



**Charter Petition Renewal
For 2015-2020
and
2015 Self-Review**

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

TABLE OF CONTENTS

Page 2-4

INTRODUCTORY DOCUMENTS

Letter to CUSD Board	Page	5
Letter from Board Chair: Family Focus	Page	7
Letter from PTP President: Building Community	Page	8
Principal's Preface	Page	9
Historical Context: An Overview	Page	10
Major Accomplishments	Page	11
Fulfillment of Statutory Purposes	Page	12
Charter School Intent and Requirements	Page	14
Affirmation and Assurances	Page	14
ELEMENT 1: Educational Program & Philosophy	Page	16
Mission	Page	16
Vision	Page	16
School Program	Page	16
The CCDS Experience	Page	17
CCDS Teachers	Page	18
Program Priorities	Page	18
Social Equality	Page	18
Expected School-wide Learning Results	Page	18
Middle School Program	Page	19
Middle School Electives	Page	20
Middle School Advisory	Page	20
Building Bridges to Community	Page	20
Whom the School is Attempting to Educate (Target Population)	Page	21
Students Served	Page	21
Ethnicity Data	Page	21
Home School Partnership	Page	22
Commitment to Underserved Populations	Page	23
What it Means to be an Educated Person in the 21 st Century	Page	23
How Learning Best Occurs	Page	24
Curriculum and Instructional Design	Page	26
Positive Behavioral Intervention and Supports (PBIS)	Page	27

Focus on Technology	Page 27
Extracurricular Activities	Page 27
Project Based Learning	Page 27
Commitment to Excellence: CCDS Teachers	Page 27
Professional Development Opportunities	Page 28
Serving Academically Low-Achieving Students	Page 28
Middle School 6-8 Interventions	Page 30
Student Success Team (SST)	Page 30
Serving Academically High Achieving Students	Page 31
Serving English Learners	Page 32
Home Language Survey	Page 32
CELDT Testing and Training	Page 33
Reclassification Procedures	Page 33
Strategies for English Language Learner Instruction & Intervention	Page 33
Daily English Language Development (ELD)	Page 34
Plan for Serving Students with Disabilities	Page 34
Section 504 of Rehabilitation Act	Page 34
Services for Students under IDEA	Page 36
Staffing	Page 36
Home to School Partnership & Independent	Page 37
ELEMENT 2: Measurable Student Outcomes	Page 38
ELEMENT 3: Methods of Measurement	Page 51
ELEMENT 4: Legal Issues, Governance and Parental Involvement	Page 53
Legal	Page 53
Governance	Page 53
Role of Parents/Guardians in Student Education	Page 56
ELEMENT 5: Employee Qualifications	Page 56
ELEMENT 6: Health & Safety Procedures	Page 58
ELEMENT 7: Means to Achieve Racial & Ethnic Balance in District	Page 59
ELEMENT 8: Admission Requirements	Page 60

ELEMENT 9: Annual Independent Audit	Page 61
ELEMENT 10: Suspension & Expulsion Procedures	Page 62
ELEMENT 11: Retirement Systems	Page 63
ELEMENT 12: Public School Attendance Alternatives	Page 64
ELEMENT 13: Employee Return Rights	Page 64
ELEMENT 14: Dispute Resolution	Page 64
ELEMENT 15: Public School Employer	Page 66
ELEMENT 16: Closure Procedures	Page 66
Acknowledgements	Page 71
Exhibits	Page 72
Self-Study	





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 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

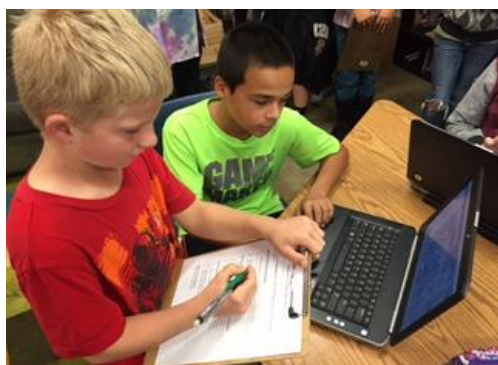
charter renewal petition.

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 \$40,000 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 Eyes”) honoring good behavior. Eagle Eyes 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.

