

CHICO 
COUNTRY
DAY SCHOOL
A PUBLIC CHARTER SCHOOL

Chico Country Day School
2016 Self Study: Focus on Learning



102 W. 11th Street Chico,
CA 95928

A California Public Charter School
Chico Unified School District
April 18-20, 2016

Accrediting Commission for School
Western Association of Schools and Colleges

Acknowledgements

WASC Coordinator: John Garrett, Social Studies/Teacher Leader

WASC Leadership Team

Ellen Biddle, Teacher (Grade 2)
Beth Colwell, Teacher (Grade 3)
Karin Daverson, Teacher (Grade 1)
Colly Fischer, Teacher Leader
John Garrett, Social Studies/Teacher Leader
Lisa Hoppe, Community Liaison
Dean Kapsalis, Parent

Kathleen Lynch, Purchasing Coord.
Suzanne Michelony, Dean of Students
Michele Mittman, Parent
Ann Nikolai, Parent
Margaret Reece, Chief Bus. Officer
Jamie Saderup, Data Coordinator

Focus Groups

Assessment

Lead: Ellen Biddle, Teacher (Grade 2)
Kelly Clarke, Teacher (Math)
Anne Marie Chik, Teacher (Grade K)
Bree Evans, Intervention Specialist

Lorrie Mathews, Teacher (Grade 5)
Signe Miller, Teacher (Grade 3)
Pete Pembroke, Teacher (Grade 4)

Curriculum

Lead: Beth Colwell, Teacher (Grade 3)
Marijeanne Birchard, Teacher (Grade 3)
Susie Bower, Teacher (Grade 6)
Katherine Chapin, Resource Specialist
Kelly Clarke, Teacher (Math)

Donna Henderson, Teacher (Grade 6)
Michele Mittman, Parent
Nicole Nye, Teacher (Grade K)
Chris Stedman, Teacher (Grade 2)
Sarah Peterson-Young, Teacher (G-4)

Culture

Lead: Karin Daverson, Teacher (Grade 1)
Susan Efseaff, Teacher (Grade 1)
Colly Fischer, Teacher Leader
Debbie Hardesty, Teacher (Grade 3)
Becky Hejl, Parent
Lisa Hoppe, Community Liaison
Christianne Langford, Teacher (Art)

Michele Mittman, Parent
Amie Parent, School Psychologist
Margaret Reece, Chief Bus. Officer
Jamie Saderup, Data Coordinator

Acknowledgements (continued)

Instruction

Lead: Karin Daverson, Teacher (Grade 1)
Dave Davis, Teacher (Grade 5)
Susan Efseaff, Teacher (Grade 1)
Jenny Maiorano, Teacher (English)
Darren Massa, Google Certified Innovator

Lesley Christopher, PTP President
Michele Mittman, Parent
Kari Kaney Tyler, Parent

Organization

Lead: John Garrett, Social Studies Teacher/Teacher
Leader (Grade 8)
Lowell Daun, Board Member
Susan Efseaff, Teacher (Grade 1)
Dena Kapsalis, Parent
Signe Miller, Teacher (Grade 3)

Asa Mittman, Parent
Michele Mittman, Parent
Margaret Reece, Chief Bus. Officer

Student and Community Data

Lead: Suzanne Michelony, Dean of Students
Bree Evans, Intervention Specialist
Colly Fischer, Teacher Leader
Dena Kapsalis, Parent
Ann Nikolai, Parent

Amie Parent, School Psychologist
Christal Proctor, Teacher (Grade K)
Margaret Reece, Chief Bus. Officer
Jamie Saderup, Data Coordinator

Special Thanks To...

Lisa Hoppe, Community Liaison, who assisted in editing and formatting the document on Google Drive, a first for Chico Country Day School.

Darren Massa, the school's Google Certified Trainer, and teacher (Science), who helped all of us better collaborate through use of the CCDS Shared Drive.

To the substitute teachers and broader CCDS community who rallied together to help make WASC a priority and provided seamless education and support to the kiddos, staff, and teachers during WASC retreats.

To Ann Nikolai, Michele and Asa Mittman, and Dena Kapsalis—all parents, with previous WASC experience—who unselfishly contributed their time and expertise and kept the entire team steadily marching forward.

Table of Contents

[Preface](#)

[Chapter 1: Student & Community Profile Data](#)

[Chapter 2: Progress Report](#)

[Chapter 3: Summary from Analysis of Profile Data and Progress Report](#)

[Chapter 4: Self-Study Findings](#)

[A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources](#)

[B. Standards-based Student Learning: Curriculum](#)

[C. Standards-based Student Learning: Instruction](#)

[D. Standards-based Student Learning: Assessments and Accountability](#)

[E. School Culture and Support for Student Personal and Academic Growth](#)

[Chapter 5: Schoolwide Action Plan](#)

Preface

Self-reflective and collegial dialogue about continuously improving student learning and school processes occurs within and across all grade levels in an ongoing cycle at Chico Country Day School (CCDS). The school's Schoolwide Action Plan provides a systematic framework for ongoing assessment work. Broad-based participation is encouraged and supported through the use of online documentation as well as through semester reporting and annual program review activities. Expected Schoolwide Learning Results (ESLR) revisions have encompassed the whole school and preliminary discussion have started on adopting Student Learning Outcomes (SLOs). Chico Country Day engages in explicit, self-reflective activities to evaluate the impact of its programs and activities, to improve these processes, and to further develop its collective understanding of evidence.

The school's teachers, its staff, the WASC Leadership Team, Board of Directors, Parent-Teacher Partnership members, among others, play key roles in facilitating dialogue. Chico Country Day School builds on strong examples of effective practice and actively seeks new research and additional learning opportunities for students and teachers alike. This push to excel as a teaching/learning model in the community has helped forge new partnerships, as well as strengthen the school's internal sense of "family."

Several recent Teacher's PD, INC or "T-Bar" grants used to further Project-Based Learning (PBL) totaling \$100k over the last three years have provided training for all of CCDS' teachers and helped forge a strong bond with the teachers and trainers in the professional development program at High Tech High near San Diego, CA. These grants have provided resources for a majority of CCDS teachers to participate in training at the High Tech High and with Buck's Institute. As a result, PBL, Highly

Effective Teaching (H.E.T), and Common Core State Standards (CCSS) together form the basis of the CCDS curriculum, promoting real-world experiences, equity in learning opportunities for all students, and deeper learning.

The investment in more technology and in a more robust technology infrastructure, including wireless access points, iPads, Google Chromebooks, digital Go Math!, Lexia, Mathletics, and more, as well as additional training to support these new tools, has positioned the school to be a community leader. Additionally, the Google certification of one of the middle school teachers has given the school an additional boost, plus positioned CCDS as recent host of a Google Apps for Education (GAFE) conference conducted facility-wide last September for more than 500 local educators. Chico Country Day School will also host the Computer Using Educators “Rock Star” conference in summer 2016. With these events, CCDS is evolving into and becoming recognized as a center for technical professional development for teachers and staff in the North State. Google certified teacher, Darren Massa, serves on the board of North State Cue as the social media and communications director.

The school’s investment in its teachers and teaching tools reflects its commitment to helping all students succeed. As the school has shifted to incorporate an even stronger emphasis on Project-Based Learning and real-world experiences, there has also been a shift in philosophy toward exhibitions of learning and evidence of student work.

Chico Country Day School continues to grow in the area of academic leadership as well, recently shifting focus from a more traditional leadership model to a *Year of Exploration*. This has allowed the school community to explore different models of leadership, job descriptions, and organizational charts. At the start of the 2015-16 academic year, two teacher leader positions were created in tandem with a new Dean of Students position. This “team leadership” approach supports the school’s existing focus and has boosted morale among staff considerably since implementation.

[Year
of
Explo
ration](#)

As of the writing of this 2016 report, the staff is evaluating what type of leadership model best serves the school, and has explored traditional models, including just a principal, or a more teacher-powered model of leadership. The decision-making process continues to involve all stakeholders through public forums, board meetings, surveys, e-flyers and newsletters, and it has been a source of school pride. Throughout this time of transition, the school's commitment to its students has not wavered but in fact grown through deepening connections with teachers, staff and community. The leadership change has allowed teachers to effectively leverage latest research and ongoing professional development towards the school's evolving learning model.

The making of this report has challenged everyone at CCDS to think critically about current practices and to identify greatest areas of need. We've celebrated key milestones along the way, while also doubling-down on persistent challenges. New learner needs have been identified and revised as data are updated and made available to the school's leadership teams and stakeholders.

An Overview of the 2016 Institutional Self Study Report

The report is designed to assist readers in connecting progress in WASC-specified areas to those Critical Learner Needs identified through analysis of student and community profile data. Chapter 1 is dedicated to the comprehensive review and evaluation of these data to provide guidance to stakeholders on the profile and performance of students at CCDS as well as in the larger Chico Unified School District. Chapter 2 offers a summary of significant developments, reports on progress made on WASC 2010 recommendations, and outlines changes made to the Schoolwide Action Plan, used to track progress on key priorities and related goals and action steps.

Chapter 3 presents a comprehensive evaluation of the data in Chapter 1 as well as two Critical Learner Needs (CLN) revealed through the analysis of student and community profile data. These CLNs were shared with CCDS stakeholders, including members of the five major focus groups from Chapter 4. In Chapter 4, the reporting from these groups reflects areas of noted strength over the past six years in key operational and programmatic areas of the school. These teams have also identified areas for improvement and, where possible, outlined action steps for addressing these areas of need. Chapter 5 contains the updated Schoolwide Action Plan.

Throughout the making of this report, evidence was gathered to support claims and help demonstrate projects and activities or show samples of student work, for example, to reinforce progress in a particular area. The evidence is documented in the right-hand margins of this report and is referenced and hyperlinked whenever possible throughout the document.

Chapter 1: Student & Community Profile Data

General Background and History of the Area

Chico is a medium-sized city located in Northern California, midway between Sacramento to the south and Redding to the north. Located on the northeast edge of the Sacramento Valley, the Sierra Nevada mountains lie to the east, with Chico's city limits venturing several miles into the foothills. To the west, the Sacramento River runs approximately five miles from the city limits. The City of Chico was founded in 1860 by General John Bidwell and incorporated "Tree City USA" for 26 years by the Arbor Day Foundation.

Agriculture has historically been Chico's major industry. More recently, retail trade and tourism have played larger roles in the area economy. Health care and education remain major employers. Chico is home to Enloe Medical Center as well as Butte Community College and California State University, Chico (CSU, Chico). A lively arts scene, including theater, music, drama, and dance, led to Chico's designation in 2002 as one of "The 100 Best Art Towns in America."

Chico is typical of many California communities in its rapid growth over the past 15 years. As housing prices and the cost of living in California's metropolitan areas soar, Chico's population exploded from 40,079 in 1990 to 87,714 (33,468 households) in 2012 (<http://www.census.gov>). Including the unincorporated areas immediately adjacent to the city limits, the population currently served by the Chico Unified School District (CUSD) is more than 100,000. The median household income is \$42,896 per year, well below the state median of \$61,400. The unemployment rate in 2013 was 9.3%, slightly above the state average of 8.7%. In April 2015, the unemployment rate in Chico dropped to 5.7% as the economy in California in general became stronger.

The median sale price of a single family home in Chico was \$281,000 as of September, 2015. Although price of homes has increased by 11 percent compared to the same period a year ago, the number of houses sold has decreased by 24 percent at the time of this report. Chico provides easy access to large metropolitan areas without the expensive cost of living. Comparatively, San Francisco's median house price in November 2015 was \$1.1 million.

Chico is home to Bidwell Park, the fourth largest Municipal Park in the United States. Spanning more than 3,700 acres, the park offers something for everyone to enjoy. Just recently, Bidwell Park was inducted into the California Park and Recreation Society District 2 Hall of Honor, a great recognition for the City of Chico. Chico is proud of the reputation it has gained as a bicycle-friendly city, too, with 50 miles of bike paths throughout the city. There are also more than 100 places of worship in Chico, two libraries, five local television stations, ten local radio stations, one daily newspaper, and a large cinema complex.

Parent Engagement

Parents are a vital resource at CCDS. Their participation is crucial. Parents serve as instructional partners in the classroom, aide teachers, work on events, special projects, and programming. In addition, their financial support enhances extracurricular experiences, augments school supplies, and helps fund field study trips. They also contribute to a strong sense of community.

The Parent-Teacher Partnership (PTP) provides support for academic programs by organizing volunteer and service activities. These activities focus on fostering community spirit, facilitating the transition of new families into the school, promoting the school in the larger community, and fundraising. The *Parent & Student Handbook* is

distributed to families and caregivers every year. It is also available on the school's website. The handbook outlines the central role of families at CCDS in a variety of capacities: helping students with homework, assisting in the classroom, and joining a committee and becoming more involved.

Sensitive to families' busy schedules, the PTP committee works with parents and teachers to identify ways families can be involved outside school hours to better accommodate working families and conflicts. Periodic weekend work days, for example, have been an effective way to bring families together to beautify the campus—whether building garden boxes or setting up for a special event.

School/Business Relationship

Chico Country Day School is a member of the Barber Neighborhood Association and hosts various meetings on issues concerning the area. The Chief Business Officer is also an active member of the Chico Rotary Club. The school recently hosted a Park Avenue Corridor business and safety meeting with the Chico Chamber of Commerce, the Downtown Chico Business Association, and the Chico Police Department. The meeting focused on issues surrounding the Barber Neighborhood and their impact on businesses and homeowners.

The school, along with various business and nonprofits in the neighborhood, including the Jesus Center (a local homeless shelter and care provider), Chico Police, and City of Chico, is an active participant in collaborative efforts taking place in the community. Staff and parents volunteer at the Jesus Center and help with special events there, especially during the holidays. Each year, the school adopts a family through the Northern Valley Catholic Social Services and the Chico Rotary Club and assists with service projects in the area. The Chief Business Officer is also part of an advisory group for local non-profit CEO's, including the Boys & Girls Club, Chico Natural Foods, Butte Environmental Council, Passages Adult Resource Center, and Chico Area Recreation Department (CARD), among others.

School Program Data

Chico Country Day School offers a broad and enriched K-8 education, emphasizing integrated teaching based on the newly adopted California Common Core Standards. Located at 102 West 11th Street in Chico, CCDS is the gateway for 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. Before CCDS moved to its current location in 2005, it was located in a building in north Chico on Cohasset Road. When Proposition 39 was passed, Chico Unified offered the vacant school site to CCDS, now its current location.

The school was founded almost 20 years ago in 1996 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, and is one of the oldest charter schools in the state of California. Chico Country Day School began as a dependent charter school of the Chico Unified School District and later became an independent 501(c) (3) corporation and charter school in 2004. The original charter was renewed in 1998 and has been renewed every five years since.

Fundraising is vital to the school, especially in terms of study trips and other specialized activities that enhance the educational program. Annual audits are required and are conducted by an external independent auditing team selected by the board. All aspects of the school's financial records are audited, including the budget, attendance, the bell schedule, the number of school days offered, LCAP compliance, free and reduced meal documentation, and EL documentation. The school ended the 2014-15 year with \$6,131,917 in Net Assets. There were no audit findings or corrective actions required.

Special emphasis is placed on high academic standards, public service, the arts, leadership training, and the application of learning for continuous improvement. This integrated learning environment unites students, families, and teachers and incorporates

life skills into the Common Core State Standards instruction with the goal of the development of the whole person.

Expected Schoolwide Learning Results (ESLRs)

In 2012, ESLRs were updated in preparation for the WASC Mid-term Report. As part of the self-study process, teachers, staff and members of the student leadership team felt the 2010 ESLRs did not accurately reflect the school's core philosophy. As a result, the ESLRs were updated, circulated throughout the school community, including the board of directors, and eventually submitted in time for inclusion in the 2013 WASC report. The ESLRs are posted in the classrooms, listed on the website, and reviewed with parents and other stakeholders periodically through newsletters and other public forums.

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.

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. The school's "mission in practice" is to ensure every child reaches his or her fullest potential. Chico Country Day School embraces the following tenets:

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

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. 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:

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

Intervention Programs

Chico Country Day School upholds its commitment to supporting all learners through a number of early detection and intervention programs. Using multi-tiered, multiple assessment level RtI programs, staff and teachers 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 RtI program in Grades K-8 by dedicating a 0.80 FTE credentialed Education Specialist Teacher 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 currently used to determine students' performance levels in reading and math include AIMSweb and Educational Software for Guiding Instruction (universal benchmark screening for reading and math), Lexia (reading), Go Math!, ETA Hand 2 Mind Math Series, 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 targeted 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 started in 2014-15, and the kindergarten day was lengthened in 2015-16. This allowed the kindergarten teachers to assist the RtI teacher. The Kindergarten teachers recently purchased and use Educational Software for Guiding Instruction (ESGI) assessment and conduct an RtI program within their grade-level. Benchmark assessments reflect continued modification and the use of results to provide more focus on individual student needs. Assessments using the AIMSweb diagnostic

program identifies specific areas in which to provide appropriate instruction.

