



AGENDA

BOARD OF DIRECTORS REGULAR BOARD MEETING

Time: October 13, 2021 5:00pm

~In Person~

Common Area: Middle School Campus

Mission Statement

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

2020-2021 CCDS Board Members:

Jessika Lawrence, Chair
Melissa Pearson, Vice Chair
Jamie Clyde, Treasurer
Devjani Banerjee-Stevens, Secretary
Thang Ho, Member

1. CALL TO ORDER & ROLL CALL

2. CLOSED SESSION (5:00pm)

- 2.1 **Public Employee Evaluation:** Per Government Code §54957
Title: Director of Education, Director of Student Support Services, Director of Student Affairs,
Chief Business Officer
- 2.2 **Conference with Legal Counsel – Existing Litigation:**
Government Code §54956.9
Superior Court of California - County of Butte
Case Number: 19CV02508

3. REGULAR SESSION (6:00pm)

- 2.1 Approval of Regular Agenda
- 2.2 Report from Closed Session

4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA

5. CONSENT AGENDA

- 5.1 Minutes from meeting of 9/8/21
- 5.2 Board Report of Checks: 9/1-9/30/21
- 5.3 MOU for Nursing Services between CCDS and Manzanita Elementary School District.
- 5.4 Preschool: California Department of Social Services Facility Stabilization Stipend Spending Plan

6. DISCUSSION/ACTION ITEMS

- 6.1 ESSER III Plan
- 6.2 Volunteers on Campus: Plan Update & Timeline
- 6.3 CAASPP: Growth Model Discussion
- 6.4 LCAP Review: Goals 2021-22 Discussion
- 6.5 CGI Math & Graduate Profile Discussion/Update

7. ADJOURNMENT: Adjourn; Next Regular Meeting is December 8, 2021



Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

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

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

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

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

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



Minutes

CCDS Board of Directors Regular Meeting

Date: Wednesday, September 8, 2021

Time: 5:00 p.m.

Location: CCDS Middle School, Common Area

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 6:00 p.m.
Attendees: Jessika Lawrence, Thang Ho, Juni Banerjee-Stevens, Jamie Clyde, Melissa Pearson
- 2. CLOSED SESSION (5:30 pm)**
 - 2.1 Public Employee Evaluation**
Per Government Code §54957
Title: Director of Education, Director of Student Affairs, Special Education
Director, Chief Business Officer
- 3. REGULAR SESSION (6:00 pm)**
 - 3.1 Approval of Regular Agenda** – Ho/Clyde to approve. All in favor: Lawrence, Ho, Stevens, Clyde, Pearson (5-0).
 - 3.2 Report from Closed Session** – Nothing to report.
- 4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA** – Tanya Parrish shared that PTP is working on several events including the upcoming Harvest Faire.
- 5. CONSENT CALENDAR** – Ho/Stevens to approve. All in favor: Lawrence, Ho, Stevens, Clyde, Pearson (5-0).
 - 5.1 Minutes from meeting of 8/11/21**
 - 5.2 Board Resolution: Renewal of Line of Credit Application-Northern California National Bank**
 - 5.3 Board Report of Checks: 7/1/21-8/30/21**
 - 5.4 EPA Final Expenditures: 2020-2021**
 - 5.5 Vacation Leave Payouts 8/31/21**
 - 5.6 Unaudited Actuals: 2020-21**
- 6. DISCUSSION/ACTION ITEMS**
 - 6.1 CAASPP Results Presentation 2020-2021**-Tabled due to Claudia Trout's absence
 - 6.2 Leadership Board Report August/September 2021-** Fairon spoke about staffing struggles, building substitute list and the work on the Graduate Profile.
- 7. ADJOURNMENT:** Lawrence adjourned at 6:15 p.m. Next regular meeting is October 13, 2021