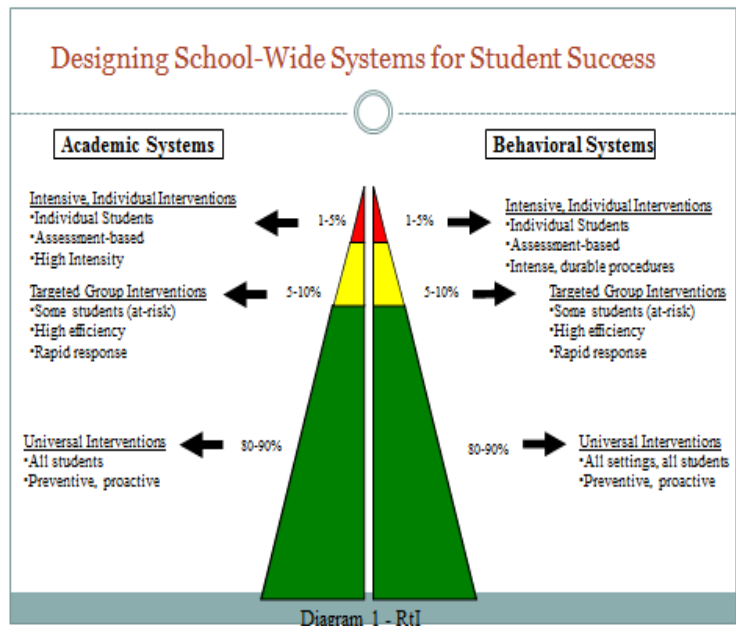
Serving Academically Low Achieving Students

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

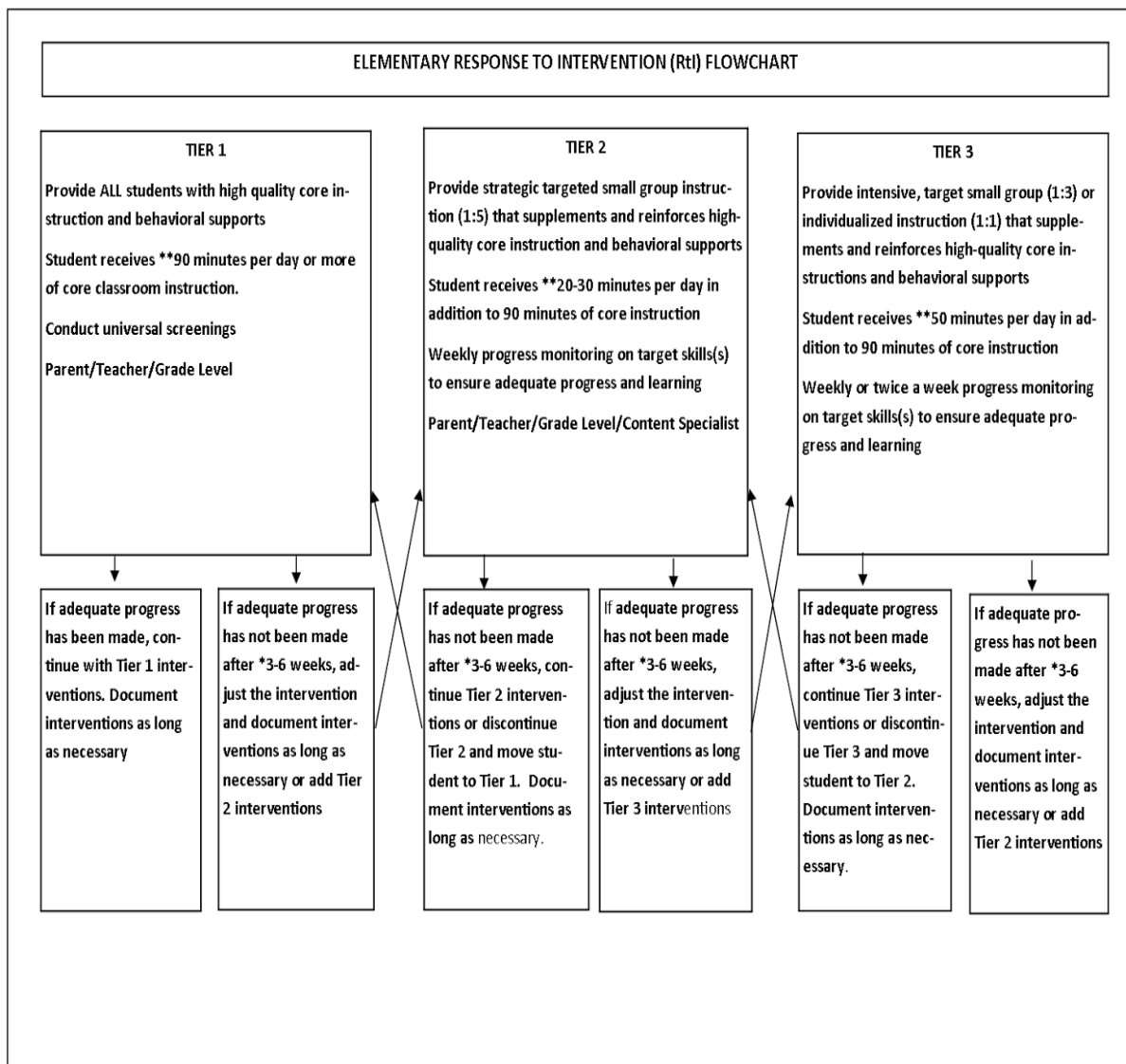
needs of students who may be working slightly below or significantly below grade level. The RTI staff work collaboratively with general education staff, as well as special education staff, to ensure students' needs are being met using the most effective intervention strategies in whichever environment 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 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 Policy

