grievance in writing to the Principal within five days of a failed good faith effort to resolve the dispute.
- 2 Within ten working days of receipt of the written complaint, the Principal will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 20 days after receipt of the written complaint and after notification to the parent and/or student.
- 3 A decision as established by a majority vote of the members of the committee hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent or student. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon as practical.
- 4 The decision of the committee shall be final unless appealed by the parent or student to the Board of Directors, which may refer it to a board committee and review and modify the decision of the committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal may be submitted to the Chair of the Board within five days of the decision of the committee. After receiving an appeal request, the Chair shall schedule a meeting to consider such an appeal at soon as practical. Board members who are interested parties, as defined in the Bylaws, shall excuse themselves from reviews of Student/Family Committee decisions to the extent permitted under law. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent and/or student.

Appendix I. 2014-2015 Staff

Principal, Megan Neely
Director of Curriculum & Instruction, Suzanne Michelony
Office Manager, Stacy Ferguson
Parent/Community Liaison, Lisa Hoppe
Chief Business Officer, Margaret Reece
Business Office Manager, Pamela Wilson
Human Resources and Payroll, Julianne Folger
Business Office Assistant – Jamie Saderup
Kindergarten Teachers, Anne Marie Chik, Nicole Nye, Christal Proctor
First Grade Teachers, Renee Dooly, Susan Efseaff, Kärin Daverson
Second Grade Teachers, Colly Fischer, Christine Steadman, Ellen Biddle
Third Grade Teachers, Debbie Hardesty, Signe Miller, Beth Colwell, Marijeanne Birchard
Fourth Grade Teachers, Pete Pembroke, Sarah Peterson-Young
Fifth Grade Teachers, Dave Davis, Lorrie Matthews
Sixth Grade Teachers, Susie Bower, Donna Henderson
Seventh/Eighth Grade Teachers, Kelly Clarke, Wendy Fairon, John Garrett, Darren Massa
Resource/Intervention Teachers, Katherine Chapin, Bree Evans, Rebecca Gontiz
Home School Partnership Teacher, Rochelle Garrett
Art Teacher, Christianne Langford
Music Teacher, Ruth Greenfield
After School Program Coordinator, Angela Cherry
Preschool Directors/Teachers, Kerri Cooley, Patty Currie
Preschool Aide, Katlin Redding
Academic Coaches, Shelley Buchanan, Karen Ruiz, Candi Hughes, Sheri Nash, Jamie Saderup, Allison Laviolette
Yard Duty Supervisors, Jeff Hall, Kendall Zepeda, Amy Lipman
Cafeteria Manager, Stephanie Bolduc
School Facility Manager, Stuart Langford
Custodians, Paul Crosbie, Eric Thao
School Nurse, Liz Seaman
School Psychologist, Amie DeWald Parent
Speech Therapist, Andi Jackson
Adaptive Physical Education Teacher, Tracy Lopez
Athletic Director, Michael O'Connor
Volleyball Coaches, Pete Pembroke, Katherine Chapin
Girls & Boys Basketball Coaches, Chris Nixon, Jordan Williams
Elective Teachers
 6th Grade PE- Lawrence Taylor
 6th Grade Art – Christianne Langford
 7th/8th Grade Spanish – Tamara Oberg
 7th/8th Grade Yearbook – Rochelle Garrett
 6th/7th/8th Grade Music - Ruth Greenfield
 6th/7th/8th Grade Art – Christianne Langford