Respectively Submitted,
Lisa Hoppe

Checks Dated 09/01/2021 through 09/30/2021			Board Meeting Date 10/13/21
Check Number	Check Date	Pay to the Order of	Check Amount
0019422	09/01/2021	AFLAC	389.50
0019423	09/01/2021	Amazon Capital Services, Inc	138.13
0019424	09/01/2021	Butte Schools Self Funded Programs	55,723.84
0019425	09/01/2021	Chico Country Day School	19,234.65
0019426	09/01/2021	Employment Development Dept	13,404.79
0019427	09/01/2021	Follett School Solutions, Inc	782.84
0019428	09/01/2021	Internal Revenue Service	41,096.05
0019429	09/01/2021	The TDS Group	4,352.50
0019430	09/03/2021	AT & T	213.41
0019431	09/03/2021	Carlson Electrical Systems	180.00
0019432	09/03/2021	CharterSAFE	8,898.18
0019433	09/03/2021	Cherry, Angela J	295.67
0019434	09/03/2021	Christensen Telecommunications , Inc.	1,095.06
0019435	09/03/2021	Currie, Patricia E	39.46
0019436	09/03/2021	Evergreen Janitorial Supply, Inc.	126.21
0019437	09/03/2021	Fairon, Wendy A	181.02
0019438	09/03/2021	Half a Bubble Out, Inc.	2,722.50
0019439	09/03/2021	Langford, Stuart C	48.76
0019440	09/03/2021	Mission Linen and Uniform	325.28
0019441	09/03/2021	Ray Morgan Company	7,156.66
0019442	09/03/2021	Reece, Margaret E	32.20
0019443	09/03/2021	United Building Contractors, I nc.	503.00
0019444	09/03/2021	US Screenprinting & Embroidery	433.56
0019445	09/03/2021	Aeries Software	200.00
0019446	09/03/2021	Amazon Capital Services, Inc	439.13
0019447	09/03/2021	Butte County Office of Ed Attn Student Program Services	429.00
0019448	09/03/2021	Employment Development Dept	6,886.41
0019449	09/10/2021	Amazon Capital Services, Inc	1,468.05
0019450	09/10/2021	Citi Cards	5,339.24
0019451	09/10/2021	Cooley, Kerri A	130.03
0019452	09/10/2021	CPM Educational Program	75.00
0019453	09/10/2021	Document Tracking Services	1,032.76
0019454	09/10/2021	Evergreen Janitorial Supply, Inc.	1,917.16
0019455	09/10/2021	Home Depot	610.38
0019456	09/10/2021	Inc. Demco	655.67
0019457	09/10/2021	Locksmithing Enterprises	126.81
0019458	09/10/2021	O'Connor, Michael J	32.18
0019459	09/10/2021	Office Depot	387.34
0019460	09/10/2021	PG &E	8,972.78
0019461	09/10/2021	Randy's Plumbing	299.56
0019462	09/10/2021	SchoolAbility, LLC	2,500.00
0019463	09/10/2021	Stephen Roatch Accountancy Corporation	3,900.00
0019464	09/10/2021	T Mobile	200.00
0019465	09/10/2021	Tucker Pest Control	305.00
0019466	09/10/2021	Verizon Wireless	639.92
0019467	09/10/2021	Waste Management	516.67
0019469	09/14/2021	CalPERS	24,073.72
0019470	09/14/2021	Internal Revenue Service	15,699.16
0019471	09/14/2021	The TDS Group	4,352.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