The RtI staff, in both language arts and math, provide intensive, short-term, small group, and individualized instruction in specific deficit areas. Parents and guardians provide connections between school, home, and community, as well as additional practice and positive reinforcement. Finally, administration offers requisite support for the interventions to be successful, including adequate time, instructional materials, staffing resources, and ongoing communication with staff, teachers, and families. The RtI program is currently being expanded in the middle school, beginning January 2016.

Chico Country Day School also considers interventions for students who are high performing. Following the last full self-study, the Diverse Learners Committee was created in response to WASC recommendations about the importance of challenging all kinds of learners, both low- and high-performing. The committee determined that the nine principles of the Highly Effective Teaching (H.E.T.) model, used by the school, are compatible with basic GATE principles. The H.E.T.-inspired classrooms are body/brain-compatible learning environments where gifted students profit through real-world learning experiences that challenge students to expand. Similarly, PBL fits very nicely into this goal as well, providing deeper learning opportunities for diverse learners. Teachers are not under constraints of textbook-driven classrooms and have acquired sufficient curriculum development skills to conduct exciting hands-on activities, create meaningful projects and sensory-rich field study experiences, plus engage students in activities centered on meaningful topics.

Students explore new concepts, solve problems, and work collaboratively as they develop background information and knowledge about the world. Students in Grade 4, for example, learn about California history and politics by taking a study field trip to the Capitol. They are given mathematical problems relating to mileage to the Capitol from the school. They write memoirs about their experiences and 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 own unique version of a state symbol. Additionally, they learn about California's agriculture, industry, natural resources, transportation, and culture by viewing the Capitol's annex panels, learning and singing the state song, and linking the study of various forms of energy to California landmarks.

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. Through a succession of recent grants totaling approximately \$100,000, the school is integrating PBL principles to further support "being there" experiences. Project-Based Learning 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-6. 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 can 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 (DBQ) 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 Math 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.

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 CCDS unique and an important, contributing representative of the larger Chico Unified School District.

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 CCDS unique and an important, contributing representative of the larger Chico Unified School District.

Chico Country Day School became its own Local Educational Agency (LEA) for special education, with help from a similarly sized charter school with **rich** experience in special education, Redding School of the Arts. Chico Country Day is a member of

the Butte County SELPA. Students receiving special education services comprise approximately 8% of the CCDS student population. The special education program at CCDS has had consistent staffing over the last four years as the program has expanded. The continuity has helped build trust between the special education staff and parents whose children have special needs. In 2013 we restructured our special education and RTI staff to the current support structure. The special education staff consists of a school psychologist, a speech and language therapist, a full-time resource teacher for Kindergarten through 5th grade (caseload of 26) and a part-time middle school resource teacher (caseload of 14). We have an RTI teacher (80%) that coordinates and serves students grades Kindergarten through 8th grade. The school has two classrooms reserved for pull-out special education support, as well as a Response to Intervention (RtI) classroom. Both push in and pull out services are provided to students depending on need. There are five part-time academic coaches (paraprofessionals) that support students with IEP's and three part-time academic coaches that support students in our RTI program.

Staff development for our special education staff has been supported by the school, and staff has attended many seminars and in-service programs. Staff has been trained by the Butte County SELPA on CPI (Crisis Prevention Intervention), Nurtured Heart, and Universal Design for Learning (UDL). They have also attended Paula Kluthes Differentiating Instruction in K -12 classrooms, Social Emotional Support for students with ADD (Diagnostic Center), Social Thinking by Michelle Garcia Winner, and Learning the R.O.P.E.S for Improved Executive Functioning to assist students with with their social emotional success in an inclusive environment. This past year our K - 5 Resource Teacher and RTI teacher have attended trainings on “Seeing Stars” and “Visualizing and Verbalizing” by Lindamood Bell. Currently our Resource Teacher and RTI teacher are using “Seeing Stars” for small group instruction and “Visualizing and Verbalizing” for whole class instruction in grades 5 and 6. This variety of professional development ensures learning is optimized for all students on the CCDS campus.

As with the rest of the staff at CCDS, the special education staff is innovative and forward thinking with their ideas and practices. This school year, our speech and language therapist is using a new therapy model for her students who receive articulation services. Students are seen individually 2-3 times a week for five minutes to maximize frequency of practice time, and minimize out of class time. Our special education teacher, Speech therapist and school psychologist attended the two day “Social Thinking” workshop by Michelle Garcia Winner in 2013 and now work together to offer “social thinking” groups to students in need across all grade levels from Kindergarten through grade 8. At the older grade levels, these groups include “typically” developing student mentors along with students who need “social” support.

Strong Commitment to Art and Technology

All students in kindergarten through eighth grade experience art and music instruction weekly. Middle school students may select music or art as one of the semester electives; however, both are integrated into project time for Grades 7-8. Art and music teachers collaborate closely with classroom teachers in order to provide music and art instruction that enhances and connects to grade-level curriculum. Band and choir programs are also available after school at no additional cost; however, donations are encouraged from families who can contribute.

Technology

Chico Country Day School is a Google Apps for Education School with a Google Certified Teacher on staff. Students have access to laptops, Google Chromebooks, iPads and iPods. Google Apps for Education, such as Gmail and other Google Apps (Calendar, Classroom, and Hangouts) allow for integrated communication and collaboration between teachers and students. Twitter, FreshGrade, Facebook, and subject-appropriate blogs are also utilized by students, staff, and the community to share events and evidence of learning.

Over the past five years, the school has upgraded its technology infrastructure and its purchase of hardware and software in conjunction with the state-approved Technology Plan. The Plan included the purchase of 75 iPads (Grades K-3 and Special Education), iPads for all staff members, with revolving three-year leases for laptops and Chromebooks. Two years ago, the school purchased 25 flat-screen TVs for Grades K-8, departing from dated projectors. Some teachers also use Apple TV. Utilizing the E-Rate program, CCDS upgraded the technology infrastructure in 2015 by replacing switches and expanding wireless capability. Ruckus Wireless enables the school to connect wireless up to one gigabyte per second—100 times faster than the previous year!

The school recently purchased 17 wireless access points and can now configure guest access and connect 400 clients simultaneously, up from 40 the previous year. The new Brocade switches have a 10-gig backbone, also significantly faster than the year before. The switches transfer Power over Ethernet (POE). These upgrades were costly (\$35,000); however, nearly half of that cost was reimbursed through the E-Rate rebate. The investment allows all wireless devices to connect without delay and has made CCDS one of the most digitally and technologically advanced campuses in Butte County.

Creating a Space in which to Thrive and Support Growth

In February 2012, the California Department of Education, the California School Finance Authority, and the Division of the State Architect approved the school's final Rehabilitation Plan and all agreements with Chico Unified in order to use Proposition

1D funding. The school applied for this grant/loan combination shortly after Proposition 1D was passed by voters in 2006 – one of only 26 charter schools to be approved in the state. A major component of this plan was the complete reorganization of the school's physical layout, resulting in much improved open field space for the large student body to access during physical education and free recess play, as well as

new classrooms and a gym.

During 2014 construction, 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 gymnasium/multi-use building for assemblies, lunch, athletics, and other school activities. The gymnasium/multi-use building includes an alcove for a music room and a library.

Additionally, in 2011 the school purchased a 12,000 square-foot building located directly across the street from the main campus. In 2013, it was renovated to accommodate the middle school, and those grades were relocated there during spring break, 2014. The building consists of eight classrooms, including a full science lab, a resource room, a common area, and several offices. The property also includes a lot for parking and outdoor student activities. The transfer of 180 students to the new facility greatly reduced overcrowding on the main campus and also reduced neighborhood traffic congestion. At the same time, special efforts need to be made to cope with having two campuses and separating students by grade. Where the school formerly was united, having a separate middle school campus was difficult for many students, families, and staff members. Efforts have been made to ensure students work together across grade-levels and build community.

Enrollment

Chico Country Day School is a school of choice open to any student kindergarten through Grade 8. As a charter school, and due to high demand, CCDS conducts a public lottery each January. Students are placed on a waiting list, if there are not enough openings for the number of applicants. There are currently more than 150 students on the fall 2016 waiting list. In 2015-16 there are 557 students from 330 families attending. There are three kindergarten through third grade classes, each with 20.5 to 1 ratio. There are two classes each for Grades 4-8, with a 30:1 student-teacher ratio. The school's

enrollment has remained relatively static over the last several years. Variance in enrollment in 2015-16 is attributed to the phasing out of the Long Term Independent Study program. The program has intentionally been eliminated because of concerns about ensuring CCDS is spending time on the mission of the school, rather than filling niches that are already supported by other charter schools.

| Enrollment comparison by grade level | | | | |
|---|----------------|----------------|----------------|------------------|
| | 2012-13 | 2013-14 | 2014-15 | 2015-2016 |
| K | 65 | 61 | 63 | 62 |
| 1 | 57 | 61 | 62 | 62 |
| 2 | 62 | 64 | 63 | 62 |
| 3 | 62 | 61 | 64 | 62 |
| 4 | 60 | 61 | 62 | 63 |
| 5 | 60 | 61 | 63 | 62 |
| 6 | 65 | 60 | 64 | 62 |
| 7 | 58 | 61 | 63 | 63 |
| 8 | 58 | 60 | 61 | 62 |
| Total | 548 | 550 | 565 | 557 |

CCDS Student Ethnicity

The student body at CCDS School is not as ethnically diverse as Chico Unified as a whole. As illustrated in Tables 1 and 2 below, during the 2014-2015 school year, 79% of students at CCDS are white compared to 62.5% students in the district. At CCDS, 10% of students are Hispanic/Latino compared to 22% in the district.

Table 1: Chico Unified School District (<https://k12.niche.com/d/chico-unified-school-district-ca/>)

| Chico Unified School District % of Enrollment by Ethnicity | | | | | | | | |
|--|----------------|-------|--------------------|--------------------------------|-----------------------|------------------|---------------------------|---------------------------------|
| | Total Enrolled | White | Hispanic or Latino | American Indian/Alaskan Native | Asian/Indian/Filipino | African American | Hawaiian/Pacific Islander | Two or more Races, not Hispanic |
| 2014-15 | 13,817 | 62.5% | 22.4% | 1.7% | 6.1% | 3.1% | 0.6% | 3.6% |

Table 2: Chico Country Day School

| Chico Country Day School Enrollment by Ethnicity | | | | | | | | |
|--|----------------|-------|-----------------|----------------------------|-----------------------|------------------|---------------------------|----------------|
| | Total Enrolled | White | Hispanic/Latino | Amer Indian/Alaskan Native | Asian/Indian/Filipino | African American | Hawaiian Pacific Islander | Two/more Races |
| 2012-13 | 548 | 81% | 9% | 2% | 3% | 3% | .1% | 2% |
| 2013-14 | 550 | 82% | 10% | 1% | 2% | 2% | 0% | 3% |
| 2014-15 | 565 | 79% | 10% | 2% | 4% | 2% | .1% | 3% |
| 2015-16 | 559 | 78% | 11% | 2% | 4% | 2% | .1% | 4% |

Of the nearly 90,000 people in Chico, 81% are white, according to census figures from 2010. Hispanic/Latinos make up 15% of the local population compared to 2% Black/African-American, 4% Asian/Pacific Islander, and 1% American Indian/Alaskan Native. The composition of students at CCDS more closely reflects that of the greater Chico community when compared to the school district. This is an issue that has plagued CCDS since inception and new ideas about how to diversity its community continue to be explored.

Table 3: English Learners

| Enrollment of English & English Learners | | | | |
|--|---------|-------|-------|-------|
| | 2012-13 | 13-14 | 14-15 | 15-16 |
| English | 548 | 550 | 559 | 555 |
| English Learners | 1 | 2 | 6 | 5 |

The primary language of CCDS students is English, although there has been a small increase in English Learners over the past 2 years.

Attendance

The average daily rate of attendance (ADA) has been relatively steady and is higher than average at above 96%. In 2014-15, high tardy rates and a growing percentage of students who were chronically absent led to a slight dip in rates.

Table 4: Average Daily Attendance Rates

| Percentage of Total Population of All CCDS Students | | | | | | | |
|---|-------|---------|-------|-----------|-------|------------|-------|
| 2011-2012 | | 2012-13 | | 2013-2014 | | 2014- 2015 | |
| 536.55 | 97.5% | 530.92 | 96.8% | 532.86 | 96.8% | 544.99 | 96.4% |

A focus group was created consisting of several parents with experience and expertise in areas of social work and school administration. The focus group had several meetings during the spring semester of 2015 to analyze attendance data from previous years and determine where there was a concentrated need for improvement. Working together with administrators and teachers, new practices were established that have already made a difference. Over a four week period last fall, implementing some of the new policies recommended by the focus group, the number of tardies in Grades K-5 decreased from 61 to 5. In middle school, the number dropped from 28 to zero.

The new focus on attendance includes a more consistent set of practices that emphasize teacher-family communication for early intervention and positive reinforcement. Offering incentives for individuals and classes that demonstrate improvement and providing education around the consequences—for the school and for children—of chronic absenteeism.

The parent community receives targeted information and clarification about attendance goals and policies through the student/family handbook, e-Flyers, newsletters, and parent/teacher communications. CCDS experiences some absences due to family vacations and has responded with a short term independent study program to support student learning and ADA requirements. However, while parents and students utilize the short term independent study program when they are gone for vacation, CCDS has made an effort to communicate the importance of daily attendance and encourages families to plan vacations during school calendar breaks. Common Core State Standards, problem-based learning practices, and the vision and mission of CCDS strongly dictates daily opportunities for student collaboration and academic conversations with peers and members of the school community.

Additionally, the board of directors agreed to support a recommendation from the group that an Assistant Teacher Leader be relieved of his teaching duties on Fridays (effective Fall 2015) to concentrate on overseeing issues of excessive tardies and absences. He joined the newly formed Butte County charter school School Attendance Review Board (SARB), where he has the opportunity to work with other charter schools and community members to diagnose and resolve persistent student attendance or behavior problems and expand the repertoire of community resources available to the parent community of CCDS. In addition, plans are in place to present a new policy to the CCDS school board that would change the definition of chronic absence from 10 days of absences for any reason to 10% of the school year, which aligns with state law and best practices. The research and work of this focus group also helped inform the making of new LCAP goals in the priority area of school engagement and specific action plans.

Suspension and Expulsion

Chico Country Day (CCDS) has not had any expulsions between 2010 and 2015. The suspension rate has been decreasing since the introduction of the school’s Positive Behavior Intervention and Support (PBIS) program. PBIS has been in place since 2012 and behavior extremes have been managed in a positive manner since then. With three simple rules: (1) Be Safe, (2) Be Respectful, and (3) Be Responsible,” students are able to earn rewards for good behavior, with both intrinsic and extrinsic rewards. Teachers in Grades K-4 use extrinsic rewards, whereas students in Grades 5-8 program learn about intrinsic rewards for good behavior. Intrinsic rewards are supplemented with extrinsic rewards, but much less so.

Table 5: Suspension and Expulsion Rate

| Suspension and Expulsion Rate | | | | | |
|-------------------------------|-----------|-----------|-----------|-----------|----------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-16* |
| Suspensions | 8 | 9 | 19 | 9 | 5 |
| Expulsions | 0 | 0 | 0 | 0 | 0 |

*As of January 2016

Socioeconomic Status

Table 6: Free and Reduced Priced Meals Program

| Enrollment of Total Student Population | | | | | | | | | |
|--|--|-----------|----|-----------|-----|-----------|-----|-----------|-----|
| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
| 18% | | 18% | 97 | 22% | 120 | 19% | 106 | 20% | 111 |

Chico Country Day School does not receive Title 1 funds. The unduplicated student count has remained relatively static, with 111 Free and Reduced Meal Qualified Students, four English Learner Students, two foster and two homeless youth in 2015-16.

The school is also not as socioeconomically diverse as Chico Unified and continues to explore ways to expand its outreach to all socioeconomic populations and to ensure its environment is inclusive and accepting.

Table 7: Parent Education Level

| Parent Education Level | | | | | | |
|------------------------|---------------------------|------------------|------------------------------|----------------------|----------------------------|-------------------|
| | Graduate Degree or Higher | College Graduate | Some College or Assoc Degree | High School Graduate | Not a high School Graduate | Declined to State |
| 2013-2014 | 163 | 133 | 71 | 12 | 0 | 0 |
| 2014-2015 | 173 | 146 | 69 | 12 | 0 | 0 |
| 2015-2016 | 156 | 136 | 75 | 10 | 0 | 5 |

Although some parents declined to state (five declined in 2015), it is safe to say that almost all parents whose children attend CCDS are high school graduates or above. Many have some college or a college degree, and several have graduate degrees or higher.