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

1. Performance on the California English Language Development Test (CELDT) is an overall Early Advance or higher. All sub-skill areas Intermediate or above.
2. Teacher evaluation of academic performance.
3. Parent opinion
4. In the absence of a state-administered test of student performance on basic skills in 2014 (e.g., CST,SMA), CCDS will measure student readiness for reclassification by their performance on Aims-web benchmark tests. A student will performance Average or higher on the ELA portion of Aims-Web.

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

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.

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 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. In addition to formative assessments, students will participate in standardized assessments required by the State.

Plan for Serving Students with Disabilities

Section 504 of the Rehabilitation Act

The Board of Trustees recognizes the need to identify and evaluate students with disabilities in order to prevent discrimination on the basis of disability and to provide disabled students with a free appropriate public education (“FAPE”). Under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) no disabled individual shall be excluded, solely on the basis of his or her disability,

from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of Chico Country Day School. These protections extend to individuals who have a physical or mental impairment which substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having an impairment. Students with a disability are eligible to receive regular or special education and related aids and services that are designed to meet the needs of disabled students as adequately as the needs of non-disabled students are met, and are based upon the Chico Country Day School procedures that satisfy Section 504 requirements. Protections for these students are provided for elsewhere under Charter Board Policies and Regulations, state and federal law.

The Principal or designee shall establish and implement: evaluation and placement procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need placement in regular or special education and related aids and services; and any subsequent significant change in placement; system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure; and, the provision of nonacademic services, such as physical education, athletics, counseling and extracurricular services and activities, in such a manner as is necessary to afford a disabled student an equal opportunity to participate without discrimination on the basis of the student's disability.

An evaluation shall be conducted to determine whether a student is eligible under Section 504 based on appropriate tests and other evaluation materials that are selected and administered by trained professionals in conformance with the applicable instructions, are tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient, and accurately reflect the student's aptitude or achievement level or other factor tested rather than reflecting the student's impaired sensory, manual or speaking skills. The student's placement may draw from a variety of sources, including the aptitude and achievement tests, classroom observations, physical condition, social or cultural background, adaptive behavior, teacher recommendations and parent/guardian input, existing reports and District evaluations. A Section 504 Service Plan team, composed of persons knowledgeable about the student including the parent(s)/guardian(s), shall consider the meaning of the evaluation data and the placement options in order to make the placement decision and to determine the student's eligibility under Section 504.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 Service Plan team members shall develop a written Section 504 Service Plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the members shall determine what regular or special education and related aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated, and provided nonacademic and extracurricular services and activities, with nondisabled students to the maximum extent appropriate to the needs of the disabled student.

The Section 504 Service Plan team shall provide the parent/guardian with a copy of the Section 504 Service Plan. If the Section 504 Service Plan team determines that the student is not eligible for services under Section 504 or that no modification of educational services is needed, the parent/guardian shall receive a copy of the Section 504 Service Plan team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

.Each student's 504 Plan may 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 an Exhibit.*)

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 County 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.

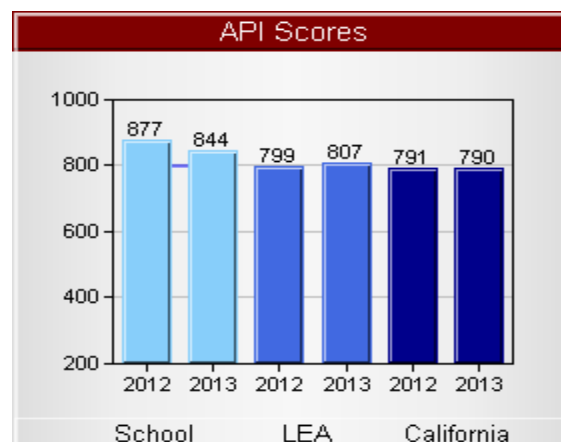
Students in Long-Term IS will normally have access to all services and resources available to other students in the school. They are encouraged, when practical, to attend enrichment activities at CCDS, that may include music, art, library, and physical education.