SCHOOLABILITY

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Checks Dated 09/01/2021 through 09/30/2021			Board Meeting Date 10/13/21
Check Number	Check Date	Pay to the Order of	Check Amount
0019472	09/16/2021	Amazon Capital Services, Inc	270.66
0019473	09/16/2021	Leading Well	2,700.00
0019475	09/16/2021	Chico Country Day School	9,885.15
0019476	09/16/2021	Employment Development Dept	3,320.90
0019477	09/17/2021	Access Information Protected	145.67
0019478	09/17/2021	Adams, Lora R	152.41
0019479	09/17/2021	Amazon Capital Services, Inc	28.89
0019480	09/17/2021	Certifix Live Scan	180.00
0019481	09/17/2021	CharterSAFE	11,241.00
0019482	09/17/2021	Chico Rotary Club	40.00
0019483	09/17/2021	CUSD Nutrition Services	488.40
0019484	09/17/2021	Dell Financial Services	3,746.88
0019485	09/17/2021	Dell Financial Svcs, LCC	14,249.59
0019486	09/17/2021	Department of Justice	693.00
0019487	09/17/2021	Dewald Parent, Amie L	38.22
0019488	09/17/2021	Discount School Supply	2.68
0019489	09/17/2021	Everyday Speech LLC	299.99
0019490	09/17/2021	Follett School Solutions, Inc	2,141.84
0019491	09/17/2021	Literacy Resources, LLC	750.00
0019492	09/17/2021	NCS Pearson Inc	169.00
0019493	09/17/2021	Niles Biological, Inc.	64.12
0019494	09/17/2021	Norcal Food Equipment	314.52
0019495	09/17/2021	Office Depot	375.27
0019496	09/17/2021	Pitney Bowes Reserve Account	500.00
0019497	09/17/2021	Ray Morgan Company	502.92
0019498	09/17/2021	Scholastic Inc.	405.79
0019499	09/17/2021	Shasta Control Company, Inc.	145.00
0019500	09/17/2021	Shasta Wood Products	5,940.63
0019501	09/24/2021	Adams, Lora R	41.01
0019502	09/24/2021	Amazon Capital Services, Inc	1,165.88
0019503	09/24/2021	Birchard, Marijeanne Y	86.79
0019504	09/24/2021	Butte Schools Self Funded Programs	1,057.34
0019505	09/24/2021	CA Water Service Company	1,479.01
0019506	09/24/2021	CPM Educational Program	214.50
0019507	09/24/2021	Day Wireless Systems	19.87
0019508	09/24/2021	Dell Financial Services	4,018.92
0019509	09/24/2021	Dell Financial Svcs, LCC	3,285.58
0019510	09/24/2021	John Patterson Electric	636.33
0019511	09/24/2021	Procopio, Cory, Hargreaves & Savitch, LLP	4,866.70
0019512	09/24/2021	Randy's Plumbing	147.16
0019513	09/24/2021	TASC Client Invoices	225.00
0019514	09/24/2021	Wren, Natalie L	37.96
Total Number of Checks			91
			314,636.32

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	91	314,636.32

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

SCHOOLABILITY

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Checks Dated 09/01/2021 through 09/30/2021

Board Meeting Date 10/13/21

Check Number	Check Date	Pay to the Order of	Check Amount
		Total Number of Checks	91
			314,636.32
		Less Unpaid Tax Liability	.00
		Net (Check Amount)	314,636.32

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



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**Memorandum of Understanding between
Manzanita Elementary School District and Chico Country Day School**

This memorandum of understanding (“MOU” or “Agreement”) is between Manzanita Elementary School District (“MANZANITA”) and Chico Country Day School (“CCDS”), which are referred to as the “parties”.

RECITALS:

- A. MANZANITA is an Elementary School District.
- B. CCDS is a charter school authorized by the Chico Unified School District.
- C. MANZANITA wishes to contract with CCDS for CCDS’s provision of School Nursing services to MANZANITA students, as more fully discussed in this MOU.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the parties do hereby agree as follows:

1. Purpose

The purpose of the MOU is to ensure that MANZANITA students are provided with nursing services by CCDS. It is agreed that MANZANITA shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act (“IDEA”) and related federal and California laws for MANZANITA students served by CCDS in accordance with this MOU. MANZANITA shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of MANZANITA students which arise under such laws. CCDS shall only be considered a service provider and not the responsible LEA for any MANZANITA student and shall incur no costs associated with the provision of these services, all of which shall be paid by MANZANITA as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU.