Teachers and Staff

In 2015-16, Chico Country Day School’s credentialed staff includes 24 full-time teachers and the following staff:

- Resource/special education teachers (1.6 FTE)
- Certificated RtI teacher/coordinator, (1 FTE)
- Full-time certificated art teacher (1 FTE)
- Full-time music teacher (1 FTE)
- Part-time after school band teacher
- Part-time librarian
- Part-time independent study teacher
- Part-time, adaptive PE teacher
- Part-time middle school PE teacher

All certificated staff are highly qualified per No Child Left Behind (NCLB) and is appropriately credentialed for the classes they are teaching. Chico Country Day School has Crosscultural Language

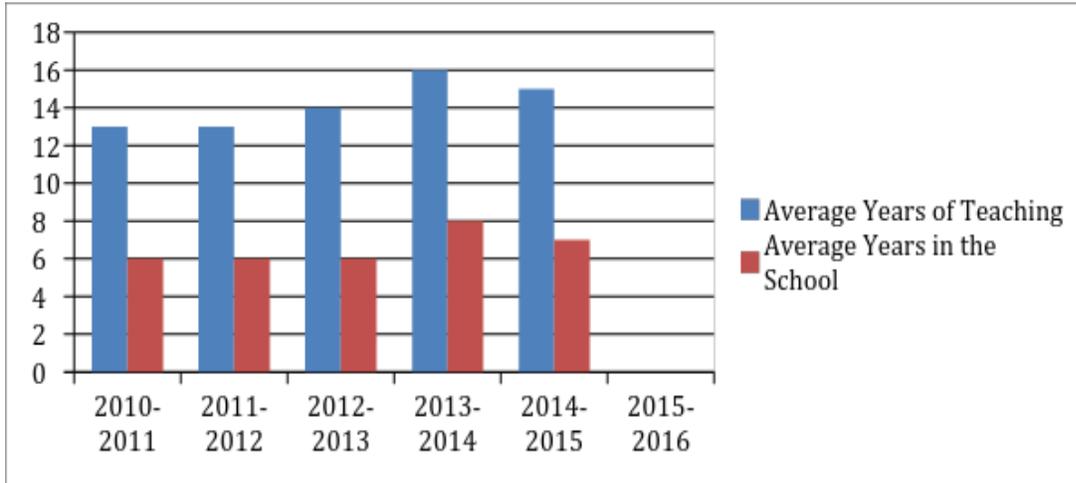
and Academic Development (CLAD) authorized teachers at each grade level to meet the needs of English Language Learners. Staff at CCDS also includes the Dean of Students, a Teacher Leader, a Chief Business Officer, Office Manager, Community Liaison, Business Office Manager, Middle School Office Manager/Data Coordinator, five special education aides, four RtI aides, a credentialed school psychologist, a credentialed speech and hearing specialist, a nurse, a garden coordinator, School Facility Manager, two custodians, and several non-credentialed elective teachers.

The after-school program has a full-time director and several part-time staff members. The preschool employs a full-time director, teacher, and preschool aide. The Butte County Special Education Local Plan Areas (SELPA) offers support if needed in the specialized areas of occupational therapy or assistive technology. Teachers design curriculum, giving students voice and choice in the inquiry-based projects and integration of subjects and providing "being there" experiences to bring real world application to concepts.

Table 8: Credentials of Certificated Faculty

| Credentials of Certificated Faculty | | | | |
|--|---------------------------|-----------------------------|-------------------|---------------|
| | Fully Credentialed | Emergency Credential | Pre/Intern | Waiver |
| 2010-2011 | 31 | 0 | 0 | 0 |
| 2011-2012 | 35 | 0 | 0 | 0 |
| 2012-2013 | 34 | 0 | 0 | 0 |
| 2013-2014 | 36 | 0 | 0 | 0 |
| 2014-2015 | 33 | 0 | 2 | 0 |
| 2015-2016 | 33 | 0 | 1 | 0 |

Table 9: Certificated Faculty – Years of Experience



The current 2015-16 teaching staff, which includes special education and RtI teachers, have been employed an average of six years and have an average of 16 years of total teaching experience. There is a benefit in having consistency where the teaching staff are seasoned professionals who truly are committed to the community and students.

Table 10: Teacher Retention

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| New Teachers to CCDS | 4 | 3 | 3 | 1 | 5 | 5 |
| Percentage of CCDS Teachers | 11.5% | 8.5% | 8.6% | 2% | 15% | 15% |

From 2010 to 2016, there has been some teacher turnover, including two retirements. Two teachers are on a leave for 2015-2016: one in San Diego, CA participating in an administrative internship; the other is the current Teacher Leader, Colly Fischer. Two other teachers have filled in: Jenny Maiorano and Cindy Towner.

Table 11: Certificated Staff by Ethnicity

| Certificated Staff by Ethnicity | | | | | | | | | |
|--|--------------|---------------------|--------------|-------------------------|-----------------|-----------------|--------------|---------------------|--------------------|
| | Total | Amer, Indian | Asian | Pacific Islander | Filipino | Hispanic | Black | White/ Other | No Response |
| 2011-2012 | 28 | 0 | 1 | 0 | 0 | 1 | 0 | 26 | 0 |
| 2012-2013 | 25 | 0 | 1 | 0 | 0 | 0 | 0 | 24 | 0 |
| 2013-2014 | 38 | 0 | 1 | 0 | 0 | 2 | 0 | 35 | 0 |
| 2014-2015 | 41 | 0 | 1 | 0 | 0 | 1 | 0 | 38 | 1 |
| 2015-2016 | 41 | 0 | 1 | 0 | 0 | 1 | 0 | 38 | 0 |

Table 12: Classified Staff by Ethnicity

| Classified Staff by Ethnicity | | | | | | | | | |
|--------------------------------------|--------------|---------------------|--------------|-------------------------|-----------------|-----------------|--------------|----------------------|--------------------|
| | Total | Amer. Indian | Asian | Pacific Islander | Filipino | Hispanic | Black | White / Other | No Response |
| 2011-2012 | 40 | 0 | 1 | 0 | 0 | 2 | 1 | 36 | 0 |
| 2012-2013 | 40 | 0 | 1 | 0 | 0 | 3 | 1 | 35 | 0 |
| 2013-2014 | 41 | 0 | 1 | 0 | 0 | 4 | 1 | 35 | 0 |
| 2014-2015 | 44 | 0 | 1 | 0 | 0 | 4 | 1 | 38 | 0 |

The overwhelming majority of faculty and staff at CCDS do not match the racial breakdown of the school’s student body, or Chico at large. With this in mind, the school has diligently incorporated culturally relevant professional development into the curriculum and professional development programming in order to help all staff understand and relate to a wide variety of cultural needs of the students and families at CCDS.

Table 13: Education Levels of Certificated Faculty

| Education Levels of Certificated Faculty | | | | | |
|---|------------------|-----------------------|-----------------|-------------------------|-------------------|
| | Doctorate | Master’s (+30) | Master’s | Bachelor’s (+30) | Bachelor’s |
| | | | | | |

| | | | | | |
|-----------|---|---|---|----|---|
| 2010-2012 | 0 | 3 | 1 | 27 | 0 |
| 2011-2012 | 0 | 8 | 1 | 26 | 0 |
| 2012-2013 | 0 | 9 | 0 | 26 | 0 |
| 2013-2014 | 0 | 8 | 0 | 29 | 0 |
| 2014-2015 | 0 | 6 | 0 | 29 | 2 |
| 2015-2016 | 0 | 8 | 0 | 27 | 1 |

Professional Development

The school’s 2013 WASC self-study process reflected CCDS’ 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 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.

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. Here are some of the ways teachers receive training:

- Training in Common Core Standards
- Project-Based Learning with CSU, Chico and High Tech High
- PBL Best Practices on-going training on site
- Response to Intervention
- Nurtured Heart (strategies inspiring appropriate behaviors)
- Webinars
- College education courses

- High Tech High Leadership Academy
- Technology programs like AIMSweb, Lexia, Mathletics, Go Math!, College Preparatory Math STEM
- Writing prompts
- Writer's Workshop
- Google Apps for Education

Chico Country Day School is currently in its second year of collaborative grant-funded iSTEM training program for three elementary teachers. The program is run through the Butte County Office of Education and CSU, Chico. Two teachers (Grades 4 and 6) are members of the Mathematics Task Initiative for Middle and Elementary teachers (MathTIME), also in collaboration with the University and Chico Unified School District. The three-year commitment includes a week-long intensive summer institute, classroom coaching sessions, and lesson study activities focusing on increasing capacity to identify the cognitive demand of tasks.

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 framed by Michelle Garcia Winner, a speech language pathologist, who specializes in the treatment of individuals with social-cognitive deficits.

Classified staff have been trained in the use of Aeries, ALICE training, Smarter Balance Testing, and CPR/First Aid. All staff have been trained as mandated reporters. Job-specific training has also been invested in attendance accounting, Independent Study, advanced budgeting, and other California Association of School Business Officials (CASBO) school services conferences, workshops, and trainings.

Restricted v. Unrestricted Funding Sources

Chico Country Day School receives both restricted and unrestricted funding. In 2014-15, the school received approximately \$333,803 in restricted funding. These funds included Proposition 20 lottery funding, both state and federal special education funding, as well as Proposition 30 energy project funding.

As a percentage of budget, restricted funding is approximately 7% of the overall budget. The school has local revenue sources as well, including fundraising dollars generated by the Parent Teacher Partnership. These donations fund a portion of the art, music, garden, and band programs, as well as the majority of the study trips the students take throughout the year. Fundraising also covers a small percentage of technology in the classroom, such as the television screens purchased in 2014 or an increase in the numbers of Google Chromebooks per student. A very small amount is put toward professional development, such as the Nurtured Heart training in 2014-15. Other local revenue includes proceeds from athletic events, school dances, logo sales, and miscellaneous donations.

Expenditures per Pupil

Table 14:

| CCDS Per Pupil Expenditures | |
|------------------------------------|----------------|
| 2010-11 | \$ 5468 |
| 2011-12 | \$ 5591 |
| 2012-13 | \$ 5761 |
| 2013-14 | \$ 5890 |
| 2014-15 | \$ 6214 |

Expenditures per Staff/Faculty

The average teacher salary at CCDS for a classroom teacher in 2015-16 was \$49,375.

Student Performance Data

Overall, CCDS performed as well as or better than a majority of the elementary schools in the Chico Unified School District on both API and AYP scores, when the API was still a measure in the state of California. Schoolwide Academic Performance Index (API) scores are greater than 800 since 2011; however, they dropped 33 points in 2012-13. Despite this decline, growth targets were met in all measurable categories with the exception of a statistically significant group, Socioeconomic Disadvantaged (SED) students who did not make the target. Students with Disabilities scores increased from 2010 to 2011, but decreased again in 2013.

Table 15: Academic Performance Index

| API Scores by Significant Subgroups | | | | |
|--|------------------|------------------|------------------|------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Schoolwide | 863 | 868 | 873 | 844 |
| Black or African American | 754 | - | - | 738 |
| American Indian | 854 | - | - | - |
| Hispanic/Latino | 858 | 827 | 830 | 811 |
| White | 869 | 876 | 885 | 856 |
| Two or More Races | | 877 | 880 | - |
| Economically Disadvantaged | 841 | 798 | 795 | 748 |
| English Learners | - | - | - | - |
| Students With Disabilities | 540 | 635 | 671 | 558 |

Chico Country Day School experienced a slight downward trend in API scores between 2009 and 2013, although, Hispanic/Latino, Two or More Races have remained in the 800 range. Students with Disabilities were below the 800 range. The economically disadvantaged group scored 841 in 2010, but had a downward cycle for the next three years.

Table 16: Adequate Yearly Progress

| AYP Scores by Subpopulations | | | | | | | | |
|-------------------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|
| | 2010 | | 2011 | | 2012 | | 2013 | |
| | % Proficient | Met Target |
| Schoolwide | 74.8% | Y | 74.1% | Y | 77.9% | Y | 67.5% | N |
| Black or African American | 57.1% | - | - | - | - | - | 36.4% | - |
| American Indian or Alaskan Native | 72.7% | - | - | - | - | - | - | - |
| Hispanic or Latino | 31% | - | 63.3% | - | 64.6% | - | 52.5% | - |
| White | 77.1% | Y | 75.7% | Y | 80.8% | Y | 71.1% | N |
| Two or More Races | | | 76.9% | - | 81.5% | - | - | - |

| | | | | | | | | |
|---------------------------------|-------|---|-------|---|-------|---|-------|---|
| Socioeconomically Disadvantaged | 68.0% | Y | 60.9% | N | 61.8% | Y | 48.4% | N |
| English Learners | - | - | - | - | - | - | - | - |
| Students With Disabilities | 41.2% | - | 36.8% | - | 46.7% | - | 29.6% | - |

California Standardized Testing and Reporting (STAR) Results

Table 18: California State Test – Language Arts- All Students

| CST English Language Arts – All Students | | | | | | | |
|--|------|------|------|------|------|------|------|
| Student Scoring Advanced/Proficient | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| 2010-2011 | 67 % | 69 % | 85 % | 82 % | 71 % | 77 % | 70 % |
| 2011-2012 | 77% | 72 % | 88 % | 83 % | 86 % | 73 % | 83 % |
| 2012-2013 | 60 % | 51 % | 86 % | 81 % | 76 % | 75 % | 47 % |

Data above shows the percentage of cohort grade-level students continued to maintain or increase to advanced and proficient in Language Arts., i.e. 2012 72% of students in Grade 3 scored advanced or proficient and the same group had 86% scoring advanced or proficient. The one anomaly is those students in Grade 8 in 2013 whose scores significantly decreased in the proficient and advanced range. At that time, the State was in the process of transferring testing formats from STAR to CAASPP and no scores were available.

Table 19: CST Language Arts Socioeconomically Disadvantaged

| 2011 CST English Language Arts – Socioeconomically Disadvantaged | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|
| Scoring Advanced/Proficient | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| 2010-2011 | - | 44% | 82% | - | - | - | |
| 2011-2012 | - | - | 75% | 67% | - | - | |
| 2012-2013 | - | - | - | 64% | 50% | - | 45% |

SED students scoring proficient and above language arts were approximately 20% under schoolwide results. Results show a rise in scores took place in Grade 4, and the same students, two years in a row, dropped in Grade 5.

Table 20: CST Mathematics – All Students

| CST Mathematics – All Students | | | | | | |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Scoring Advanced/Proficient | 2nd | 3rd | 4th | 5th | 6th | 7th |
| 2010-2011 | 73 % | 73 % | 77 % | 66 % | 67 % | 62 % |
| 2011-2012 | 58 % | 75 % | 80 % | 65 % | 77 % | 64 % |
| 2012-2013 | 67 % | 82 % | 80 % | 72 % | 76 % | 58 % |

Results are fairly consistent in the number of students scoring proficient and above with the exception of two different groups in Grade 7, where scores were lower in comparison to their performance the previous year. Students scoring Advanced or Proficient declined between 2010 and 2013.

By recommendation of the Math Committee, and following a year-long pilot, the school purchased Houghton Mifflin’s Go Math! in 2014—a hybrid program for Grades K-5. College Preparatory Math, also a piloted, hybrid program, was purchased for Grades 6-8. Both include accelerated and intervention materials and align to the California Common Core Standards Teachers are now in the second year of these programs and the feedback is positive. Teachers using College Preparatory Math received a week of intensive staff development in the summers of 2014 and 2015.

Table 22: CST Algebra 1 Comparison from 2011 to 2013

| Enrollment in Algebra 1 – 8th Grade | | | | | |
|---|---|------------------------------------|-----------------------------------|--|---|
| % of Advanced/Proficient of All Students | | | | | |
| | Advanced/Proficient All Students | % of White Student Enrolled | % of SED Students Enrolled | % of Hispanic/Latino Student Enrolled | % of Students With Disability Enrolled |
| | | | | | |

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| 2010-2011 | 56% | 79% | 10% | 10% | 1% |
| 2011-2012 | 57% | 77% | 3% | 8% | 0% |
| 2012-2013 | 46% | 87% | 3% | 4% | 6% |

A low number of SED and Hispanic students enrolled in Algebra 1. Although the demographics remained about the same, scores decreased from 2011 to 2013 as did the number of students qualifying for enrollment in Algebra 1. There were not enough students in subgroups to warrant a score. Out of nine SED students in Grade 8, only three were enrolled in Algebra 1. All Students scoring in the Advanced and Proficient range dropped between 2011 and 2013.

Table 23: CST Science

Table California Science Test All 5th and 8th Grade Students - Proficient or Above

| CST Science Results | | | | | | |
|---------------------|--------------|-----|-----|-----|-------|-----|
| | All Students | | SED | | White | |
| | 5th | 8th | 5th | 8th | 5th | 8th |
| 2012 | 83% | 75% | * | * | 83% | 82% |
| 2013 | 73% | 79% | 57% | 55% | 69% | 77% |
| 2014 | 83% | 78% | 67% | * | 83% | 78% |
| 2015 | 71% | 73% | * | 83% | 71% | 73% |

* Not Numerically Significant

Students with disabilities were not numerically significant to warrant scores from 2012-2015. Science scores have remained consistently high in the proficient or above. Through 2011 and 2015, only two groups were identified as numerically significant in the 5th and 8th grade California Science Test (CST) due to ten or less SED students enrolled at CCDS. These two groups were White and SED. SED

student scoring in proficient or above proficient increased and not only closed the achievement gap but surpassed it.