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	Chapman	Citrus	Emma Wilson	LCC	Mangold	McManus	Neal Dow	Parkview	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 5 th 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 PERFORMANCE LEVEL	Over the past five years, 100% of pupils have had access to CA. State 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	<ul style="list-style-type: none"> • 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	100% of facilities are safe, clean, and in good or exemplary repair.

OUTCOME	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	<ul style="list-style-type: none"> 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
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> +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

	<ul style="list-style-type: none"> • Increase RtI staff
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>When a Board Member's three year term is up, the Executive Board nominates and elects parents to serve as Governing Board Parent members</p> <p>A parent opening on the Safety, PBIS, Facilities, and Finance Committee, will always be filled by a parent</p>
MEASURABLE OUTCOME	Annually the Governing Board, Safety Committee, PBIS Committee, Facilities Committee and Finance Committee will have at least one or more parent members
BASELINE PERFORMANCE LEVEL	<p>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.</p> <p>Over the past five years three or more parents have held leadership roles in the Parent Partnership Committee.</p>
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	Parent Teacher Partnership informs parent liaison of detailed volunteer

ACHIEVE GOAL	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	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,

MEASUREMENT	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> <ul style="list-style-type: none"> <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 ACHIEVE GOAL	<p>Strengthen RTI program, services to struggling learners and while also providing enrichment time (K-5) to students at or above grade level.</p> <p>Create a vertical K-8th grade wiring alignment</p> <p>Restructure K-8 Special Education Program and 6-8 Academic Support Program</p> <p>Provide enriching and challenging learning opportunities connecting instruction to academic standards</p> <p>Conduct ongoing cycle of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.</p>
MEASURABLE OUTCOME	<p>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.</p> <p>Increase (+) of 1% on AYP and API results for all students, low income students, students with disabilities per year through 2017.</p>
BASELINE	In 2013, 61% of students grades 2-8, scored proficient or higher on the

PERFORMANCE LEVEL	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-8 th 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 the 3 API targets were met
METHOD OF MEASUREMENT	CAASPP Score reports; CA DataQuest Summary and API Reports or 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	Add incentives and recognition for students modeling safe, responsible and respectful behavior Implement the showcasing of high school programs, colleges, career, and

GOAL	<p>vocational opportunities</p> <p>Provide enriching and challenging learning opportunities connecting instruction to academic standards</p>
MEASURABLE OUTCOME	<p>Increase annual daily attendance rate (ADA) to 97%</p> <p>Decrease annual truancy rate to 3.0</p>
BASELINE PERFORMANCE LEVEL	<p>Annual daily attendance rate for 2013 is 96.2%</p> <p>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</p> <p>Annual truancy rate for 2012-2013 was 3.42</p>
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	<p>Add incentives and recognition for students modeling safe, responsible and respectful behavior</p> <p>Implement the showcasing of high school programs, colleges, career, and vocational opportunities</p> <p>Provide enriching and challenging learning opportunities connecting instruction to academic standards</p>
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 OUTCOME	Annually, 0% of enrolled students will be expelled
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	Students will participate in a least nine fire, earthquake, or safety drills annually

OUTCOME	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	
<p>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.</p> <p>“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)</p> <p>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))</p>	
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 OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated 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. K-5 students will receive a report card at three intervals throughout the school year. 6-8 students are on a semester report system and a progress report will be sent to parents during the middle of each 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 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
<p>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:</p> <ul style="list-style-type: none"> a. Charter school name, charter number, and CDS code b. Date of closure action c. Effective date of the closure, if different d. Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)
Notification to Parents and Students
<p>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.</p> <p>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.</p>
Notification to Receiving Districts
<p>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.</p>
Student and School Records Retention and Transfer
<p>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</p>

<p>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.</p>
<p style="text-align: center;">Financial Close-Out</p>
<p>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.</p> <p>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.</p>
<p style="text-align: center;">Dissolution of Assets</p>
<p>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.</p> <p>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.</p>

- 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:
Nicole Nye:
Christal Proctor:
Margaret Reece:



Parent
Teacher
Teacher
CBO

EXHIBITS



EXHIBIT 1	Student Performance.....	Page 72
EXHIBIT 2	School Improvement Action Plan 2012-2015	Page 74
EXHIBIT 3	WASC Report & Accommodation Letter.....	Page 86
EXHIBIT 4	Student-Family Handbook.....	Page 88
EXHIBIT 5	CCDS Organizational Chart.....	Page 142
EXHIBIT 6	Articles of Incorporation.....	Page 144
EXHIBIT 7	CCDS Bylaws.....	Page 145
EXHIBIT 8	Three Year Budget Projection.....	Page 161
EXHIBIT 9	504 Handbook.....	Page