2. Services of the school nurse may include:

- (a) Assessing and evaluating student health and developmental status as part of the Individual Education Plan (IEP) or Section 504 Plan process;
- (b) Communicating with students, families, caregivers, and health care providers;
- (c) Interpreting assessments and medical information to school staff working with the students;
- (d) Designing and implementing an Individualized School Health Plan, Emergency Care Plan, Individual Educational Plan and/or Section 504 Plan related to health care needs or chronic illnesses;
- (e) Determining the appropriate level of care for students with specialized health care needs and training, monitoring and supervising licensed and unlicensed staff;
- (f) Providing school nursing case management services for students;

- (g) Counseling students and parents regarding health or school related issues and providing information and referral to community services;
- (h) Administering and training and supervising school staff in assisting students with routine and emergency medications;
- (i) Serving as a health consultant and providing in-service programs to staff on a variety of health topics;
- (j) Developing curriculum and assisting in delivery of comprehensive health education to students;
- (k) Promoting a healthy school environment for emotional and physical safety;
- (l) Performing federal and state mandated tasks including but not limited to emergency care; child abuse reporting; communicable disease control, prevention and follow up; and CHDP, audiometric, scoliosis and vision screening;
- (m) Providing routine direct healthcare services and referrals;
- (n) Maintaining, protecting and managing confidential electronic and written student health records.

3. Additional MANZANITA Obligations

MANZANITA shall:

- (a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 7 below.
- (b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within MANZANITA buildings as assigned.
- (c) Provide internet data connections in workspaces designated for CCDS personnel at the MANZANITA site.
- (d) Store confidential health files at the MANZANITA site.
- (e) Provide nurse with assessment plans upon signature so health and developmental history may be completed.
- (f) Maintain Commercial General Liability on an “occurrence basis” with a limit of \$1,000,000 per occurrence and \$2,000,000 in the aggregate, for bodily injury, death, and property damage and provide a Certificate of Insurance to the CCDS business officer verifying the minimum coverage and naming CCDS as additional insured.

4. Dispute Resolution

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the parties agree to attempt to

resolve the dispute in a meeting.. If agreement cannot be reached, then any party may seek remedy in the appropriate court of law.

5. Due Process and/or Litigation

MANZANITA assumes full responsibility for the provision of communication assessments and speech and language therapy services to MANZANITA students. It shall be the financial and legal responsibility of MANZANITA to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU. If CCDS is named as a party to a legal dispute, MANZANITA will cooperate in dismissing, with prejudice, CCDS as a party. If MANZANITA is unable to obtain dismissal of CCDS as a party to a dispute, MANZANITA shall fully defend and indemnify CCDS in said proceedings in accordance with the Indemnification provision in paragraph 8 below. CCDS shall fully cooperate with MANZANITA in any legal dispute, including making its employees and documents available.

6. Indemnification

MANZANITA shall protect, defend, indemnify, forever hold harmless and assume the costs of defense, including attorneys' fees, of CCDS, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from or related to the policies and procedures of the El Dorado County Charter SELPA, the requirements of the IDEA, California Education Code section 56000 and following sections, Title 5 of the California Code of Regulations section 3000 and following sections, the Americans with Disabilities Act, and/or Section 504 or any other causes of action, including but not limited to actions related to or arising from CCDS's obligations under this Agreement. MANZANITA shall indemnify CCDS and its Board, officials, employees and agents against any remedies, including compensatory education, reimbursement, money damages, attorneys fees and/or costs that may be awarded or agreed to, for failure to provide appropriate and/or compliant special education and related services.

7. Fiscal Agreement

CCDS will bill MANZANITA for school nursing services on a quarterly basis at the rate of:

- School Nurse:
 - a. Two (2) hours per week based on the employee's position on the CCDS Nursing Salary Schedule. Any additional hours of work required by MANZANITA shall be requested in writing and approved by both MANZANITA and CCDS administrators. MANZANITA will be billed at the employee's hourly rate, hourly benefit costs plus a 2% fee based on the hourly amounts.
 - b. Hourly costs of the benefits of the employee, including PERS, payroll fees and other fees associated with an employee.
- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- Actual costs of translation services as needed and requested by MANZANITA for any reports and assessments performed by CCDS staff.