Table 24: CST History – 8th Grade

| 2011 CST History - Social Science All 8th Grade Students | | | | |
|--|--------------|-----|---------------------------|-----------------|
| | All Students | SED | Student With Disabilities | Hispanic/Latino |
| 2010-2011 | 59 % | - | - | - |
| 2011-2012 | 78% | - | - | - |
| 2012-2013 | 59% | 36% | - | - |

Students scoring advanced and proficient remains consistent compared to those in the below to far below have a slight increase in numbers. There was not a significant number to show improvement, although 36% of 11 students warrants a closer look as to the reason our SED students did not have a significant number scoring proficient or above in history. There were not enough students to warrant a score in other subgroups.

California Assessment of Student Performance and Progress (CAASPP)

2015 was the first year students were tested and received scores for the newly created California Assessment of Student Performance and Progress (CAASPP).

Table 25: 2015 CAASP Language Arts CCDS

| CAASPP Language Arts Exceeded/Met Standard | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| | 3rd | 4th | 5th | 6th | 7th | 8th |
| All Students | 72% | 68% | 48% | 52% | 61% | 68% |

| | | | | | | |
|--|------------|---|---|---|------------|------------|
| Socioeconomically Disadvantaged | 53% | - | - | - | 44% | 66% |
| Hispanic/Latino | - | - | - | - | - | - |
| Students With Disability | - | - | - | - | - | 16% |

Table 26: 2015 CAASP Mathematics CCDS

| CAASPP Mathematics Exceeded/Met Standard | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|---------------------|
| | 3rd | 4th | 5th | 6th | 7th | 8th | All Students |
| All Students | 64% | 57% | 31% | 42% | 33% | 56% | 47% |
| Socioeconomically Disadvantaged | 46% | - | - | - | 23% | 50% | |
| Hispanic/Latino | - | - | - | - | - | - | 47% |
| Students With Disability | - | - | - | - | - | - | 16% |

*American Indian or Alaskan Native (5) Asian (5). Black/African Amer (7), Filipino (5) and Two or More Races (10) not significant subgroups.

Table 27: Comparative Study of CCDS, CUSD, and CA 2015 Language Arts

| Comparative Study of All Students Exceeding/Meeting Standard in 2015 on ELA CAASPP | | | | | | | |
|---|-----------------------------|-------------|------------|-----------------------------|-------------|------------|-----------------------------|
| | 3rd Grade | | | 4th Grade | | | 5th Grade |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS/CUSD/CA |
| Exceeded/Met Standard | 72% | 42% | 40% | 68% | 42% | 35% | 48%/46%/30% |

| | 6th Grade | | | 7th Grade | | | 8th Grade |
|------------------------------|-----------|------|-----|-----------|------|-----|--------------|
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS/CUSD/CA |
| Exceeded/Met Standard | 52% | 45% | 42% | 61% | 46% | 43% | 68%/49%/45% |

There appears to be a trend which needs deeper study. Student percentages in exceeding and meeting standard decreased in Grade 5, both in the CAASPP and the STAR test (Table 27). Grades 3-5 outscored the district and State counterparts; However, Grade 5 fell from the level of the previous year. Grades 6 through 8 outscored in both comparisons.

Table 28: Comparative Study of CCDS, CUSD, and CA 2015 Math CAASPP

| Comparative Study of All Students Exceeding/Meeting Standard on 2015 Math CAASPP | | | | | | | | | |
|--|-----------------------|------|-----|-----------------------|------|-----|-----------------------|------|-----|
| | 3 rd Grade | | | 4 th Grade | | | 5 th Grade | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | 64% | 42% | 40% | 57% | 42% | 35% | 31% | 39% | 30% |

| Comparative Study of All Students Exceeding/Meeting Standard on 2015 Math CAASPP | | | | | | | | | |
|--|-----------------------|------|-----|-----------------------|------|-----|-----------------------|------|-----|
| | 6 th Grade | | | 7 th Grade | | | 8 th Grade | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | 42% | 36% | 33% | 33% | 43% | 34% | 56% | 46% | 33% |

Students in Grades 6 and 8 outperformed both the District and the State, while the Grade 7 fell below in comparison.

Table 29: 2015 Comparative Study of CCDS, Chico Unified, and California State Socioeconomically Disadvantaged Students in Grades 3-5, CAASPP Language Arts

| Comparative Study of 3-5 SED Students on 2015 L. Arts CAASPP | | | | | | | | | |
|--|-----------------------|------|-----|-----------------------|------|-----|-----------------------|------|-----|
| Exceeded/Met Standard | | | | | | | | | |
| | 3 rd Grade | | | 4 th Grade | | | 5 th Grade | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | 43% | 26% | 24% | - | 26% | 26% | - | 28% | 31% |

SED Grade 3 students outperformed Chico Unified District and California State students.

Table 30: 2015 Socio-Economically Disadvantaged Language Arts Grades 6-8

| Comparative Study of SED Students in Grades 6-8 on 2015 L. Arts CAASPP | | | | | | | | | |
|--|---------|------|-----|---------|------|-----|---------|------|-----|
| Exceeded/Met Standard | | | | | | | | | |
| | Grade 6 | | | Grade 7 | | | Grade 8 | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | * | 30% | 30% | 44% | 36% | 32% | 66% | 56% | 32% |

Numerically significant 7th and 8th grade CCDS SED students in each grade level exceeded both Chico Unified School District and the State in the percentages of those Exceeding and Met the Standard in the English Language Arts/Literacy. This is the first year of testing. The number for Hispanic and Latino were not significant although an overall score reads as follows

Table 31: CAASPP Socio-Economically Disadvantaged Grades 3-5 Mathematics CAASPP

| Comparative Study of SED 3-5 Exceeding/Meeting Standard on 2015 Mathematics CAASPP | | | | | | | | | |
|--|-----------------------|------|-----|-----------------------|------|-----|-----------------------|------|-----|
| | 3 rd Grade | | | 4 th Grade | | | 5 th Grade | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | 26% | 27% | 27% | * | 26% | 21% | * | 21% | 17% |

Table 32: CAASPP Socio-Economically Disadvantaged Grades 6-8 Math CAASPP

| Comparative Study of SED 6-8 Exceeding/Meeting Standard on 2015 Math CAASPP | | | | | | | | | |
|---|-----------------------|------|-----|-----------------------|------|-----|-----------------------|------|-----|
| | 6 th Grade | | | 7 th Grade | | | 8 th Grade | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | * | 54% | 52% | 45% | 59% | 51% | 72% | 54% | 48% |

Grade 7 had fewer students exceeding or meeting standard compared to their CUSD and CA counterparts, whereas Grade 8 greatly surpassed the CUSD and CA counterparts in exceeding or meeting standard.

Table 33: ETHNICITY CAASPP MATH 2015

| Comparative Study of <u>All Students</u> Exceeding/Meeting Standard on 2015 Math CAASPP | | | | | | |
|---|---------------------|------|-----|-----------|------|-----|
| | Hispanic/Latino ALL | | | White ALL | | |
| | CCDS | CUSD | CA | CCDS | CUSD | CA |
| Exceeded/Met Standard | 36% | 24% | 21% | 49% | 48% | 49% |

The 2015 CAASPP results revealed that students in Grades 3-8 contained a greater number of students in the meeting or exceeding language arts and math standard category which may be due to the efforts placed in the area of technology throughout all grade levels and the reorganization of the RtI Program.

It was imperative to review our California Science Test scores from 2013 through 2015, as California State was in the process of creating new science standards. On average, 76% of students in Grades 5-8 scored in the proficient and advanced arena. Eighty-three percent of our Socio-Economically Disadvantaged students in Grade 8 scored proficient or above on the 2015 CAASPP. Sixty-seven percent of this same group of students as fifth-graders scored within the proficient and advanced range.

CELDT: Not enough significant numbers of students to warrant a score.

Perception Data

In 2014 and 2015 teachers, parents, and students were invited to participate in an online survey about the school and their overall experience. The results summarized below include those areas CCDS has selected to focus on for growth and continued monitoring. The entire summary of results for teacher, parent, and student surveys are in the evidence folder.

Faculty Survey

In 2014 there were 26 responses. In 2015, 39 responses were received from staff members.

Strengths

Faculty comments identified the strengths in CCDS lie in its innovative and collaborative teachers, a community feeling, autonomy in the classroom in regard to instructional approaches, and the feeling of being supported by staff, administrators, and parents. Overall, the faculty enjoys working at CCDS.

School Climate

Sixty-seven percent feel collegial relationships are strong with 26% in strong agreement. This equates to over 90% of teachers feeling they have a working relationship conducive to learning. One hundred percent of respondents feel the administration is responsible for maintain a positive climate and is accessible in addressing comments or concerns. Staff believe they are working in an innovative environment with a strong sense of community.

Instructional Program

Fifty-six percent of teachers reported the curriculum is always based on Common Core State Standards with 41% reporting frequently. Ninety-seven percent of teachers reported making cross-curricular connections and have their students perform a wide variety of activities in their class such as presentations, projects, group assignments, experiments, and written reports. Sixty-one percent frequently inform their students of the content standards covered in their class with 100% of staff reporting they provide sufficient feedback on student achievement. Eighty-seven percent agreed or strongly agreed the curriculum addresses the development of learning skills such as writing, reading comprehension, and research.

Professional Development

Ninety-eight percent reported they use weekly collaboration time to meet, with 100% agreeing or strongly agreeing they have sufficient opportunities to attend professional development.

Facilities

One hundred percent of teachers responded that they agree or strongly agree the campus is clean and well-maintained.

Parent Survey Winter 2014 and Fall 2015

In 2014 parents were surveyed to assist the LCAP Committee in establishing goals and actions for the early 2014-2015 school year in which 97 parents responded. Parents were again surveyed, eliciting 110 responses.

Strengths

Overall, both parent surveys show positive responses about strong family involvement, community feeling, field study trips, innovative curriculum, and staff. In 2015, parents were surveyed on the use of technology. Fifty-one percent of the 92 surveyed stated they felt their child had adequate opportunities for learning through technology.

School Climate

Sixty-one percent agreed and 36% strongly agreed that the school's physical plant is a safe campus. Seventy-eight percent reported always feeling welcome upon entering the school office, with 20% responding that most of the time they felt welcomed. Compared to parents surveyed in 2014, this is a big improvement. Many in 2014 commented on not feeling welcome. Ninety-six percent of parents are aware of CCDS life skills. Fifty-five percent agreed and 34% strongly agreed that administration is accessible to parent questions and concerns.

Rigor of Educational Program

In the 2015 survey, 95% of parents strongly agreed/agreed that students are challenged academically. In response to the WASC 2010 recommendations to address the needs of gifted learners, parent comments reveal awareness of the school's Highly Effective Teaching/Project-Based Learning focus, as well as extensive use of technology in the classroom. In the 2014 and 2015 surveys, parents commented on the creative and innovative program at CCDS. Parents also notes a need for foreign language in the curriculum.

Co-Curricular Program

There remains a high interest in maintaining the art, music, garden, and library programs according to both the 2014 and 2015 parent surveys. Parent comments in both surveys indicated CCDS strengths and attractiveness are the field study trips and music programs.

Table 34: PARENT INTEREST SURVEY

| 2014 Summary of Parent Interest Survey | | | | | |
|--|-----------------|----------|-------------------------|-----------------|----------|
| Topic | High/ Strong | Low/Weak | Topic | High/ Strong | Low/Weak |
| Foreign Language | 88% | 12% | Classroom Music | 82% | 18% |
| After School Sports | 82% | 17% | Band | 67% | 33% |
| Field Study Trips | 99% | 1% | Assemblies | 72% | 28% |
| Student Social Events | 84% | 16% | Access to Technology | 97% | 3% |
| Access to Library | 93% | 7% | | | |

Facilities

The 2010 WASC visiting team indicated that the school’s biggest liability was its physical plant. The final renovation and modernizations of classrooms and bathrooms were completed in September 2014 in the elementary school and in March 2014 in the middle school, with the gym ready for student use in February 2015. Prior to the completion of the elementary project, 37% of parents noted that facilities were not in good repair. Forty-seven percent of parents felt the facilities were excellent in the same year, but this accounts for the middle school being completed a year before the elementary side. In the 2015 survey, 98% of responding parents felt the school was clean and well maintained.

The 2013 WASC visiting team also pointed out the need of an improved library space. This was accomplished during the renovation in 2014. There were several parent comments in 2014 prior to renovation addressing the fact there was no access to the library. The 2015 parent survey noted that 92% felt the library was accessible to their child and used it to check out books.

Student Perception

For the Fall 2015 survey, 288 students responded from Grades 4-8. In the previous Spring 2014 survey, 61 students responded in Grades 6-8.

Strengths

Ninety-five percent of the student comments reflected positive feelings about CCDS. Many mentioned connections with teachers, interesting learning environments and the community feel. Here are a few comments:

- “We get to do a lot of cool projects. I like having the freedom. I also LOVE advisory on Friday it is awesome! I can get to know the older kids and fit into middle school.”
- “I have friends that LOVE me and CARE for me, just like I do for them!”
- “When I am there I feel safe and ready to learn things that will help me in my job when I am older.”
- “They support everyone, and have interesting and fun projects.”

School Climate

Where in 2014, 81% of students in Grade 8 Agreed or Strongly Agreed feeling safe at school compared to 73% of students in Grades 4-8 in 2015. In 2015, 34% of students liked coming to school, while 45% reported Sometimes. Fifty-two percent said the Always Feel Comfortable Asking Questions of their Teacher. Forty-five percent said Sometimes.

Eighty-one percent reported being aware of CCDS life skills, with 17% reporting they had some knowledge of some. in 2014, 81% students in Grade 8 Agreed or Strongly Agreed feeling safe at school.

Rigor of Educational Program

In 2014, 99% of students in Grade 8 Agreed or Strongly Agreed that CCDS provides a good education, while 26 students reported always being given challenging work (2015 Survey). Sixty-eight percent

reported Sometimes. In the 2015 survey, 98% Strongly Agreed or Agreed that the school provides a good education, given sufficient textbooks and materials, and prepares them for future career and college paths. On the 2015 survey, 54% of students reported they perform a wide variety of activities in classes such as presentations, projects, groups assignments, experiments, and written reports, with 39% reporting Sometimes. Forty-six percent reported working on or planning a project for Project-Based Learning. Thirty-one percent said they'd be doing so in the future. Twenty-four percent (68 students) reported they would not be working on a PBL project, which was concerning since CCDS has been in full PBL implementation for several years. This has led our teaching staff to better explain PBL and the PBL projects with their students, leading to a better understanding of this method.

Technology

Ninety-six percent of students in Grades 4-8 reported frequently using technology in the classroom. This addresses in improvement made since the 2010 WASC team recognized a need for increased use of technology in the elementary grades.

Facilities

In 2014, 46% of eighth-grade students surveyed Strongly Agree and 30% Agree that the school was safe, clean, and in good condition (including restrooms and drinking fountains). In 2015, 54% of students felt the building was always maintained and clean ,with 42% reporting “Frequently.”

Teaching Staff

The 2014 survey indicated that 61% of students Agree or Strongly Agree that the school contacts their home if absent, and 50% looked forward to coming to school each day. While a majority of students feel the teacher contacts home if they are having difficulty, fewer felt their teacher works with parents/guardians to assist students in doing better on their class/homework. Eighty-eight percent believe teachers are qualified. Seventy-one percent said teachers were well prepared. Ninety-six percent of respondents Agree or Strongly Agree that teachers are well-informed and knowledgeable about their subject matter. Eighty-eight percent of students in Grade 4-8 believe teachers are well qualified to support student learning.

Chapter 2: Progress Report

Chico Country Day School's last full accreditation by WASC was in 2010. The school received a six-year accreditation with a mid-term review. The mid-term review was in May 2013. At that time the visiting committee toured the school and reviewed progress on meeting recommendations proposed by WASC in 2010. No additional recommendations were made in 2013. In a letter to the school following the visit, CCDS was praised for its esprit de corps and progress made towards meeting all seven critical areas for improvement since the last full review. The school was encouraged to continue to revise its Schoolwide Action Plan, as needed and without external monitoring.

Since the 2013 mid-term review, the WASC Leadership Team for CCDS has maintained several of its core leaders, including parents, teachers, and staff. The consistency in participation has helped to facilitate a potentially cumbersome process, and new "recruits" have kept the workload from becoming onerous.

In 2014, members of the WASC Leadership Team in tandem with staff, faculty, board members, parents, and students, embarked on another self-study assignment--the Charter Petition Renewal, as required by the Chico Unified School District. In order to continue operating, every charter must be re-authorized (or renewed) every five years. Renewal applications must meet the same legal requirements and cover all the required elements of a charter petition, but in addition, they must include renewal criteria demonstrating school progress and success, including state API data.