CHICO COUNTRY DAY CHARTER SCHOOL 2015 SELF-STUDY



1. What is distinctive about your school?

Innovation and Connection are the two strong pillars as to what is distinctive about CCDS. Our innovation derives from teachers who strive to use the latest educational research and technology and implement these ideas into instruction. CCDS is in its infancy in the implementation of school wide Project Based Learning (PBL) and Highly Effective Teaching (HET (formerly known as Integrated Thematic Instruction) in grades K through 6, as well as provide students with analytical thinking and technological skills to apply the skills obtained to real world challenges. HET weaves subjects together based on a thematic year-long theme. Teachers are the designers of curriculum, giving students' voice and choice in the inquiry based projects and integration of subjects. Teachers provide' being there' experiences to bring the 'real world' application to concepts holding high academic expectations for a rigorous program.

Our connection derives from the culture of CCDS which is one of personal relationships, focused on how we treat each other. The development of character education through life skills such as respect, responsibility, safety, common sense, and trustworthiness lends to this personal connected culture. Parents are partners in this educational journey. Staff spends extra time ensuring that the individual's needs are met. Connection also takes place in the way teachers design their classrooms and curriculum, connecting to the community, and making hands-on lessons that relate to real world experiences.

CCDS provides continuity for students grades K through 8 in a safe environment through our PBIS program. We pride ourselves on a strong sense of community all which is reinforced by our Lifeskills and Life Long Guidelines. All learners are inspired and challenged from early childhood through adolescence to achieve their personal best, while promoting the joy and importance of learning. Our community of learners is committed to social, civic, character, and academic development in an environment offering a broad and enriched K-8 education, emphasizing integrated teaching based on the newly implemented California Common Core Standards.

Instruction and regular assessment occurs for the traditional academic disciplines: English/language arts, mathematics, science and social studies. Fine arts, technology, athletics, drama, music, library research skills, and environmental education are also integral parts of the program. All students K through 6th grade receive weekly music and art instruction.

Over the last ten years there has been little turn over in staff contributing to sense continuity for all our students. Teachers give a tremendous amount of personal time outside of their school day assisting in the organization of community and school-wide events such as, but not limited to, the Harvest Festival, 100th Day of School Celebration, and Auction. Teachers provide a great number of fieldtrips connecting classroom curriculum with real world experience, i.e. 7th/8th grade D.C and New Your trip, Overnight Presidio Civil War re-enactment and 4th graders overnight stay at Sutter's Fort.

CCDS is a Googles for Education school utilizing web-based email, calendar and documents for collaboration and communication no matter the location of the user or the device the user is using. We are fortunate to have a one of our teachers recently selected to undergo training in becoming a certified Google Trainer and who will provide professional development and support using Google for Education tools and application.

Barbara Nemko, WASC leader, wrote in May, 2013 after her site visit, "You exemplify what a '21st century" school should look like. Exciting projects, happy students who are learning a collaborating, integrated technology, attention to the students' feelings and personal lives...you do it all. There are

such great things happening.”

2. How effective is your school overall?

Excellent				Poor
5	4	3	2	1
	X			

How do you know ?

(CDE API scores for the last four years (*Attachment Exhibits 1 and 2*)

2014 Parent Survey results (*Attached Exhibit 3 and highlighted areas*)

2014 Student Survey results (*Attached Exhibit 4*)

Schoolwide API score consecutively over 800 for past four years have proved, even though we do not ‘teach to the test’, our integration of subjects is effective and mastery of subject matter is taking place. Students graduate from CCDS and successfully enter into high school and colleges. Many CCDS students have gone into leadership roles in high school, and continue with high academic standards which is proven in their GPA.

86% of parents stated their child’s teacher is preparing them to be college and career ready:

98% of students feel they are receiving a good education.

What are its notable strengths?

High parent involvement

Sense of community

Implementation of Highly Effective Teaching and Project Based Learning

High quality field trips

Access to a broad course of study

Real world connections, integration and project based learning, life skills and character development such as Advisory groups in middle school, Celebrations of Learning or exhibitions, technology as teaching tools, critical thinking, and highly effective teachers.

K through 8th grade program provides continuity

Small class sizes 1-21 K-3 and 1-31 in 4th through 8th grade

Schoolwide API score of over 800 for over past four years

What are the main priorities for improvement?