- 2% Administrative Fee based upon the salary and benefit rates listed above.

MANZANITA has thirty (30) days from the date of billing to issue payment to CCDS.

8. Agreement / Term

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among CCDS and/or MANZANITA concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.
- (b) The term of this Agreement and services shall commence on July 1, 2021 and continue through June 30, 2022.
- (c) CCDS will seek advisement and input from MANZANITA in regards to periodic program evaluation and evaluating delivery of nursing services. MANZANITA retains the ability to perform an independent evaluation of the School Nurse services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with MANZANITA staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.
- (f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On Behalf of Manzanita Elementary School District

Date: _____ By: _____
MANZANITA Elementary School District Superintendent

By: _____
MANZANITA Elementary School District Board Chairperson

On Behalf of Chico Country Day School

Date: _____ By: _____

CCDS Director of Student Support Services

Date: _____ By: _____

CCDS Board Chair

2021 Preschool/Licensed Facility Stabilization Fund

Background information

CCDS Preschool received unexpected funds from the California Department of Social Services through the Childcare Licensed Facility Stabilization Stipend fund. The one time stipend check can be spent on:

- Staff incentives or bonus pay
- Increased costs due to cleaning, sanitation and other COVID-19 related operating expenses
- Increased costs associated with distance learning
- Support for decreased enrollment
- Any other activity necessary to maintain or resume facility operations, including support for fixed costs.

Educational Implications

The preschool provides an invaluable early education program to students and families who attend our preschool program.

Fiscal Implications

Since this payment and the expenses were not in our original budget, it must be added to the budget as both income and expense. Below are the proposed expenditures. The total income is \$4000:

Preschool: California Department of Social Services Facility Stabilization Fund		
Stipends	\$	1,200.00
Cleaning/Sanitizing	\$	300.00
Instructional Supplies	\$	2,500.00
TOTAL	\$	4,000.00

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan	www.chicocountryday.org
Expanded Learning Opportunities Plan	www.chicocountryday.org
Safe Return to In Person Instruction and Continuity Plan	www.chicocountryday.org

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

285031

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	228025
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	57006
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

285031

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Throughout 2020-21, CCDS scheduled meetings and conducted surveys with our community. In 2021-2022, CCDS has had two Family Collaborative meetings to discuss LCAP goals and ESSER plans and gather input from our parent community.

- Parent communication regularly, including input on summer enrichment programs and programs to address learning loss & social emotional needs (weekly newsletter)
- Community surveys to gather information about learning loss, programs to be implemented, and the social and emotional needs of students. (February 2021)
- Regular Board meetings to discuss plans to implement ESSER II and ESSER III and gather input from board members. (monthly)
- Jamboard meeting with parents to brainstorm ideas about student needs moving forward into the 21-22 schoolyear and beyond. (April 2021)
- Family Collaborative & LCAP/ESSER alignment meetings (September & October 2021)

A description of how the development of the plan was influenced by community input.

The CCDS community influenced the development of the ESSER III plan through surveys, jamboard brainstorming, and through regular communication with administration. General themes that emerged were in alignment with LCAP goals including student wellbeing and social & emotional needs, academic reading and math needs, and community engagement through student clubs and various activities. The community feedback also included the fact that parents wanted students back on campus and would implement and follow all safety protocols in order to keep kids in school.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

228025

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 1	Math Curriculum & Professional Development	Improve Math Instruction at all grade levels, with an emphasis in grades TK-5 and special education.	55000
Action 2	Improve Classroom Libraries	Improve access to reading materials in the Classrooms	\$20000
Action 3	Technology Access	Improve access to technology: 1:1 Classroom Technology to Student	50000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 4	Mental Health for Students	Improve mental health & social emotional support services for students	45000
Action 5	After School Program Rate Adjustment	Improve access to afterschool program opportunities for families	58025