CCDS' preparation for the WASC mid-term review greatly bolstered the assembly of the renewal application. More than 40 CCDS community members, including board members, teachers, staff, students, and parents, attended the school district hearing on the charter petition. The petition was unanimously approved, with praise shared at the

hearing by several of the district's board members who had the opportunity to hear passionate testimony from CCDS students and teachers.

Following the submission of the charter renewal, CCDS administrators dove directly into preparations for the Local Control Funding Formula Information and Resources for Parents (LCAP) report. The 2015-2018 report outlines how CCDS intends to meet annual goals for all students, with specific activities to address state and local priorities pursuant to Education Code Section 52060(d). While this appears like another massive undertaking by the school community for the third consecutive year, CCDS utilized members from the initial WASC Leadership Team to incorporate the development of ongoing reporting requirements into a continuous WASC planning cycle. Over the next year, this group plans to formalize its role as specifically WASC-oriented, under which all of the school's planning activities take place. By doing so, it hopes to reduce stakeholder confusion in regard to what seems like multiple planning efforts and also better familiarize the entire community with WASC—its purpose and scope, and its continuous cycle of reflection and improvement.

As was done for both the WASC Mid-term Report and the Charter School Petition for Renewal, student profile data was updated, significant developments charted, and schoolwide goals assessed and revised as needed. Public meetings (Fireside Chats), board workshops, student and parent surveys, and special appearances at meetings and in weekly e-flyers and monthly newsletters increased over time as preparations for the 2016 Focus on Learning Report expanded. Teachers, staff, board members, parents, and students who had played a vital role in previous reports were invited to join WASC focus groups in areas where they had experience and skills.

While the content and audience for each of these reports is sometimes unique, the overall themes are comparable and allow the community to apply their collective knowledge and experience across a range of reporting requirements. Most importantly,

these cycles of self-study activities keep CCDS stakeholders aware and involved in an ongoing improvement process.

New Campus, New Pride

Among the most significant developments since the 2013 mid-term review is the complete renovation and upgrade of the school's physical plant, including technology infrastructure. Listed by the WASC visiting team in 2010 as the "single biggest liability" of the school, CCDS was able to complete and implement plans to move ahead with renovations in 2014. The new campus was completed in 2015. Here are short summary statements of other CCDS highlights:

- Project-Based Learning grants totaling \$100k over the last three years have provided training for all of CCDS' teachers. CCDS staff also collaborate with development grants awarded to outside agencies, such as the Engaged Grant (Inspire Charter High School), iSTEM (CSU, Chico and Butte County Office of Education), and the Visual and Performing Arts grant awarded to CSU, Chico.
- The use of technology has increased with the state-approved Technology Plan, incorporating iPads and Chromebooks into all classrooms. CCDS' technology infrastructure was updated to a wireless capability to up to 1 gigabyte per second.
- Common Core Math programs were purchased in 2014 which included College Preparatory Math for sixth grade and Go Math! from Houghton Mifflin Harcourt for kindergarten through fifth grades. This provides students with a Common Core curricular continuum at the elementary and the middle school.
- Professional Development opportunities were expanded to meet the needs of all staff in light of the change to Common Core, Project Based Learning, and continual technological advancements.
- Student referrals, suspensions, and absenteeism has decreased as a result of introducing the school's Positive Behavior Intervention and Support program, restructuring the bell schedule and assigning an Assistant Teacher Leader to address

tardiness and absenteeism. CCDS is part of the Butte County charter school School Attendance Review Board (SARB), and works with other charter schools and community members.

- The kindergarten through eighth grade RtI program is under the direction of a credentialed special education teacher in the role of RtI coordinator.
- A two-day Google Apps For Education conference to promote student learning was hosted in September 2015 and was attended by 85% of CCDS teachers and staff, in addition to 500 participants from surrounding school districts.
- The special education program was restructured and strengthened. In 2012, a new Learning Resource Center was established.
- The new library opened in August 2015 with a part-time credentialed teacher librarian working in conjunction with teachers & students to utilize resources.
- The new gymnasium/multi-use building was opened in December 2014 and is used for assemblies, lunch, athletics and other school activities.
- The 12,000 sq. ft. middle school building was purchased in 2011 and renovated in 2013-2014. Middle school students moved into the newly renovated building in March 2014.
- Two new play structures were installed on the elementary school quad and the designated pre-school/kindergarten play area.
- The Google-certified instructor attended intensive technology training at the Google Teacher Academy in 2014, gaining hands-on experience in Google tools, innovative instructional strategies, and access to resources to share with colleagues. He serves as a support in sharing innovative resources with colleagues and students across grade levels.
- Building a strong community was further emphasized with the addition of a community liaison to improve communication across stakeholders.
- Next Generation Science Standards (NGSS) were implemented.
- 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; Middle school teacher Kelly Clarke was nominated as Middle School Teacher of the Year in 2015-16 by California League of Schools.

- CCDS maintains full capacity of 557 total enrolled students, with 141 students waitlisted.
- Middle school electives have been expanded to include Spanish, history of music, dance, theater, videography and computers, cooking, yearbook and a robotics elective.
- Google Chromecast is utilized for the science room for Grades 7-8.

2010 Critical Areas for Improvement

At its last full study visit, members of the WASC visiting team made seven recommendations in their follow-up report. Although CCDS was noted at the mid-term review as having made significant progress in addressing these recommendations, also referred to as Critical Areas for Improvement, the school continued to highlight these issues in its Schoolwide Action Plan and indicate further progress since 2013. Following is a list of the original 2010 recommendations:

1. Must anticipate and develop plan for how to maintain the close, interpersonal feeling of the school as the number of students and families increases; will need to adequately address the educational and social needs of a more diverse population;
2. Strengthen technology in primary and elementary grades; improve library facility with wider selection of books and access to technology;
3. The physical plan of CCDS is its greatest liability, although parents are quick to point out that the quality of the program trumps the weakness of the facility. This liability is especially noticeable with regard to the multi-purpose room, the library, and outdoor play space;

4. Develop plan to continually challenge GATE students in absence of a formal program;
5. Complete vertical alignment of writing and math for all grades;
6. Start a writing portfolio to track student progress across grades.
7. Provide additional staff training as more sophisticated technology is integrated into the system.

Evaluating Progress through a Systematic Cycle

To improve school effectiveness, CCDS strives to maintain an ongoing cycle of integrated planning that includes evaluation, delineation of goals and objectives for improvement, resource allocation, and re-evaluation. Participation in the annual process is open to all stakeholders and provides the basis for decisions about resource allocation through an integrated process including all aspects of resource needs and requests. Both the annual and longer-range planning processes are data-informed through outcomes assessment, student achievement data, and student demographics readily available on the CCDS website. In addition, reports, such as student and community profile data and syntheses of program reviews, are assembled to inform integrated planning and data-based evaluation.

In the Schoolwide Action Plan presented to WASC in 2013, action plan goals were revised to reflect the 2010 recommendations with specific tasks tied to these goals to demonstrate progress since the recommendations were made and/or plans for pursuing future action. As part of CCDS' ongoing self-evaluation process, these goals and related activities are revisited as part of larger all-staff/faculty retreats and during preparations for other institutional reporting requirements, including most recently the Charter Petition for Renewal (2015) and the Local Control Funding Formula Information and Resources for Parents (LCAP) report (2015).

Progress Report on 2013 Action Plan Goals

Following is a summary of progress in each section of the WASC 2013 Action Plan.

Goal 2013 1 focused on improving and supporting learning through instructional strategies and supports designed to meet a range of needs of CCDS' diverse learners—both struggling and advanced. Shortly after the last full-study visit, a committee was formed to evaluate existing curricula with special attention to a range of diverse learners at the school. One focus of this committee, called the Diverse Learners Committee (DLC), was a detailed evaluation of the school's GATE-style lessons in absence of a formal GATE program. This review helped focus attention on the Highly-Effective Teaching (H.E.T.) Education Model (formerly known as Integrated Thematic Instruction) practices at CCDS since the school's inception. The H.E.T. model, in addition to an expanded focus on Project-based Learning (PBL) at each grade level, form a solid foundation for the kind of experiences unique to the GATE program. (cite specific evidence of gifted students benefitting; use Chapter 1 data)

As highlighted previously in this chapter, the school's vastly improved technology supports—both in terms of its expanded infrastructure as well as ongoing software and hardware acquisitions—have bolstered learning opportunities for all stakeholders, especially students (cite specific evidence; ref Chapter 1 data). A new Learning Resource Center and new hires in areas of special education and RtI have also improved more targeted supports to students (cite specific evidence; ref Chapter 1 data).

The restructuring of the Bell Schedule, as outlined in detail in the 2013 Mid-term Report, also improved safety and had the effect of decreasing playground misbehaviors and the overall number of student referrals (cite specific evidence; ref Chapter 1 data). These changes coincided with the full implementation of the school's Positive

Behavioral and Supports (PBIS) program, which was initially being explored in 2010. The program was first implemented in 2012 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 (cite specific evidence; ref Chapter 1 data). Across classrooms, teachers were encouraged to identify common vocabulary so students and faculty could speak the same “language.” This new system not only reflects the CCDS culture, but it also focuses on the life skills the school actively promotes. While negative consequences remain in place for students making poor choices, the emphasis is now on positive choices, with built-in rewards honoring good behavior.

Goal 2013 2 and Goal 2013 3 placed special emphasis on ensuring that students develop basic competencies in reading, mathematics, and writing. Following the 2010 full-study visit, a Math Committee and a Writing Committee were both formed to address shortcomings in these areas. Math Committee members have attended extensive training over the past few years at a leadership academy on Common Core State Standards Mathematics (CCSSM) (cite specific evidence; ref Chapter 1 data).

As a result of this extensive professional development, new intervention programs were piloted and AIMSweb, an assessment and progress monitoring tool for reading and math, was adopted. Chico Country Day School is currently using Go Math! to reflect the expectations of the Common Core State Standards.

The Writing Committee researched best practices that meet Common Core State Standards and blend with Project Based Learning. Staff practiced the process of using rubrics at every grade level, collected writing samples and developed a series of benchmark and exemplar samples for all grade levels. The “Writer’s Workshop” was

chosen to ensure a cohesive writing continuum was in place from K-8. In this method, Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. The Writing Committee provided our first year of Professional Development and a second year is planned as teachers begin to use units of study and fully implement this method of instruction.

Goal 2013 4 echoed concerns stated in the first goal about anticipating the consequences of growth and diversity and being prepared to put plans in place to maintain the close, interpersonal feeling of the school. In 2012, following the 2010 recommendation about this same concern, CCDS hired a Community Liaison, a new position created expressly to help resolve communication gaps as the school's enrollments grew. In her full-time role, Lisa Hoppe has successfully used technology, social media, and other forms of outreach to better connect families and other stakeholders to school activities, events, and happening at the school (cite perception data; ref Chapter 1 data). The curriculum shift to PBL also addresses part of the challenge associated with growth by providing students with tools to build bridges where there are persistent gaps (cite specific evidence; ref Chapter 1 data). The strong PLB emphasis on communication and facilitation also provides teachers and staff with tools needed to maintain a warm, friendly culture on campus.

Additionally, a PBL focus has drawn interest from other local schools. As a result, CCDS has been asked to participate in staff development grants awarded to outside agencies, such as the EngagED Grant (Inspire Charter High School), iSTEM (CSU, Chico and Butte County Office of Education), and the Visual and Performing Arts grant awarded to CSU, Chico, of which CCDS is an active partner (cite specific evidence; ref Chapter 1 data). Becoming a stronger community partner through these opportunities has helped CCDS parents and other stakeholders feel positive about the direction the school is headed and helped preserve the strong sense of "community" on

which the school was originally founded (cite perception data; ref Chapter 1 data). Maintaining small class sizes also facilitate closeness, despite overall growth of the school (cite specific evidence; ref Chapter 1 data).

Goal 2013 5 addressed needs to ensure board policies aligned with educational goals and sound practices. While the board has complied with all of the activities outlined in the 2013 report, they have requested greater involvement in an ongoing planning and self-reflection cycle. These conversations with the board and other stakeholders helped the WASC teams agree upon a new goal for the revised Schoolwide Action Plan (Goal 5), dedicated to formalizing a commitment to ongoing, data-driven planning involving a greater number of stakeholders across the community.

Goal 2013 6 encouraged forward momentum in regard to the modernization and beautification of the CCDS physical plant. Since then, the entire physical plant has undergone construction and a complete reorganization of its physical layout (cite specific evidence; ref Chapter 1 data). 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 Gymnasium/Multi-Use building (2015)
- New 850 square-foot Library (2015)
- New 705 square-foot Music Room (2015)
- New 445 square-foot Kitchen (2015)
- New restrooms and classrooms (2014)

In 2012, the California Department of Education and the DSA (State Architect) approved the school's final Modernization Plan using Prop 1D funding. A major component of the plan included much needed open field space for the growing student

body in addition to the replacement of old buildings. The plan also provided for a larger gymnasium/multi-use building for school activities, sports, and assemblies. Additionally, a 12,000 square-foot building was purchased in 2011 directly across the street from the current site. This space was designed to accommodate the entire Middle School program, modeled after the High Tech High plants in San Diego County. The movement of 200 students and staff to this facility has greatly reduced the pressure of overcrowding at the original site, reduced traffic congestion in the neighborhood, and become a focal point for public meetings, site visits by other schools, and is a natural center of creativity by its design and function.

Goal 2013 7 addressed a tree removal concern that affected safety and play space. These trees were removed as part of the overall renovation of the physical plant and therefore no longer provide a safety threat nor impede play (cite specific evidence; ref Chapter 1 data).

Chapter 3: Summary from Analysis of Profile Data and Progress Report

The student and community profile data reinforces some ongoing trends for which current CCDS policies and programming are meant to address. CCDS continues to make positive adjustments in areas related to outreach and recruitment of a more diversified student body. New math programs were adopted to help students transition to the new Common Core State Standards and to address a persistent drop in test scores in Grades 5-6. Strengthened policies are in effect to help reverse absenteeism rates, with early signs of success. Finally, the complete renovation of campus and expanded technology infrastructure since the 2013 Mid-term Report have enabled CCDS to provide the kind of environment in which students can thrive and where project-based learning can be fully implemented. Since the renovations, the school has also become a destination for the Google Apps for Educators (GAPE) conference, among others.

Chico Country Day School strives to mirror the demographic composition of the larger Chico Unified School District. The school celebrates diversity in the curriculum, and administrators, teachers, and staff feel strongly that the learning environment is enhanced by increasing the number of students and families from diverse backgrounds. While the school continues to take active measures to attract greater diversity, it remains less diverse overall than the school district as a whole.

In 2012, in response to a WASC recommendation to develop a plan to maintain the close-knit community feeling of the school, a new position was created to improve communication across stakeholders. Since then, the full-time Community Liaison has successfully used technology, social media, and other forms of outreach to better connect families and other stakeholders to school activities, events, and happenings at school. Outreach materials were also translated into two foreign languages and

distributed in communities where the school had not before been actively recruiting. The Community Liaison also attends monthly meetings of the board of directors. Her direct connection to parents and caretakers allows her to stay abreast of current issues and to connect people to resources as needed. According to a parent survey sent in fall of 2015 , 99 % of parents indicated they are aware of volunteer activities at CCDS and used the newsletter, website and e-fliers to stay current on CCDS information.

While creating a more compassionate culture helps build a reputation for being more welcoming to students and families from diverse backgrounds, CCDS has implemented additional policies with potentially more direct benefits in achieving greater diversity. In 2014, the board of directors approved an increase in the percentage of students enrolling from the Barber neighborhood, where CCDS resides. The local neighborhood has a high percentage of Socio-Economically Disadvantaged families, who do not all benefit from the close proximity of the school because of the overwhelming number of applicants through the school's lottery system. Effective last fall, 20% of Barber kids were admitted into kindergarten, compared to only 10% in previous years. An additional benefit includes the reduction of automobiles driving across the city of Chico, twice per day, since many Barber Yard families walk or ride bikes to school due to the close proximity.

The school is currently exploring the feasibility of showing preferences for other nearby neighborhoods with a traditionally underserved population, and a proposal will reach the Board of Directors by March 2016. Chico Country Day School is also working closely with the local neighborhood association, expanding its word-of-mouth through the association network and donating the school's newly renovated meeting space for monthly association meetings and other neighborhood activities.

The population of students of color at CCDS has minimally increased with white students representing 78% of the population in 2015/16 as compared to 81% in

2012/13, and for example, Hispanic students representing 11% in 2015/16 as compared to 9% in 2012/13, the total number of Socio-Economically Disadvantaged students has also remained relatively static as well, with 111 in 2015/16 as compared to 106 last year – on average approximately 20% of the total student population at CCDS. Although the majority of children who qualify as SED are white, this group is often challenged in ways other kids are not—traditionally there is less opportunity for enrichment at home and less access to extracurricular activities. Creating an environment where all students feel welcomed and where additional academic and social supports are available has been part of the school’s plan to maintain a close-knit community. However, the static numbers do deserve another examination and new ideas for increasing diversity should be employed.