EXHIBIT 5

CCDS ORGANIZATIONAL CHART

STUDENTS

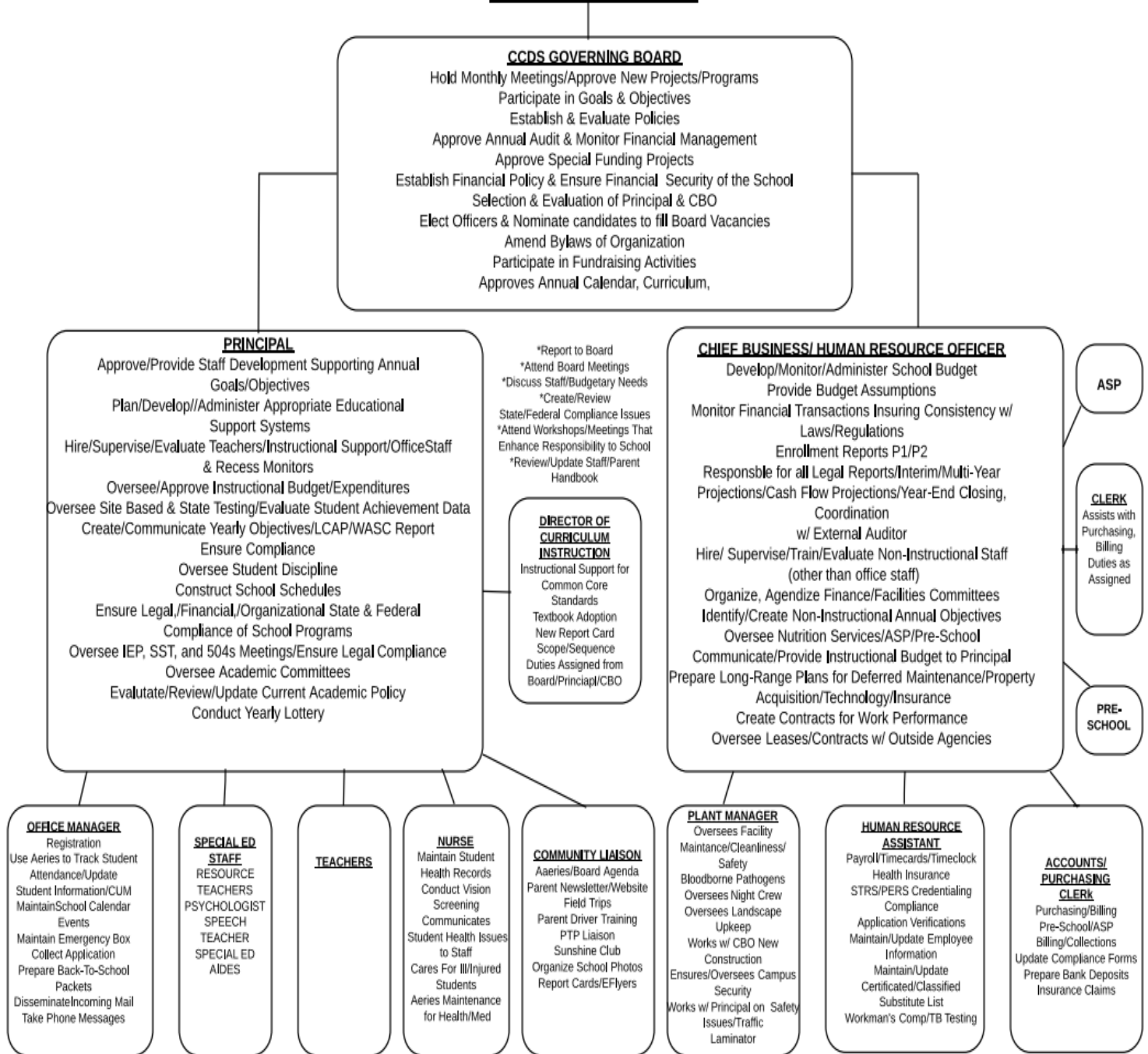


EXHIBIT 6

Chico Country Day School

BYLAWS

For the regulation, except as otherwise provided by the statute of its
Articles of Incorporation
of
Chico Country Day School
A California Nonprofit Public Benefit Corporation

I. Membership

The corporation has no members. The rights that would otherwise vest in the members vest in the Trustees of the corporation ("Trustees") of Chico Country Day School ("CCDS"). Actions that would otherwise require approval by a majority of all members or approval by the members required only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter "Board").

II. Board of Trustees

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees
2. To select and remove officers, agents, and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage, and control the affairs and activities of the corporation, and to make rules and regulations
4. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.
5. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which the corporation may engage.

6. To act as trustee under any trust incidental to the corporation's purposes and to receive, hold, administer, exchange, and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To determine who shall be authorized on the corporation's behalf to sign bills, notes, receipts, acceptances, endorsements, checks, releases, satisfactions, contracts, and documents.
11. To raise funds and oversee the raising of funds for operation of the corporation in furtherance of its public purposes and serve as liaison to the community served by the corporation.
12. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Corporation Law and the limitations noted in these bylaws.

B. Number of Trustees

The number of Trustees of the corporation shall not be less than five (5) nor more than fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 7.

C. Election of Trustees

1. **Election:** The Administrative personnel, including but not limited to the Principal, Executive Director, and/or Chief Business Officer shall not be Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. **Eligibility:** 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:
 - a. A parent of an active CCDS student, who is nominated by the general population of active CCDS families. The total

- number of active CCDS parents serving on the Board shall not be less than three (3).
- b. A CCDS staff member nominated by the CCDS staff. The total number of staff serving on the Board shall not exceed two (2).
 - c. A Chico community person, nominated by the CCDS Board or community at large.
3. **Interested Persons:** Not more than 33% of the persons serving on the Board may be interested persons. An “interested person” is (1) any person currently being compensated by the corporation for services, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any spouse or dependent child of that interested person.
4. **Term of Office**
- a. The initial term of office of the Board of Trustees shall be three years, with Trustees serving in staggered terms, by designating approximately one-third of the Trustees to one-, two-, and three-year terms. Following the expiration of those designated terms, the term of each Trustee shall continue for three years.
 - b. No Trustee may serve more than nine (9) consecutive years.
 - c. The term of office of a Trustee elected to fill a vacancy in these bylaws begins on the date of the Trustees election by the Board, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
5. **Time of Elections:** The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

The Board may remove a Trustee without cause as provided by the California Nonprofit Public Benefit Corporation Law. The Board may remove any Trustee who:

- 1. Has failed to attend two or more of the Board's regular meetings in any calendar year.
- 2. Has been declared of unsound mind by a final order of the court

3. Has been convicted of a felony.
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the California Nonprofit Public Benefit Corporation Law
5. For such other good causes as the Board may determine.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the California Attorney General.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustees actual and necessary expenses while conducting corporation business.