Socio-economically disadvantaged students and students with disabilities need greater academic support

Raise STATE testing scores of socio-economically disadvantaged students and students with disabilities.

3. How well is the school regarded by its students and parents?

Excellent				Unsatisfactory
5	4	3	2	1
	X			

How do you know?

Parent survey (*Attachment Exhibit 3*)

Student survey (*Attachment Exhibit 4*)

What do (a) students and (b) parents most like about the schools?

(a)

- 78% of 7th/8th grade students strongly agree/agree that CCDS provides a good education
- 66% of 7th/8th grade students strongly agree/agree that CCDS provides everything need to learn while at school
- 61% of 7th/8th grade students strongly agree/agree that school prepares them for future college or career paths
- 64% of 7th/8th grade students strongly agree/agree they feel safe at school

(b)

- 62% of parents on the parent survey stated that CCDS **exceeds** in student access to a broad course of study including basic and enrichment offerings, such as English ,Math, Social Studies, Science, P.E., and enrichment/electives
- 43%of parents on the parent survey stated that CCDS **meets** in student access to a broad course of study including basic and enrichment offerings, such as English ,Math, Social Studies, Science, P.E., and enrichment/electives
- Outstanding, caring teachers who are passionate and enthusiastic and continue their professional growth
- Sense of community
- Art, music, physical education and garden integral to program
- High level of parent involvement
- High quality field trips
- Sense of community

What do they feel needs improvement, and what action is being taken?

(a) Increase academic assistance

Action:

RTI: Restructure of RTI and Special Ed Programs, purchased Common Core aligned Hybrid Go Math K-5 and College Preparatory Math (CPM) for 6-8 grades including RTI intervention materials. Purchase of additional supplementary intervention materials. To strengthen the RTI program a part/time special education teacher was hired in the summer of 2014 to oversee the RTI program, conduct initial assessments, conduct frequent progress measurements, and ensure intensive research-based instructional interventions will be provided. All three Kindergarten classes will be held in the morning beginning in the 2014-2015 school year allowing three additional staff to conduct small group RTI intervention in the afternoon. The implementation of AIMSweb in 2013 replaced DIBELS in tracking student progress and ensuring every student receives appropriate targeted instruction language arts and mathematics. Online resources purchased as multiple avenues of math intervention include Moby Math, Fast Math, IXL Math, Touch Math, Connecting Math concept, Do the Math, and Kahn Academy.

Special Ed: Strength special education department by assigning a special education teacher to the K through 5 grades and the other special education to grades 6th through 8th.

Technology: One of our teachers selected and trained as a Google for Education Trainer 2014, and will

be assisting staff in the implementation of free applications as we are striving to create a more personalized math and language arts intervention.

Writing Portfolio: Writing Committee will be implementing a school-wide writing prompt assessment for the fall and spring of the 2014-2015 school-year to track student progress. Discussion on the implementation of digital portfolios through Google Apps is underway.

(b) Increase options for academically advanced students

Action: Increased staff development in PBL supporting school-wide implementation. Continued staff development in HET.

Programs: School wide implementation of PBL and HET in elementary school. Both Go Math and CPM purchased for the 2014-2015 school-year include enrichment activities for academically high achieving students. Lexia Reading implemented in 2012 allows access to learning discrete skills such as Greek and Latin roots, far beyond their grade level up through sixth grade. K-6 once a week music and art instruction.

Technology: IXL Math, and Moby Math offer differentiated instruction the highly capable students who are being challenged far above their grade level. Document Based Questions (DBQ), offers middle high history students to analyze various documents in developing their own historical perspective, resembling the AP History test administered in high school history courses.

Electives: The change in the bell schedule in 2012 allowed 6th – 8th grade students to participate in two different electives each trimester, rather than just one. Students are also receiving more elective time, attending their elective for a period each day Monday through Thursday, instead of Friday only.

4. How well do students achieve?				
Excellent				Unsatisfactory
5	4	3	2	1
	X			

How do you know? (Attach supporting documentation)

CDE API-AYP Scores (attachment Exhibits 1 and 2)

In which grades do students do best, and why?

4th and 5th grades. According to the teachers they do not teach to the test.