The profile data reveal other areas for growth, including a drop in API scores in 2012-13. In 2012, CCDS had API scores of 873 following several years of steady increases. In 2013, the score dropped to 844 and growth targets for Socio-Economically Disadvantaged (SED) students were not met. The discrepancy between white and SED student categories was especially stark. In 2013, the API score for white students was 889 compared to 795 for SED students—a 94 point gap. While white students comprise a majority of students who make up the SED category, the message was clear—implement more effective ways to support kids who don’t have the same opportunities and resources as more privileged groups. While API is no longer the measure, we can still learn from the data in terms of equity and issues surrounding access to curriculum and intervention strategies.

Several constructive interventions have occurred in response to these performance data. In 2012, a new Learning Resource Center was established and new hires in areas of special education in middle school and RtI were added expressly to provide support for struggling students. Consistency in staffing in special education has resulted in greater trust between special education, classroom teachers, and parents, as well as students

with special needs. RtI interventions were expanded in 2015/16 to all grades, K-8. The library has been re-opened, providing K-8 students with access to reading materials.

The restructuring of the Bell Schedule also improved safety and had the effect of decreasing playground misbehaviors and the overall number of student referrals. Staggered pick up times after school and decreased lunch recesses (to 35 minutes) were implemented after seeing data indicating problems with a longer lunch recess. Implementing safety procedures, such as the “freeze bell”, which increases physical proximity awareness has helped reduce collisions on the playground. The school also has continued a strong PBIS emphasis throughout both the middle school and elementary campus, and re-introduction of the life skills occurred in 2015/16. Emphasis on communication and facilitation also provides teachers and staff with tools needed to maintain a warm, friendly culture on campus.

Additionally, a stronger focus on project-based learning has drawn interest from other local schools. As a result, CCDS has been asked to participate in staff development grants awarded to outside agencies, such as the EngagED Grant (Inspire Charter High School), iSTEM (CSU, Chico and Butte County Office of Education), and the Visual and Performing Arts grant awarded to CSU, Chico, of which CCDS is an active partner. Becoming a stronger community partner through these opportunities has helped CCDS parents and other stakeholders feel positive about the direction the school is headed and helped preserve the strong sense of “community” on which the school was originally founded. It has also helped spread the word that CCDS welcomes people from all backgrounds.

Recent profile data also show a slight rise in chronic absenteeism. Recognizing that one measure of a school’s culture is its attendance rate; CCDS has aggressively pursued a solution to this downward trend. Existing policies on addressing persistent absences were not proving particularly effective. In 2015, a parent focus group was convened to

address the issue and analyze the data. Several participants, some with experience in areas of social work and education administration, helped the school develop new strategies to improve attendance rates. The Board of Directors voted to give one teacher release time on Fridays, effective fall 2015, in part to work with teachers and families on identifying and addressing chronic absences. At the recommendation of the parent group, the teacher joined the Butte County Charter School Attendance Review Board (SARB), a local group of representatives from various youth-serving agencies. Since joining SARB and moving ahead with several new attendance procedures—including having teachers be first point of contact with absent students and their parents—tardies have dropped dramatically and fewer students are chronically absent this year compared to last year at the 100th day of school. New board policy regarding chronic absenteeism will be proposed at the March 9, 2016 Board of Directors Meeting. These changes coincided with the ongoing implementation of the school’s Positive Behavioral and Supports (PBIS) program, which was initially explored in 2010. The program was fully implemented in 2012 with the introduction of three basic tenets: (1) Be safe, (2) Be responsible, and (3) Be respectful. Across classrooms, teachers are encouraged to identify common vocabulary so students and faculty can speak the same “language.” This new system not only reflects the CCDS culture, but it also focuses on the life skills the school actively promotes.

While the school’s demographic profile has remained relatively constant over the past few years, the number of students testing at proficient and advanced levels has declined since 2010—more so in math than in other subject areas. According to recent test results, including the 2015 CAASPP math scores, students in Grades 5-6 are especially vulnerable. For example, in 2015, only 11% of students in Grade 5 and 7% of students in Grade 6 “exceeded standards” compared to 17% of students in Grade 4 and 35% of students in Grade 8. Furthermore, 28% of students in Grade 5 and 20% in Grade 6 “do not meet the standard” compared to only 7% in Grade 4 and 18% in Grade 8. While these scores represent a new testing format and new standards, the trends in math—

especially in Grades 5-6—is not new and is somewhat vexing, considering the same group of students as third and fourth graders were performing well above growth targets and also returned to high performance levels in Grades 7-8.

Adding to the confusion, performance data for these same years show consistently high scores in science for Grades 5 and 8. For example, of this same group of fifth graders, whose performance dropped precipitously in math in 2015, 71% scored proficient/advanced in science. Grade 8 students scored 73% proficient/advanced in science. Overall high performance in science—in Grade 5 and 8—has been a consistent trend in test scores for several years.

Recognizing that math scores were on a downward trend and that Socio-Economically Disadvantaged students required additional support, the teachers adopted two new math programs in 2014, in part to help students with the transition to CCSS. Common Core State Standards-based Go Math!, for example, is a hybrid program designed specifically to guide students in making the transition to more “hands on experiences” in learning and sharing math concepts in the classroom and at home. The program’s digital component also prepares students for the computer-based testing format of CAASPP and other exams and assignments.

Additionally, Houghton Mifflin has provided professional development to assist teachers with the transition to the new math programs. These programs also come with tutorials for students and teachers. An additional 30 minutes has been added to the RtI math curriculum, specifically to support struggling learners, and a select group of teachers in Grades 2, 4, 6 are part of a Mathematics Task Initiative (MathTIME) for middle and elementary schools. This is a three year grant that provides professional development in Common Core Math, best practices for math instruction, math coaching and practice in lesson study.

Another three-year commitment through CSU, Chico is designed to prepare teachers to

implement instruction that engages students in STEM (science, technology, engineering, and math) learning experiences. Three CCDS teachers are participating in the iSTEM program , bringing new ideas and practices back to the school and mentoring their colleagues. The participating teachers have participated in one round of STEM lesson study which included collaborative lesson planning, team teaching, peer observations, and a meaningful lesson debriefing experience. This process strengthened the lesson planning skills of the teachers creating collaborative lessons while focused creating a deep learning experience for students. The peer observation portion of this grant promotes personal growth for those observing teachers. By creating collaboratively designed lessons that connect common core math to Next Generation Science standards, students are able to learn math in real world situations allowing for a deep understanding.

As CCDS expands its PBL curriculum, teachers and administrators feel strongly that the real-world learning projects and “being there” emphasis are the best-possible approaches to CCSS and fit well with the charter philosophy and teacher-led focus of this school. Research suggests, and CCDS teachers are finding, that the PBL model reaches all kids-low and high-achieving. With \$100k in grant funding supporting professional development in this area, CCDS teachers continue to sharpen their skills with regular visits to High Tech High Graduate School in San Diego, CA. For the 2015-16 school year, three teachers and two administrators have three visits scheduled to the graduate school for the High Tech High Leadership Academy.

While the program involves intensive training and reading, the participants are invigorated and committed to sharing new practices with their colleagues. This year’s five participants must also complete a project as part of their training, the focus of which is to support CCDS teachers in developing Exhibition Night, a PBL “culmination experience,” started at CCDS for the first time last spring, as well as develop a strong organizational structure that supports PBL as the school moves

forward in the future.

As discussed in Chapter 2, the greatest demonstration of progress at CCDS has been the complete renovation and upgrade of the school's physical plant, including the technology infrastructure, which was upgraded through e-rate funds in summer 2015. These improvements have positioned the school to provide the kind of learning environment that fosters student success. Access to technology across grade levels and an expanded infrastructure to support new tools, plus a new gymnasium/multi-use facility, library, and music room, all provide students access to resources where they can thrive.

Additionally, the new schoolwide math curriculum aligned with CCSS and expanded professional development opportunities in math and PBL for all teachers and staff ensure everyone is prepared to maximize learning opportunities and contribute to a positive culture where learning and growth is the common denominator. With a Google-certified instructor on staff, and as past and future host of the Google Apps for Educators (GAFE) conferences, the school's new facility and its investment in ongoing professional development have expanded its reach within the broader community of educators as a resource for building stronger schools. The implications of this kind of outreach suggest greater opportunities to improve student performance at CCDS.

Identification of Critical Learner Needs

With this critical reflection on teaching and learning, identifying Critical Learner Needs (CLN) was a natural outgrowth of the self-study process. They are:

1. A need for maintaining equitable, targeted intervention programs across grade levels for all students
2. A need to improve average daily attendance to maximize a positive learning

environment for all students (correlating ESLRs: (1) Held to high expectations; strong academic skills; (2) Good citizenship; healthy lifestyle; (3) Creative thinker; problem-solver; lifelong learner)

The first CLN correlates with all three Expected Schoolwide Learning Results (ESLRs). By maintaining and expanding targeted intervention programs across grade levels, CCDS demonstrates its commitment to cultivating strong academic skills and high expectations thereof. Because we know that good citizenship and the promotion of healthy lifestyle are an integral part of a 21st Century education, the school's commitment to supporting all students also correlates with ESLR #2.

The third Expected Schoolwide Learning Result suggests that CCDS students will learn to be creative thinkers, problem-solvers, and lifelong learners. The first Critical Learner Need also corresponds to ESLR #3, demonstrated specifically in the school's commitment to project-based learning and its transition to CCSS, where problem-solving and creativity are essential to student success.

The second CLN targets a specific issue (attendance) and also reinforces a WASC 2010 recommendation about culture and school environment. This concept of being a place where students and families feel "at home" and supported in learning and growing is essential to CCDS' mission and a foundation for student success. This Critical Learner Need also correlates with each of the Expected Schoolwide Learning Results in the pursuit of achieving and maintaining a teaching and learning environment that fosters self-confidence, strong skills, good citizenship, and a love of learning.

Important questions raised through self-study process

A number of questions were raised throughout the process of reviewing student and community profile data. The key questions, which have informed the development of

CCDS action plans and goals, are listed as follows:

1. Do we have useful universal assessments in language arts and mathematics to appropriately identify student needs?
2. Are we appropriately meeting the needs of our academically struggling students in Grades 6-8?
3. Are we giving ourselves needed time to assess and improve upon current programs and activities?
4. Do all CCDS stakeholders fully understand grade-level academic goals?
5. Are we prepared to meet the demands of an increasingly diverse student population?
6. How will CCDS assist all stakeholders in embracing a more diverse school culture?

Chapter 4: Self-Study Findings

Chico Country Day School constantly strives to maintain a clear vision of the knowledge, skills and behaviors its students should be able to know and to demonstrate. The policies and practices of CCDS are centered around research and the needs of its student population. This attention to current research and the student/parent population has created a rich program where all students have the opportunity to succeed and to gain the tools necessary for future accomplishments.

A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The mission of CCDS is to provide a safe, joyful community where all learners are inspired to achieve their personal best. The mission and the vision that supports its success relies on and is impacted by a number of variables.

Chico Country Day School believes in the potential of all students. After examining our student profile and the demographics of Chico, CCDS changed its policies to encourage more families from the local neighborhood to attend the school. Now 20% of kindergarten lottery spaces will be filled by children from the local neighborhood.

As the school's demographics have changed, the school has responded with a strengthened Response to Intervention (RtI) program (Charter pg. 28) and reallocated resources to English Language Development. In November 2015, staff examined school demographics and the most recent LCAP. CCDS discovered that changes in the RtI structure were required to better meet the needs of our students. Staff are currently

[CCDS Charter Renewal 2015-2020](#)

[CCDS Mission and Vision](#)

working on those adjustments so that middle school students are more equitably served.

Chico Country Day School's purpose and goals have been influenced by the LCAP. At the August 12, 2014 board meeting, the members of the Board discussed goal setting for the 2014-15 school year reflecting the LCAP.

In order to create a future citizenry that is respectful and responsible, CCDS includes character education as part of its vision. The school teaches life skills and uses a Positive Behavior Intervention and Supports (PBIS) program. Both of these tools are researched based and fit into the schools foundation on integrated thematic instruction. Teaching life skills has been a major component of the school's program from the beginning. The Integrated Thematic Instruction approach by Susan Kovalik includes instruction in life skills and lifelong guidelines. CCDS blends the two ideas into what the school teaches as life skills. A life skill of the week is discussed at flag salute at the beginning of each week. Each grade level focuses on a few life skills throughout the year. By the time students reach middle school, they are well versed in life skills. The Positive Behavior Intervention System was developed following staff examination of assertive discipline data. The school developed universals for common areas and classrooms that reflect safety, respect, and responsibility.

The school vision, mission, and learner outcomes are largely influenced by the educational beliefs of the research-based programs embraced by CCDS. The school was founded on the research of Susan Kovalik, who promoted Integrated Thematic Instruction, including character education (Charter pg. 16). New research did not lead to a change in vision; rather it changed how CCDS fulfills that vision. With the expansion of the Middle School Program and as the staff learned more about new research on Project Based Learning (Charter pgs. 24-27), the school adopted this approach to strengthen integrated thematic instruction, address our mission, and achieve our vision.

[CCDS LCAP](#)

[Who We Are:
ESLRs \(Learner
Outcomes\)](#)

[November
Equity Meeting](#)

[Board Meeting:
Goals](#)

The process to ensure that the school’s mission is accomplished relies on the participation of many varied stakeholders. Involving diverse stakeholders begins at the top of the organizational chart. The CCDS Board of Directors reflects the varied experiences and needs of the school community. As stated by the school’s charter, “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.” This diverse group of leaders is charged with the responsibility to guarantee that the school’s vision and mission are met. The board has overseen the development and facilitation of the charter, LCAP, ESLRs, and organizational structures. The school has begun the process of moving from ESLRs to Student Learning Objectives (SLO). Staff believes that changing from ESLRs to SLOs for sake of a WASC visitation is inauthentic. The WASC leadership team at CCDS elected to keep ESLRs in the document. A review of our ESLRs and the development of SLOs is scheduled for the spring. A process of regular review and or revision is also being created that should operate independently from a WASC visit or charter renewal.

[Board Meeting:
Charter](#)

[Board Meeting](#)

Stakeholders are not limited to participation on the board of directors. Parents participated in, and were informed through, discussions on the charter renewal, LCAP (LCAP pgs. 4-6), and leadership structure.

Parents are also involved in the regular review of the school’s teaching philosophy. As CCDS developed into a Project Based Learning (PBL) school, exhibitions became an integral part of the program. Parents are invited to participate and observe student exhibitions on a regular basis. The school’s Open House Night was transformed to an Exhibition Night wherein students present their most recent PBL project and explain their learning. When the school’s ESLRs were updated, new posters were hung in classrooms as reminders to students. A key component of CCDS’ vision is character education. Grade levels focus on specific life skills through lessons, and during our

[Curriculum and
Philosophy:
Life Skills](#)

[Life Skills by](#)

morning flag salute, the life skill of the week is discussed with community members. After examining data on discipline the school implemented a Positive Behavior Interventions and Support (PBIS) program. At the beginning of each school year, students are taught and retaught the PBIS Universals with ongoing review and reminders of the procedures throughout the year as needed. As part of this program, CCDS celebrates and rewards students with successful behavior, emphasizing that “positive” behaviors garner attention and lead to greater successes in school.

Chico Country Day School has invited many stakeholders to participate in the revision of its vision and mission. The charter renewal, WASC self-studies and more recently the LACP have driven the school to examine its purpose. Stakeholders have been a crucial part of these discussions. Parents are invited to participate in these critical discussions through school wide email announcements. Parent involvement in these meetings is a crucial part of the revision process. These large events that drive the school’s self-reflection provide continuous opportunity for input and revision. The LCAP requires an annual review. An accreditation from WASC will require future self-studies, dependent on the length of the accreditation. CCDS opted for a midterm review to supplement the last six year accreditation. This involved an internal study every three years. Finally, the process of renewing the charter puts revisions on a five year cycle. These three ongoing events create many opportunities to study the school’s purpose. Growth could be made in a more regular review of the school’s vision, mission, and learner outcomes during years without WASC or charter renewal. Stakeholders should examine these statements at the beginning of each year. These statements should be reviewed at the first board meeting of the year, first staff meeting, and early communications with families.

A2. Governance

CCDS policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff. CCDS has adopted many policies generated by the Board of Directors. These include

[Grade Level](#)

[Week at
Glance: Life
Skill of the
Week](#)

[PBIS](#)

[PBIS Folder:
Staff
Resources-
Teaching
Universals](#)

[PBIS Midyear
Review](#)

[2012 WASC
Review by Ann
Nikolai-parent
WASC
committee
member](#)

Board policies such as Code of Conduct, Annual Organization Meeting Policy, and Conflicts of Interest, as well as maintenance of the Board Bylaws. Additionally, there are many student policies, such as the Policy for Gender Non-Conforming Students recently passed in September of 2015. Other student policies include R-FEP procedures, and Field Trip Policies. The school also has 504 Procedures policies.