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

57006

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action 1	Support Reading Foundation	Improve reading foundational support in the TK-8th grade and special education	2500
Action 2	Summer Enrichment Programs & Tutoring	Offer Summer Enrichment program for 20/21 and 21/22 as well as before and after school tutoring opportunities with credentialed teachers	54506

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Action 1	Fastbridge Assessment: Assessment program will measure progress on math and reading	Three Times per year
Action 2	Teacher Surveys: Teachers will be surveyed to gather information about how students are progressing and how math curriculum is helping with teaching	Twice per year
Action 3	Kelvin Survey: Conduct kelvin surveys to students to get student feedback on access to technology, reading materials and mental wellness.	Twice per year
Action 4	After School Monitoring (ASP)	Monitor ASP three times annually to ensure unduplicated students are able to attend ASP.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

GROWTH MODEL

Fact Sheet

What is a growth model?

A growth model is a way of measuring the growth of students' assessment scores year to year based on their statewide assessment scores in English language arts (ELA) and mathematics. Growth is different from achievement. Achievement—such as a single assessment score—shows us how much students know at the time of the assessment. Growth shows us how much students' scores grew from one grade level to the next. In an accountability system, aggregate student growth can provide a picture of average growth for students within a school, local educational agency, or student group.

Why did California develop a growth model?

Looking at student growth shows districts and schools if students' assessment scores grew as much as expected from year to year, and where improvement is needed. Growth data can also show districts and schools whether one group of students had growth that was higher than, similar to, or lower than the growth for another group. Student growth is one more piece of information teachers and other educators can use to make sure that all students are successful in school. With this growth model, California joins 48 other states that also use growth scores to measure student learning.

For which grade levels are growth scores calculated?

Statewide test results are available for grades three through eight and grade eleven. Because consecutive years of results are necessary to calculate growth scores, they are calculated for grades four through eight. Grades three and eleven will not have growth scores because there are no prior year test scores.

How does the growth model calculate growth scores?

The first step in calculating student growth scores is to determine the student's expected test score. The expected test score is determined by looking at students who had similar test scores in the previous grade and then evaluating their typical test scores in the current year. Once an expected test score is determined for each student, the difference between the student's expected test score and their actual test score is compared to arrive at their individual growth score.

These individual scores are averaged for students at the district, school, and student group levels, using either a simple average—when there are large numbers of students, or a weighted average—when there are small numbers of students.

When will growth scores be released?

Due to changes in instruction and assessment caused by COVID-19 in the last two years, the growth scores released in 2021 were calculated based on historical data and are not actionable. Growth scores will be calculated and released again in 2024, once three consecutive years of test scores are available.

How can I find out about my student's learning?

Parents should access their child's Student Score Report to get information about their current performance on the statewide assessments. Parents can also reach out to teachers to discuss classwork, grades, and other measures of student success.

For additional information, visit the California Department of Education Growth Model web page at <https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>.



September 2021



Family Collaborative

September 20, 2021

Goal 1: Ensure High-Quality Work

Begin implementation of our Graduate Profile to ensure every student has equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.



Indicators:

- Exhibitions
- Student-led conferences
- Family Surveys: "CCDS provides a high-quality educational program for all students." 79%
- Provide a variety of opportunities for the school community to provide input



Goal 2: Enhance Student-Centered Instruction

CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

Indicators:

- CA Dashboard/Fastbridge
- CGI Math
- Competency Based Grading: EPMA scale
- Graduate Profile is essential to student-centered instruction
- Student voice



Goal 3: Nurture a Culture of Belonging and Connection

Goal 3: CCDS will create a safe, inclusive, and equitable environment where all students feel a sense of belonging, are supported with social-emotional needs, develop strong relationships, and experience joy.

- Attendance- tiered engagement for students
- Restorative Practices: circles, school social worker
- Advisory - 6-8 grade
- Kelvin Pulses-student surveys: Students respond to the statements, "I feel happy to be at CCDS", "I want to do my best", and "I feel safe at school." 85%



Goal 4: Support For Struggling Students

CCDS provides targeted interventions to students in need of additional support.