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? The students within the SED and Students with Disabilities groups are not attaining the achievement of students within the Hispanic or White grouping. *See Academic Assistance.*

13. How effective is the governing board of the school?

Excellent				Unsatisfactory
5	4	3	2	1

	X			
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How do you know? (
Policies reviewed yearly, revised if need be.
Consult with Legal Counsel for changes in policies, possible litigation, etc. (*Attachment Exhibit 5*)
Are continually apprised of school functions, events (*Attachment Exhibit 11*)
Oversee and knowledgeable of budget, school calendar, and facilities (*Attachment 7*)
Have a collaborative relationship with staff and the community (Information, Procedures and Conduct of CCDS Board Meetings- (*Attachment Exhibit 6*)
Take part in team development and training with Principal, CBO, and CBO conducted by John Lemmo, Legal Counsel (*Attachment Exhibit 5*)
Define clear goals (*Attachment Exhibit 5*)
Align and sustain resources, such as professional development, field trips, to meet district goals. (*Attachment Exhibit 8*)
Focused on policies to improve student achievement (*Attachment Exhibit 5,7 & 8*)
Describe the process for selecting your governing board members. List all current board members and board committees.

Selection Process
Board member nominate candidates to fill vacancies on the Board

Board Members
Matt Juhl-Darlington – Board President
Charles Thompson – Board Vice Chair
Jessika Lawrence – Board Treasurer
Darien Sterling – Board Secretary
Lowell Daun – Member
Susan Efseaff – Member
John Garrett – Member

Board Committees
Finance Committee
Facilities Committee
Personnel Committee

Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

FUNCTIONS OF THE BOARD OF DIRECTORS

Program:
1. Participate in the development of goals and objectives
2. Establish policies
3. Participate in the strategic planning process
4. Participate in fundraising activities

Finance:

1. Approve annual budget and monitor financial management
2. Approve special funding projects
3. Approve new projects and programs
4. Establish financial policy

Administration:

1. Participate in evaluation of the school and of the Chief Business Officer and Principal

Organizational:

1. Elect officers and nominate candidates to fill vacancies on the Board
2. Amend bylaws of organization, as necessary.

SPECIFIC RESPONSIBILITIES OF A BOARD MEMBER

1. Attend all regular and special meetings of the Board
2. Attend committee meetings as necessary
3. Attend Board retreat
4. Attend events such as the Annual Auction and assist with fundraising activities

GENERAL RESPONSIBILITIES OF A BOARD MEMBER

1. Provide leadership and discussion in board deliberations
2. Be conversant about CCDS
3. Be in a position to support policy and programs in informal settings
4. Effectively communicate the school's success and programs
5. Be politically aware in regard to charter school issues
6. Actively engage in school fundraising

LIMITATIONS

1. Directors should not interpret school policy in self-interest or use their position for personal gain.
2. No director can legally obligate the school.
3. Directors should not usurp authority of school administration

Recent Policies/Issues:

Annual update of personnel policies
Investment Policies
Student Discipline/Dismissal Policy
Anaphylaxis Procedures
R-FEP Policy for EL Students
Student/Family Handbook Annual Updates
Fund Development/Fund Balance
Hiring Policy

2013/2014:

Exposure Control Plan for Blood Borne Pathogens
ATDS (Aerosol Transmissible Disease Plan
Independent Educational Evaluation (IEE) Policy
LCAP
EPA Expenditures
Common Core Expenditures

Contracts

How effectively does the governing board work with the school leaders?

The Governing school board works collaboratively with administration towards decisions about school governance. Policies and procedures together are reviewed, revised, then implemented. The governing board provides administration with input regarding major educational and operational policies, approves all major contracts, approves the school's annual budget and oversees the school's fiscal affairs, selecting and evaluating the top administrative staff, and overseeing fundraising. The board is trained annually by legal counsel on the Brown Act and the responsibilities of being a board member, as well as pertinent legislation and law that impact charter schools.

14. How effectively is the school managed fiscally?

CCDS is managed fiscally by a business department, headed by the Chief Business Officer, who has been with the school since 2002. The school undergoes an annual audit by an independent auditor as required by law. The school submits budget reports including the annual budget, unaudited actuals, a first interim report, a second interim report, as well as attendance reports: P-1, P-2 and P-Annual. In 2014-15, CCDS developed a better system to ensure accountability with their CALPADS reports 1.18 in comparison to data collected at the school site for students on Free & Reduced lunch, per an audit recommendation in 2013-14.

CCDS has approved the LCAP and integrated the LCAP with the LCFF budget as required. CCDS has seen a fairly consistent number of students qualifying for Free & Reduced Meals, has seen an increase in English Language Learners in 2014-15 as well as a small increase in Foster children, and homeless children. Overall, these populations are still relatively low, and therefore, CCDS will need to remain conservative in terms of budgetary items due to the changing funding system in California.