CCDS clearly outlines the selection, composition, and duties of its board members in the charter and in the Board bylaws. When a board position opens, the Board Development Committee invites stakeholders to apply through the school's e-flier. Applications are submitted to the chair of the Board Development committee. The Board Development Committee then nominates a candidate for approval from the rest of the board. The Board Development Committee looks at a matrix of board experience and tries, to the best of its ability, to recruit members who are diverse, who possess a broad education or experiences that can assist the school in being successful, such as experience dealing with human resources, business, law, or education. The board consists of parents, teachers, and other community members. At the first board meeting of the year, board members review the roles and responsibilities of the board and are trained on the legal procedures and duties related to the Brown Act and other fiduciary responsibilities. The CCDS board meets regularly and meetings are included on the school calendar at the beginning of the year and are posted on the school's website as well as in the window of the main office. Reminders of board meetings are included on the website home page, CCN Chico Country News and weekly e-fliers, and through teacher-parent newsletters. Hard copies of agenda and minutes are available.

An examination of the district LACP shows a strong connection to the school's vision, mission, and learner outcomes. The school's first and third LCAP goals focus on making sure all learners meet their potential (LCAP pgs. 10, 19). To meet these goals, CCDS made a commitment to strengthen its ELD program, Common Core instruction, and RtI program. Steps have already begun to accomplish these goals. A CLAD certified teacher

[CCDS Charter Board Meeting: Training Workshop](#)
[School Calendar](#)

was assigned to provide designated EL instruction as needed, the school purchased Common Core instructional materials, such as new math curriculum, and the RtI program was strengthened in 2015-16. The school has made efforts to improve all aspects of student attendance, including a focus on tardies and chronic absences. A teacher leader has been assigned the duty of focusing on attendance and he has joined and participated in the Butte County Charter School Attendance Review Board. The actions for the second and third years of the LCAP illustrate a commitment to the mission that “*All learners are inspired to achieve their personal best.*”

The second LCAP goal, “*CCDS will ensure student outcomes reflect access and achievement in research-based and Common Core aligned instructional strategies and support programs*” (LCAP pg. 14), stresses the use of research-based methodologies that create academic achievers, responsible citizens, and problem solvers. CCDS has already implemented a school-wide writing program, and continues to increase its use of high interest, inquiry based Project Based Learning principles.

The Student & Family Handbook explains in great detail the policies, influenced by the LCAP, that help to accomplish the school’s mission, vision and learner outcomes. CCDS believes that a teaching staff with a common language and training is essential to addressing the mission, vision and learner outcomes from a school. Most of the teachers were trained in Susan Kovalik’s Integrated Thematic Instruction/Highly Effective Teaching model. With the addition of Project Based Learning, all of the teachers at CCDS have attended Training in PBL through High Tech High or the Buck’s Institute (*Handbook* pg. 12). Teachers are expected to participate in PBL activities such as project design, project tunings, and exhibitions. CCDS has recently altered the traditional format of Open House Night to an Exhibition Night where students articulate their learning. Study trips are an integral part of the Integrated Thematic Instruction model. CCDS revised its field study trip policies and procedures for staff and parents (*Handbook* pgs. 18-20).

[CCN Chico
Country News:
Board Meeting
Reminder](#)

[LCAP
Mission and
Vision
Who We Are:
ESLRs \(Learner
Outcomes\)](#)

[Student/Family
Handbook](#)

CCDS has clear EL and RtI referral and assessment systems to make sure all students have the opportunity to reach their potential and meet the learner outcomes.

The CCDS Board of Directors plays a very active role in overseeing the policies of the school, taking care to not interfere in the day-to-day running of the school. As needed, the board is informed and takes actions to examine and possibly revise the school's vision, mission, and learner outcomes. The review of the school's quintessential statements typically occurs around the major events requiring a self-reflection: the charter renewal or a WASC visit/midterm evaluation. More regular review of policies and procedures that pertain to the vision, mission, and learner outcomes occur when revisions are made to staff policies and the *Handbook*.

CCDS values the participation of the school community and parents in making important decisions regarding the governance of the school. Parents are invited to apply for any open seats on the board. Through school announcements and invitations, stakeholders are invited to board meetings. Meetings related to governance are posted on the school website and are included in the monthly newsletter. CCDS has many parents and teachers serving on subcommittees of the board. Parents and teachers serve on the Finance Committee, Safety Committee, Facilities Committee, Charter Renewal Committee, and the LCAP Committee (LCAP Pgs. 4-6). In the 2015-16 school year, after the Principal resigned, the CCDS Board of Directors gave staff permission to explore a possible change in leadership structure, and the Year of Exploration began in order to examine the past administrative structure to see what worked and what did not, since the school has experienced quite a bit of turnover at the administrative level. The school has explored many models of leadership, including a move to a teacher-led administrative structure. Several different cohorts of staff have attended various leadership and visitation opportunities, including other school visits, the High Tech High Graduate School of Education Leadership Academy, and the Teacher Powered

[CCDS Virtual Staff Room: PBL and Field](#)

[Study Trip Procedures](#)

[Board Meeting 12/12/12: 2012 WASC Midterm Report](#)

[Board Meeting 2/13/13: Draft of WASC Midterm Report](#)

[Board Meeting](#)

Conference in Minnesota, as well as conference calls with other schools that have different types of administrative and leadership structures. All staff, certificated and classified, has participated in this Year of Exploration, coordinated by Colly Fischer, who is serving as Teacher Leader in 2015-16. She has provided regular updates on the process to the board, staff and parents. Parents were invited to a “Teacher Leader Fireside Chat” and Board Workshop and discussion explaining the rationale and procedures. Parents have provided input at these meetings. In January 2016, staff presented to the Board of Directors two options for organizational structure. The board will be making a final decision on the school’s administrative structure in the Spring of 2016.

CCDS has worked hard to establish a clear relationship between the governing board and staff. Teachers serve as board members and those on the board are recognized as full board members and enjoy all of the rights and responsibilities of other board members. In 2014, the governing board and staff created a series of policies to clarify their relationship. In November 2014, a newly created Board Conduct Policy and Orderly Communication Policy further clarified the relationship between the board and staff. At the end of 2014, a subcommittee for personnel issues was re-commissioned and re-established a tighter connection between the governing board and staff.

The CCDS Board is well informed regarding the school’s progress toward the LCAP goals and Eight State Priorities. The means of measurement are clearly outlined in the LCAP (pgs. 10-22) and the school’s charter (pgs. 41-51). Staff report to the board regarding progress of goals and student achievement at regular board meetings. This usually occurs in the reports from staff rather than an agenda item. The monitoring of school goals could be strengthened by making them regularly agenda items at key times during the year. A review should take place at the board’s early workshop and again mid-year. A final assessment of the school’s goals should take place at the final meeting of the year.

[2/12/14:
Charter
Renewal
Petition
Announcement](#)

[Board Meeting
11/12/14:
Review of
Charter
Renewal
Document](#)

[Board Meeting
12/10/14:
Approval of
Charter
Renewal
Petition](#)

[Board Meeting
7/10/13:
Policies and
Handbook
Revisions](#)

[CCN Chico
Country News:
Invitation to
Year of
Exploration
Invitation](#)

[Board Meeting
3/12/14: Draft
of
Organizational
Chart](#)

[Board Meeting
11/14/14:
Board Conduct](#)

CCDS has clear complaint processes for both families and staff (Personnel Policies pg. 9). These policies were created with input from staff and legal counsel. Both the Orderly Communication Policy and the Personnel Committee help to facilitate staff related conflicts. Very few formal complaints are filed. In the last fourteen years, there have been only three formal complaints filed by staff members. In that same time there has been only one formal complaint from a family. This indicates that early communication and resolution efforts are working. Due to the confidential nature of the complaint process, evidence is unavailable. Information on the formal complaints filed comes from the school's CBO and human resources office.

[Policy and Orderly Communication Policy](#)

A3. Leadership: Continuous Planning and Monitoring

CCDS prides itself on the collaborative environment it supports throughout the school community. When major decisions and changes need to be considered, stakeholders are included in the discussion. The school's board that approves such decisions is composed of parents, teachers, and community members. Stakeholders are not only represented on the board, but they are also encouraged to participate in the subcommittees that report to the board. Parents, teachers and community members are represented on the most important decision making committees. The schools finance, safety, facilities, and LCAP committees are all composed of a variety of stake holding groups. Stakeholders need not join a committee in order to have a voice in decisions. Stakeholders are invited to attend committee meetings. When the school began planning for the major construction to improve the facilities, nearby business, neighborhood representatives, and parents met to share concerns and ideas. As part of the remodel project, a new play structure was installed. Students voted for the play structure to be installed. More recently, parents and the administrative team met in a fireside chat to discuss possible changes in the administrative structure of the school. Perhaps the most important document driving school based decisions is the LCAP. Parents and teachers have been a part of the LCAP planning and meetings from the start.

[Grievance/Complaint Policy](#)
[CCDS Personnel Policies](#)

[Personnel Committee Meetings](#)

[CCDS Charter](#)

CCDS uses data to develop, implement and monitor the school's LCAP. The LCAP involvement process (LCAP pgs. 4-6) shows a number of instances where data analysis played a critical role in the development of the school's LCAP goals. Staff meetings were used to review student data and develop goals based on that student data. Data and goals were discussed at a number of PTP meetings. Data, LCAP goals, and progress have been shared with the school board as the process has been carried out.

An analysis of student demographics and the critical learning needs can be found throughout the LCAP. The first critical need focuses on maintaining equitable, targeted intervention programs across grade levels for all students. The K-5 program was created in 2013. After looking at demographic data for November 2015, staff recognized that Grades 6-8 had a disproportionate number of students in the target group of socio-economically disadvantaged category. Staff immediately began to collaborate in order to shift resources to the area of need. Currently staff is looking to increase RtI services in Grades 6-8 at the start of 2016.

As the school continues expansion of the RtI services into the middle school, the staff will need to improve the assessments used at that level.

The second critical need focused on improving average daily attendance to maximize a positive learning environment for all students. The data that drove this need and the corresponding goal came from the school wide demographics reports. The school has made changes to its lottery system to guarantee 20% of the open lottery positions to neighborhood families. The analysis of recent demographic reports helped staff to recognize the need to make changes to the RtI program, as mentioned above.

CCDS is attempting to increase its attendance rates, which is currently above 96%. In the past, school attendance was monitored by classified office staff. The school is

strengthening its pursuit of this goal by shifting attendance monitoring and notification to a part-time teacher leader in 2015-16.

Data from parent and teacher surveys have indicated concerns regarding the high turnover rate of principals. In 2015-2016, as stated above, the school has conducted a “Year of Exploration” to examine the leadership structure. Staff examined the school’s job descriptions, organizational charts, committee responsibilities and makeup, and the use of teachers as leaders. Staff made recommendations to the Board at a workshop in January and the board has decided to hire a Director of Education and a Dean of Students.

CCDS is working hard to make sure there is strong correlation between its resources and the goals established by its learner outcomes and the LCAP. The LCAP focuses on making sure all students meet the school’s Learner Objectives through a Common Core based curriculum (LACP Goals 1 & 2). Common Core materials have been purchased and staff have participated in a number of Common Core professional development opportunities. The school has allocated human and material resources in the areas of EL and RtI. The school had an Academic Coach on staff who is also a credentialed teacher, although not working in that capacity at the time. In the beginning of the school year, part of her day was designated as an EL teacher for those students who need those services; CCDS monitors the CLAD credentials held by its teachers.

The school’s schedule has maintained a flexibility to make sure all students are receiving what they need. The school is providing professional development and material resources in the areas of PBL and field study trips in order to engage each student. CCDS has developed policies and procedures to support those activities that engage students most. Teachers are expected to participate in PBL activities such as project tunings and exhibitions. The field study trip policies have been tightened to make sure study trips remain an integral component of the CCDS program. Staff has participated in

equity discussions that focus on schedules and monetary resources to make sure they correlate with the LCAP and the most recent student demographic data. The staff has remained flexible to make the changes necessary to support all students in accomplishing the Learner Outcomes. The school continues to fund PBIS and life skill curriculum. A PBIS committee created planned activities to foster a positive environment.

One of the great tenets of CCDS is the active involvement of its staff in the processes that support learning. CCDS offers two systems of teacher evaluation (Personnel Policies pgs. 17-19). Both evaluation processes involve the teacher in setting goals based on the school program. The evaluation process is reflective in nature and both the teacher and the evaluator examine the strengths and weaknesses of the teacher in addressing the school's goals. CCDS has also developed Deeper Learning Collaboratives. These teacher collaboratives center on the teacher's role in supporting best practices for learning. The collaborative groups consist of teachers from mixed grades and mixed programs. Each year, the teams of teachers develop goals for each other. The goals focus on the support of the school's overall program and vision. The goals cover three areas of growth for teachers: personal professional growth, classroom improvement, and school improvement. Teachers are expected to address a variety of things within their goals: professional development, peer observation, highly effective teaching, integrated instruction, project tunings, extra duties, and school innovation. Throughout the year, collaboratives meet to check on goal progress and at the end of the year, teachers present to each other their learning for the year. Teachers are held accountable for their participation in supporting the school goals to their colleagues through this system.

School leadership evaluates processes whenever new data becomes available. Some specific examples of the process include data from the state or data generated by the school itself. State testing data along with school based assessment data (AIMSweb, Go Math! Lexia) drive the evaluation of processes. Student demographic data generated by the school also prompts an examination of school process. Periodic surveys of staff and

parents may also generate an examination of the existing processes.

The school has an effective system of internal communication, planning, and resolving differences. In 2014 the board passed the Orderly Communication policy. The Personnel Committee allows for a venue to resolve differences. The school uses email, weekly reminders, and monthly newsletters to communicate. Google Docs and the sharing of agendas and policies also allow for collaboration and planning.

[CCDS Virtual Staff Room](#)

[CCDS Personnel Policies Deeper Learning Collaboratives](#)

A4. Staff: Qualified and Professional Development

One hundred percent of CCDS teachers are properly assigned based on their credentials and certification (CCDS Charter pg. 41). Teacher contracts are renewed yearly. At the end of each year, teacher credentials and certifications are reviewed by human resources in order to prepare the yearly teacher contracts distributed in July.

Teachers are required to maintain the appropriate certification for their assignment. Credentials and certifications are checked each year as the yearly contracts are developed. In 2014 the school adopted a procedure for teacher assignments. The policy clearly outlines the procedures for filling vacant positions and making adjustments in teacher assignments.

The practices and relationships of the school are defined and communicated in a variety of accessible means. The essential practices and relationships are included in the CCDS Personnel Policies which are updated each year. The Personnel Policies are posted on the school's website. The most critical of these expectations for staff are also included in the yearly teacher contracts. Procedures that are not included in the staff handbook can be found on the CCDS Virtual Staff Room. Hard copies of policies and procedures are available in the front offices on both sides of the campus.

CCDS supports a robust system for Professional Development (PD). A key component

of the school's system of PD is the Deeper Learning Collaboratives. These groups of teachers working together to improve their craft create an internal form of professional development that supports the school goals. CCDS also offers a more formal system of professional development. In 2013, the school created the Professional Development Committee. This committee took the lead in choosing, planning, and facilitating professional development for teachers. The committee generates professional development surveys for teachers so that offerings can meet needs. PD offerings available to CCDS teachers regularly focus on the Critical Learning needs. Recently, PD has focused on supporting and engaging all students. Offerings have included workshops on PBL, Common Core, Integration of Technology, Math, Writing and RtI. Teachers have also had the opportunity to participate in PD on an individual basis. Teachers are participating in a number of professional development grants in order to improve their craft.

CCDS has multiple measures of supervision and evaluation. The evaluation procedures are clearly outlined in the CCDS Personnel Policies. There are two options for formal evaluations for teachers. Both options include an evaluation by an administrator and both methods include teacher generated goals that are connected to school goals. A separate form of evaluation comes from the Deeper Learning Collaboratives. In this informal process, teams of teachers develop goals for each other and evaluate progress toward those goals.

The professional development activities of CCDS have had a positive impact on student learning. A recent focus on PBL and technology has created students that are more engaged and have more technological skills. PBL practices such as peer critique have encouraged students to achieve their personal best on projects. Exhibitions and other opportunities to explain their learning have created students who are more engaged with the process of learning and better able to articulate how they learn. Teachers have participated in both Common Core math and Language Arts PD. The positive results of our students in the state-wide Smarter Balanced testing, the first year that these students

were required to test solely using technology, is a testament to these results and the fact that teachers at CCDS are ever striving to help students develop the critical thinking skills needed for success, as outlined in the Common Core College and Career Readiness Standards.