Indicators:

Response to Intervention (RTI)

Social-Emotional Learning

Instructional coaching and support



CHICO COUNTRY DAY SCHOOL

A PUBLIC CHARTER SCHOOL

Resources that support community learning

Equity: [Avoiding Racial Equity Detours](#)

Grades: [How Accurate are your Grades?](#) [What is Competency-Based Education?](#)

Project-Based Learning: [HTH Unboxed](#)

Social-Emotional Learning : [Turnaround for Children](#)

Restorative Practices: [Restorative Practices in Schools: Research Reveals Power of Restorative Approach](#)

Jamboard- [April 2021 Family Meeting Jamboard](#)



Chico Country Day School – Graduate Profile (Draft)

I have a Growth Mindset

I use effort and determination to focus on challenging tasks

I embrace challenge as an opportunity to learn and grow and engage in productive struggle; I do not give up when something is difficult.

I believe that I, and others around me, can learn and grow; I am open to new ideas.

I have the courage to try something new and believe mistakes are an essential part of learning.

I view other's success as inspirational.

I am a Confident and Competent Communicator:

I actively listen to others; I listen with empathy first in order to understand, then to be understood.

I communicate thoughts and feelings clearly and directly (using neutral language)

I actively listen to and provide feedback.

I accept feedback with grace and dignity, appreciating the opportunity to learn from others.

I am aware of my own contributions to a conversation; I know when to contribute and when to provide time for others.

I maintain a confident stance and speak in a self-assured way.

I am clear and concise. I use appropriate language for my audience

I Engage in Critical Thinking

I adapt and adjust my actions and strategies to accomplish tasks.

I use a variety of appropriate methods to examine, explore, and analyze.

I use my knowledge and imagination to create ideas that are new for me.

I apply knowledge to make connections and reach new understandings

I reflect by reviewing my thoughts and experiences to guide my future actions

I select feedback from critique and feedback to help move my learning forward

I am curious and ask questions to investigate new ideas and learn/develop understanding

I can think through multiple perspectives and, as a result, adjust my thinking.

I (take) Personal Responsibility

I take ownership of my learning; I take the initiative and make decisions about the how and what I learn

I can advocate for my own needs.

I am dependable; I follow through on commitments.

I am open and honest when communicating with others. I hold myself accountable and acknowledge my shortcomings

I take ownership of my identity and my relationships with others.

I take risks in my learning and thinking; I develop multiple perspectives and I am willing to make mistakes and learn from them.

I work through conflict and seek resolution

I (take) Social Responsibility

I advocate to take good care of people and the earth.

I recognize the local and global interdependence.

I am curious and engage with a variety of perspectives and experiences.

I advocate for others / those who have been marginalized.

I know the value of my voice and opinions.

I am aware of the emotional state of others and show compassion.

I am curious and knowledgeable about the diversity of the human experience.



Chico Country Day School –Graduate Profile (Draft)

Competency	I have a Growth Mindset				
Indicators	I use effort and determination to focus on challenging tasks	I embrace challenge as an opportunity to learn and grow and engage in productive struggle; I do not give up when something is difficult.	I believe that I, and others around me, can learn and grow; I am open to new ideas.	I have the courage to try something new and believe mistakes are an essential part of learning.	I view other's success as inspirational.
Assessment opportunities	Backwards planning or any type of planning that breaks down a task or project into easier or manageable steps (both)	Revising work after peer review (student) Making a process poster or paper at the end of a project either as a class or as an individuals (student) Imagineerz - STEM design process (student designing and problem solving, peer and educator encouraging)	Students attempt multiple different project options each semester (student) Accountable talk graphic organizer (keeping track of what others say during a group discussion) (student and teacher)	Students read books outside of their preferred genre (student) Students select topics for research that are new to them. (student)	Participating in peer critique and revision on one's own work (student) Verbally giving warm comments to others during class (for example after a gallery walk) (student and teacher) Supporting classmates in review games/activities (teacher and student)