III. Principal Office

The corporation's principal office shall be at 102 West 11th Street, Chico, California 95928, or at such a place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. Meetings of the Board

A. Place of Meetings

Board meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An annual meeting shall be held in June of each year for the purpose of electing Trustees and Officers, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held every second Wednesday of the month.

D. Special Meetings

Special Meetings shall be held at any time called by the Chair, the Vice Chair, Secretary or Treasurer.

E. Adjournment

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place is fixed at the meeting adjourned. If the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meeting shall be given as specified in Board policy and as specified by the Brown Act. Special Meetings shall be held with 24 hours notice and all Trustees will be notified by in writing. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meetings.

V. Action by the Board

A. Quorum

A quorum consists of a majority of the fixed number of Trustees.

B. Action by the Board

1. **Actions taken at Board Meetings:** The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. **Actions without a Meeting:** No action by the Board may take place without a meeting of a quorum of the Board, and without properly noticing the meeting according to the Brown Act.

3. **Board Meeting by Telephone Conference:** No meeting or action of the Board may take place by Conference Telephone.

C. Committees

1. **Appointment of Committees:** The Board may appoint one or more Board Committees by vote of a quorum of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. **Authority of Board Committees:** The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees
 - b. Filling vacancies on the Board or any committee that has the authority of the Board.
 - c. The amendment or repeal of any Board resolution, the Bylaws, or the Charter.
 - d. The appointment of other committees of the Board, or the members of the committees.
 - e. The expenditure of corporate funds to support a nominee for Trustee
 - f. The approval of any self-dealing transaction, as defined by the California Nonprofit Public Benefit Corporation Law.
4. **Procedures of the Committees:** The Board may prescribe the manner in which the proceeding of any Board Committee is to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care:

1. **Performance of Duty:** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others:** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. **Investments:** Investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to obligations imposed by any applicable federal, state, or local law.

F. Participation in Discussions and Voting

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below and in the Board Policy regarding Conflict of Interest:

1. Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest; or (c) indemnification of that Trustee.

G. Duty to Maintain Board Confidences

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes that take place in closed session, except as otherwise required by law. Any Trustee violating this confidence may be removed from the Board. Moreover, the CCDS staff members may be disciplined, including immediate dismissal, if Board information is disclosed without the Chair's prior approval.

VI. Officers

The officers of the corporation consist of a Chair, a Vice Chair, a Secretary, and a Treasurer. The corporation also may have such other Officers as the Board deems advisable.

1. **Chair:** Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. **Vice Chair:** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. **Secretary:** The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting, the time and place of the meeting, whether it was regular or special (and if special, how authorized), the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. **Treasurer:** The treasurer shall oversee the financial affairs of the corporation with the assistance of the Finance Committee, and assist in preparation and presentation of any reports on financial issues, or financial statements and reports as may be required by law or as the Board requires.

B. Election, Eligibility, and Term of Office

1. **Election:** The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. **Eligibility:** A Trustee may hold any number of offices, except that the Secretary may not serve concurrently as the Chair.

3. **Term of Office:** Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date as specified in the notice.

VII. Non-Liability of Trustees

The Trustees shall not be personally liable for the corporation's debts, liabilities, or other obligations.

VIII. Indemnification of Corporate Agents

The corporation shall indemnify any Trustee, officer, employee, or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the California Nonprofit Public Benefit Corporation Law

IX. Insurance for Corporate Agents

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law

X. Self-Dealing Transactions

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-Dealing transaction" means a transaction to which the corporation is a party in

which one or more of the Trustees have a material financial interest (“interested Trustee(s)”). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board’s general standard of care:

1. The Board’s action of fixing a Trustee’s compensation as Trustee, or corporate officer; or
2. A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

XI. Other Provisions

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments:

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation’s credit, or to render it liable monetarily for any purpose or amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Principal as directed by the Board, the Chief Business Officer as directed by the Board, or in the absence of the Principal or Chief Business Officer may be signed by those authorized by the Board in a Resolution of the Board regarding Authorized signors.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” included both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

Any Trustee, officer, key employee or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt a Conflict of Interest policy requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation of Charter

Whenever any provision of these Bylaws conflict any provision of the Charter, the provision of the Charter shall control.

XII. Amendment

A majority of the Trustees may adopt, amend, or repeal these Bylaws.

Certificate of Secretary

The undersigned does hereby certify that the undersigned is the Secretary of the Chico Country Day School, a nonprofit public benefit corporation duly organized and existing under the laws of the State of California, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation, which Trustees are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

EXHIBIT 8