The most marked change in 14-15 for CCDS is the facility upgrades that began in 2013-14. CCDS purchased a building across the street located at 1054 Broadway and remodeled it, moving the Middle School students into it in March 2014. After 8 years, CCDS also received the Proposition 1D funding that is partially a grant and partially a loan to remodel the campus located at 102 West 11th Street. This project is projected to be complete in January 2015. Due to the funding of the facilities being a loan from the state of California, CCDS will need to begin to make payments on this loan in 2015. Therefore, CCDS needs to prepare for this financially.

Overall, CCDS continues to have strong reserves and a balanced budget, with significant help from fundraising efforts. All of this helps the school continue to provide a high quality education, despite funding downturns over the past 7 years. CCDS will need to continue to be fiscally conservative in order to balance the needs of the facilities, ELL increases, and Special Education student increases. (Attachment Exhibit 9)

Charter Renewal Data Document

Name of School: Chico Country Day			Name of School Leader: Megan Neely			
Financial information		Year 2014 - 2015				
Total Operational Budget		\$4,639,635	Per Student Revenue		\$8211.74	
Total Expenditure		\$4,524,827	Expenditure Per Student		\$8008.54	
Balance brought forward form previous year		\$6,243,314	Projected balance carried forward to next year		\$110,000	
Special Populations	2010-2011	2011 - 2012	2012-2013	2013-2014	2014-2015	
Percentage of students receiving fee/reduced lunch	24%	12.9%	17.3%	18%		
Percentage of ELL	.8%	2.2%	1.5%	.2%		
Percentage of IEPs	6.3%	2.2%	6.8%	4.0%		
Percentage of 504s	0.2%	0.1%	0.1%	0.1%	0.1%	
Attendance for current and prior year P-2 ADA	9-10 521.1	10-11 531.53	11-12 536.34	12-13 530.6	13-14 533.60	To Date
School data						
AYP	08-09	09-10	10-11	11-12	12-13	
AYP Met?	Yes	Yes	No	No	No	
% AMOS Met ELA at or above proficient Math at or above proficient	74.3 Yes 65.6 Yes	74.8 Yes 61.2 Yes	74.1 Yes 67.4 Yes	77.9 Yes 65.5 No	67.5 No 64.9 No	
% subgroup Black or African American ELA at or above proficient Math at or above proficient (Not a significant subgroup)	53.8 46.2	57.1 50.0	Not included on API	Not included on API	36.4 36.4	
% American Indian or Alaska Native ELA at or above proficient Math at or above proficient (Not a significant subgroup)	62.5 59.4	72.7 72.7	Not included on API	Not included on API	Not included on API	
% subgroup Hispanic or Latino ELA at or above proficient Math at or above proficient	62.5 59.4	67.4 56.5	63.3 55.1 827 AYP	64.6 56.2	52.5 52.5	
% subgroup White ELA at or above proficient Math at or above proficient	77.5 Yes 67.3 Yes 849 AYP	77.1 Yes 61.7 Yes 870 AYP	75.7 Yes 69.3 Yes 876 AYP	80.9 Yes 67.6 No 889 AYP	71.1 No 67.4 No 856 ayp	

% subgroup Socioeconomically Disadvantaged ELA at or above proficient Math at or above proficient	67.4 Yes 60.5 Yes 826 AYP	41.2 Yes 23.5 Yes 833 AYP	60.9 No 57.1 No 798 AYP	61.8 Yes 55.3 No 795 AYP	48.4 No 43.1 No 748 AYP
% Students with Disabilities ELA at or above proficient Math at or above proficient	40.0 26.7	41.2 23.5	36.8 47.1	46.7 26.7	29.6 No 28.6 No
API	08-09	09-10	10-11	11-12	12-13
API	828	863	868	877	844
Statewide rank	8	8	8	8	7
Similar schools rank	2	2	2	2	1

ATTACHMENTS

EXHIBIT 1	2009-10 Accountability Progress Reporting (APR)	Page 12
EXHIBIT 2	Academic Performance Index (API) Report 3 – Year Average API School Report	Page 13
EXHIBIT 3	Summary of Parent Survey	Page 14
EXHIBIT 4	Summary of Student Survey	Page 34
EXHIBIT 5	August 12, 2014 Board Meeting Agenda and Minutes	Page 40
EXHIBIT 6	Information, Procedures and Conduct of CCDS Board Meetings	Page 40
EXHIBIT 7	July 28, 2014 Board Meeting Agenda	Page 43
EXHIBIT 8	June 11, 2014 Board Meeting Agenda	Page 44
EXHIBIT 9	April 22 2014 Board Meeting Minutes	Page 46
EXHIBIT 10	2014-15 Local Control Funding Formula (LCFF) Spending Plan	Page 48