Chico Country Day School –Graduate Profile (Draft)

Competency	I am a Confident and Competent Communicator:						
Indicators	I actively listen to others. I listen with empathy first in order to understand, then to be understood. (Habit 5).	I communicate thoughts and feelings clearly and directly (using neutral language)	I actively listen (receive) to and provide feedback.	I accept feedback with grace and dignity, appreciating the opportunity to learn from others.	I am aware of my own contributions to a conversation; I know when to contribute and when to provide time for others.	I maintain a confident stance (body language non-verbal) and speak in a self-assured way.	I am clear and concise. I use appropriate language for my audience
Assessment opportunities	Restorative circles - whole class and small groups Teacher, guiding conversations Students, actively listening Socratic seminars	Advisory Restorative circles	Peer critique (students to provide feedback)	Peer critique	Restorative Circles - post-circle reflection	Exhibition nights (student presenting, peer and educator critique, student revising)	Written work, exhibitions, SLCs Debate (peer observation)



Chico Country Day School –Graduate Profile (Draft)

Competency	I Engage in Critical Thinking						
Indicators	I adapt and adjust my actions and strategies to accomplish tasks.	I use a variety of appropriate methods to examine, explore, and analyze.	I use my knowledge and imagination to create ideas that are new for me.	I reflect by reviewing my thoughts and experiences to guide my future actions.	I select feedback from critique and feedback to help move my learning forward	I am curious and ask questions to investigate new ideas and learn/develop understanding	I can think through multiple perspectives and, as a result, adjust my thinking.
Assessment opportunities	Conferencing with the teacher - writing conferences come to mind first (student and teacher)	Digital portfolio (student) CGI Math practices	Reflective journal write (student)	Exhibitions, SLCs (student, peer, educator)	Looking at multiple drafts of work and highlighting revisions (student)	Actively participating in class discussions (teacher) Ask questions in writing (student/teacher) Sticky notes for gallery walks (student)	Perspective writing (teacher) "Day in the life"(teacher, peer review)



Chico Country Day School –Graduate Profile (Draft)

Competency	I take Personal Responsibility						
Indicators	I take ownership of my learning; I take the initiative and make decisions about the how and what I learn	I can advocate for my own needs.	I am dependable; I follow through on commitments.	I am open and honest when communicating with others. I hold myself accountable and acknowledge my shortcomings	I take ownership of my identity and my relationships with others.	I take risks in my learning and thinking; I develop multiple perspectives and I am willing to make mistakes and learn from them.	I work through conflict and seek resolution
Assessment opportunities	20 time, IEP students requesting a separate setting or seeking out help from an academic coach or Mr. T (student)	SLCs (student) (Student is letting the adults in his/her life know what they need to be successful in school)	Group projects Literature circle jobs (student) Socratic seminars (student)	SLC Group projects (student)	Journaling, advisory (Teacher observation, student reflection)	Exhibition Journal writing (Student work)	Restorative Circle (Students communicating, staff helping guide the conversation)



Chico Country Day School –Graduate Profile (Draft)

Competency	I take Social Responsibility						
Indicators	I advocate to take good care of people and the earth.	I recognize the local and global interdependence.	I am curious and engage with a variety of perspectives and experiences.	I advocate for others / those who have been marginalized	I know the value of my voice and opinions.	I am aware of the emotional state of others and show compassion.	I am curious and knowledgeable about the diversity of the human experience.
Assessment opportunities	A project that is focused on the betterment of community or individuals Projects on refugees or immigration (student)	Current event analysis (Students are researching current events to analyze) (Teachers may have to provide appropriate current event topics to research)	Socratic Circles (student)	Don't just be a bystander (student, demonstrated by teacher) Current events/socratic circles (student)	Debate(student self assessment, teacher observations, peer review)	Group projects(peer reflection, teacher observation)	Perspective writing (Students are writing, teachers and or peers to review the writing)