A5. Resources Criterion

CCDS works diligently to ensure that resources are allocated to meet the goals of the mission, and vision and learner objectives. When decisions are made regarding the allocation of resources, leadership and staff work closely together. Leadership and staff work collaboratively to create schedules so that human resources are used most efficiently. Each school year, the general leadership, core academic teachers, special education teachers, RtI teachers, and enrichment teachers meet to create schedules that meet the critical needs, learner outcomes, and LCAP goals. As revisions are needed to meet the school's goals, leadership and teachers work together to problem solve and make the needed adjustments. When data and self-reflection showed an increase needed in math scores, instruction staff worked together to research assessments and programs to strengthen the math program. Leadership and staff have worked closely to adopt a school-wide writing program to increase student achievement. As data indicated that the school's demographics were changing, the RtI program was created. As the demographics shifted, the school team began work to shift resources to the grades and students that needed the resources. Staff surveys on professional development dictated the resources spent on PD in those areas.

CCDS believes that engaging students is the best way to achieve the learner outcomes. The school has chosen integrated instruction through Project Based Learning as the means to engage students. The school has invested significant amounts of resources to strengthening the PBL program. Teachers have been sent to a variety of PBL professional development opportunities.

In order to create a positive and joyful environment, the school has used financial and human resources to facilitate the PBIS program, instruction in life skills, and the middle school advisory program.

Teachers and leadership both play an integral role in deciding how the resources are allocated. Staff meetings are used to revise procedures to better meet the goals. Teachers are allowed to examine schedules, budgets, and programs to assess where and how changes need to be made. Finally, teachers are members of the committees that make decisions regarding resources. Teachers sit on the Board of Directors, the Finance Committee, the Facilities Committee, the Safety Committee, the Personnel Committee, the Professional Development Committee, and the PBIS Committee. All of these committees are responsible for the allocation of resources to meet the school's goals.

The financial practices of CCDS keep the school's budget in a healthy place. The CBO meets regularly with the Finance Committee to review and analyze the school's financial position. The board is presented with proposed budgets and actuals on a regular basis. The school's annual budget is presented to and adopted by the board by June 30 of every year. The budget process begins in January when the Governor announces his budget proposal for the following year. Several revisions of the budget evolve over the course of the spring until the May Revise Budget comes out at the state level. A budget revision is usually submitted after the budget is signed by the Governor at the end of June or July. Often, the school has a First and Second Interim budget as necessary, depending upon unexpected fluctuations in enrollment or expenses, or revenue. The school submits P-1, P-2 and P-Annual Attendance Reports, as well as Unaudited Actual, First Interim and Second Interim Reports as required by the State. An annual audit is conducted as required on an annual basis. On occasion the school has a correction, such as the need to better maintain records on Unduplicated Counts upon the implementation of the LCFF. This was a finding in 2013-14, but was corrected, and the school had no corrective actions in 2014-15.

The facilities at CCDS meet the needs of the school's vision, mission, and learner outcomes. The newly renovated campus is of modern design with educational practices in mind. Most of the school's buildings are less than two years old. Teachers and leaders visited other project-based campuses for design ideas. The group then worked closely with architects to design and remodel the space into an area that not only facilitated PBL, but enhanced it. The middle school building was purchased in 2011 and renovated over the 2013-14 year, with the students moving in over Spring Break 2014. On the elementary side of campus, CCDS opted for Gen7 purpose built classrooms for its renovation. The Gen7 classrooms are designed to enhance the learner environment. The ceilings, HVAC systems, and lighting are designed to complement instruction. The playground and multi-use room were also renovated so that students have a safe place to be active. The play structures are all age appropriate and new.

Chico Country Day School prides itself on the instructional materials available to its students. The school has adopted and purchased materials that are aligned with the Common Core Standards in Language Arts and Mathematics in kindergarten through eighth grade. The programs purchased include age and level appropriate readers and math manipulatives. Adoption Committees researched, tested, and recommended the programs to leadership for purchase.

Through the school's technology plan, classrooms have acquired iPads, Chromebooks, and laptops so that the student to device ratio is 2 to 1. The technology plan has also adequately provided for a robust infrastructure to handle the demands of so many devices. The school has also allocated funding to pay for two part time positions to maintain the infrastructure and devices. These technology assistants are also able to provide software assistance to teachers.

As part of the school's remodel, a new science lab was built. This room includes lab tables, and access to water and natural gas so that science labs can be performed in an appropriate space. The science lab also includes all of the glassware and tools needed to conduct grade appropriate experiments in the lab.

Aside from the school-wide materials, teachers can make grade level decisions to purchase instructional materials to enhance the learning environment. Each grade level is provided a budget for use on instructional curriculum. As a grade level, teachers decide what is needed for their instruction. Requisition forms are submitted to the administration for approval. The requisition forms are then sent to the business office for purchase and disbursement. Transparency is an important part of the process. At the beginning of the school year all grade level budgets are shared with the entire staff. This process allows for teachers to have a voice in the use of financial resources used for curriculum.

Maintaining a well-qualified staff is important to CCDS. All new full time teachers have been trained in Integrated Thematic Instruction and/or Project Based Learning. School sponsored professional development and the Deeper Learning Collaboratives help to bring new teachers into the vision and mission of the school.

Chico Country Day employs a number of long-range plans. The development of the LCAP and the accreditation process has been crucial in helping in this area. The LCAP provides a three year plan to address the critical needs and this accreditation process has led to a multi-year action plan with measurable results and regular review.

Besides these mandated plans, CCDS has incorporated other long term planning of its own. The school began a plan to revitalize its facilities in 2007 when Proposition 1D was made available to charter schools. At that time the school organized stakeholders to plan

and facilitate the remodel of the entire campus. The school community developed a plan that included financial stability, purchasing new property, relocation of students, demolition, and construction. The plan enabled the school to build a new campus with little negative impact on student learning.

The school also uses a long-term technology plan to increase student access to appropriate hardware and software. The plan was developed by a technology committee made up of leaders, teachers, parents and technology consultants. The committee is reformed periodically to review progress and revise the plan as necessary.

The Professional Development Committee creates a yearly plan based on teacher need. The goal of the committee is make sure that professional development is meaningful and helps students meet the learner objectives.

When the Common Core Standards were introduced, teachers and leadership developed a plan to implement the changes. Many staff meetings were held to study and to analyze the new standards. Teachers discussed what changes were to take place at each grade level. Teachers shared resources with each other so that no teacher was left to find new materials or methodologies required by the changes. The plan includes professional development in Common Core and the purchase of Common Core based materials.

A6. Resource Criterion (Charter Schools)

Chico Country Day School has regular accounting and external audit procedures. CCDS has a very competent business office. The CBO and other business office staff attend professional development workshops to ensure the school is following best financial practices. The current CBO is a Certified Chief Business Official through CASBO, and has a Masters Degree in Public Administration, as well as a Certificate in School Business Management. Besides the CBO, the school's business office includes one staff member

who assists the CBO with payroll, accounts receivables & payables, and insurance – health & liability/workers compensation, and one part time staff member who assists with purchasing and accounts receivable. Another staff member works as a front office person in the middle school and also helps extensively with student data and CALPADS as well as testing and assessment. The Main Office houses a full time Office Manager who oversees attendance and the Community Liaison who assists with communication and outreach, as well as day-to-day main office work.

Annual audits are required and are conducted by an external independent auditing team selected by the board. All aspects of the school's financial records are audited, including the budget, attendance, the bell schedule, the number of school days offered, LCAP compliance, free and reduced meal documentation, and EL documentation.

An annual audit is conducted as required on a yearly basis. On occasion, the school has a correction, such as the need to better maintain records on Unduplicated Counts upon the implementation of the LCFF. Due to the need to keep better track of students qualifying for free & reduced meals, improved communication with the district and county were needed, as some families send their information directly to Chico Unified, which handles the school's meal program. The LCFF made the documentation imperative, and there was a finding in 2013-14, but this was corrected, and the school had no corrective actions in 2014-15. The school's total liabilities and net assets for 2014-15 were \$11,047,730.

The Board has several policies in place that control the fiscal practices of CCDS. These include the Fund Development Policy, The Fund Balance Policy, The Asset Capitalization policy, and Control Policy. An Investment Policy is in draft form currently. There are several procedures developed to control business department transactions. The importance of a strong procedure for ensuring financial controls is emphasized at CCDS, even with limited staff in the business office. Procedures and tasks are assigned to multiple office staff, even if they don't work directly in the business

office, ensuring more than one hand on any financial transaction. For instance, preschool and afterschool payments are entered by the Directors of those programs, double checked by business office staff, and finally checked by an outside bookkeeper.

CCDS maintains in effect the following principles in its ongoing fiscal management practices: (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

The CBO also handles the Human Resources Department of the school. The CBO has 14 years of experience in HR and also attended the ACSA Personnel Academy and often professional development in the area of compliance and HR. CCDS ensures compliance with credentialing requirements, as well as the normal HR requirements such as TB testing or DOJ LiveScan requirements. The health insurance package is handled through the business department, and CCDS is fully compliant with the requirements of the Affordable Care Act. All employees are provided necessary information and Personnel Policies, job descriptions, and contracts as needed.

The school's budgetary process is very transparent. The Finance Committee, made of staff, parents, and community members make budget recommendations. The CBO presents the annual budget to the school board in a public meeting. The budget is regularly shared with staff. Budget updates are shared throughout the year during public board meetings and staff meetings. Audit results are shared with the board and staff at the conclusion of the audits. All budget revisions are reviewed by the Board of Directors and approved as needed.

The compensation of the school's teachers, administration, and classified staff is

comparable to other schools in the area. The low turnover rate among employees is reflective of the fair compensation. To augment the regular pay of teachers, the school has created and implemented a merit pay system in conjunction with the Deeper Learning Collaboratives. Teachers that participate in the program receive a small extra duty stipend for their work that goes above and beyond the scope of a regular teaching assignment.

Chico Country Day School protects ensures its financial stability with yearly contributions into reserve funds. The school maintains reserves for special education, facilities, and Deeper Learning Collaborative stipends. The school also maintains a money market account for unforeseen expenditures.

Chico Country Day School involves stakeholders in its planning. The entire school community plays a role in the success of the school in accomplishing the mission, vision, and learner outcomes. The school's organization and procedures incorporate the voices of many varied stakeholders. The components of the school that influence planning include teachers, parents, and community members. The board and the school's many committees invite parents and community members to join. Membership on one of the school's many plan-based committees is not the only way stakeholders are involved with the school's plans. When plans are being made, the school holds informational nights, roundtables discussions, and "fireside chats." The school is also adept at collecting data from stakeholders via survey.

Perhaps the most important long-term plan is that of CCDS' capital needs. The school often reaches out to its parent community to help in this area. The school's Parent Teacher Partnership (PTP) is an active group of parents who provide planning input and assist in the long-range capital needs. Through its diligent efforts, the PTP holds fundraisers each year to support the engaging student study trips, part of the art, music, and garden programs, and some technology and professional development opportunities. The fundraising is important to the continuation of these programs, but the school relies on strong and careful fiscal management to ensure that the base programs and needs,

such as curriculum, salaries and facilities, are funded through state revenue.

The reserve funds of CCDS are adequate to meet financial needs of the school. The reserve funds are planned or prioritized in the annual budget, although with the recession, CCDS was unable to maintain as much in reserve as had been in the past. The reserves have minimum balances established by policy but this policy was set aside after 2010, and only minimally resurrected over the last two years, due to significant expenses in the area of special education. However, commitment to setting aside reserves and past contributions, still leaves the school in a strong financial position. Contributions are made toward the reserves currently, and will be until the minimum balance is reached. As the economy further recovers, CCDS continues to be committed to saving for a rainy day.

An examination of the school's LCAP shows the direct correlation between learner outcomes/critical needs and resource allocation. CCDS allocates human and financial resources to ensure all students, including students that are socio-economically disadvantaged and students with disabilities, achieve the school-wide learner objectives. This can be seen in the funding of the EL and RtI programs. Funding for Common Core PD and materials also facilitates the success of all students meeting the learner objectives.

The school has purchased assessment tools to monitor the progress toward the learner objectives of K-5 students. The school is researching assessment tools for the middle school.

To meet learner objectives, human resources have been allocated to monitor student attendance. Communication regarding the importance of attendance helps the school to ensure all students reach their potential. To maintain a safe and friendly environment conducive to the learner objectives, CCDS has allocated people, funds and time to

support its PBIS, life skills and advisory programs. To engage all students in meaningful Common Core based curriculum, the school has invested time and money into PBL and a strong field trip program.

Summary, Strengths and Growth Needs: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

CCDS' mission remains the same: to provide a safe, joyful community where all learners are inspired to achieve their personal best. CCDS' approach is centered on Project Based Learning and Integrated Thematic Instruction. In order to achieve its vision, CCDS continues its successful life skills and Positive Behavior Intervention and Supports programs.

Chico Country Day School exhibits a clear organizational structure through its governance, relationships, and its allocation of resources. The review period has been a time of important transformation in our leadership. Following the Year of Exploration, CCDS has decided to hire a Director of Education and a Dean of Students. Procedures and policies of the school governing its leadership, staff, and stakeholders are clearly outlined in the school's documents-charter, LCAP, personnel policies, family handbook and the Virtual Staff Room. Decisions affecting the core documents involve a wide range of stakeholders. Including the Board of Directors, leadership, faculty, staff, students, parents, and community members. The school has clear processes for communication and decision making.

The staff at CCDS supports the adopted mission and vision. CCDS has welcomed the shift to common core and teachers have attended workshops and redesigned curriculum. The school's ESLRs, which will be transitioned into SLOs, were developed through staff input, and shared at the time of their creation. Transparency is a consistent practice. Major reviews such as charter renewals and WASC visitations provide opportunities for evaluation of key statements and ESLRs. Moving forward, CCDS will incorporate such

evaluations into yearly cycles.

In Chapter III, CCDS identified 2 critical learner needs:

1. A need for maintaining equitable, targeted intervention programs across grade levels for all students
2. A need to improve average daily attendance to maximize a positive learning environment for all students.

Owing to significant demographic shifts following changes to its lottery system to guarantee 20% of the open lottery positions to neighborhood families, CCDS has also strengthened its Response to Intervention program, and is now expanding this program to its middle school. CCDS relies on research driven methodologies and interventions. An examination of the school's LCAP shows the direct correlation between learner outcomes/critical needs and resource allocation. The school has purchased assessment tools to monitor the progress toward the learner objectives of K-5 students. The school is researching assessment tools for the middle school. While the attendance rate is currently above 96%, CCDS wants to improve this. In the past, school attendance was monitored by classified office staff. The school is strengthening its pursuit of this goal by shifting attendance monitoring and notification to a part-time teacher leader in 2015-16.

Strengths:

- Clear organizational structure and communication procedures
- Inclusive system involving diverse stakeholders (leadership, faculty, parents and community) in the adoption of plans, policies, and procedures
- Strong and transparent financial organization and planning
- Commitment of staff to vision and mission
- 100% of CCDS teachers properly assigned based on credentials and certification

- Strong Professional Development, including Deeper Learning Collaboratives
- annually, general leadership, core academic teachers, special education teachers, RtI teachers, and enrichment teachers collaborate to address critical needs, learner outcomes, and LCAP goals
- New facilities

Growth Needs:

- Procedures for a more regular review and revision of the vision, mission and soon to be adopted Student Learner Outcomes
- New SLOs should become part of classroom instruction
- WASC review should become a regular part of a yearly cycle of self reflection
- Continued communication with all stakeholders
- Expansion of the RtI services into the middle school, along with improved assessments used at that level.

B. Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum

Current Educational Research and Thinking

Chico Country Day School, at its inception, understood the need for all students, regardless of race, social class, or academic ability, to be able to connect to and to engage in their curriculum in innovative and meaningful ways. To foster an environment for lifelong learners who strive for academic excellence, CCDS originally adopted a method of teaching called, Integrated Thematic Instruction (ITI), now termed, Highly Effective Teaching (HET), wherein students pursued lessons inspired by an annual theme across the curriculum. This integrated model of instruction incorporates life skills into the Common Core instruction and seeks to develop the whole person. While continuing as a HET school, the basic tenets of the school's vision have more recently led to the adoption of Project Based Learning as a means for students to access the curriculum. Project Based Learning (PBL) is a model that organizes learning around student-designed projects. Projects begin with a challenging essential question or problem and involve students in problem solving, design, investigations, collaboration, and decision making processes, culminating in realistic projects or presentations at school wide or community exhibitions. Projects are often designed around school improvement, community service, or finding solutions to environmental issues.

Project Based Learning provides rigorous and authentic, real world learning opportunities for students of all academic abilities and social classes. Curricular skills are not taught in isolation but are integrated into the projects to provide context and authenticity, allowing for greater ease in differentiating instruction. As projects are student designed and driven, with teachers as facilitators, high achieving students are able to go above and beyond in their research and designs. Students with disabilities are

[CCDS Mission and Vision](#)

[ITI/HET Philosophy](#)

PBL Examples:

[Kindergarten Project](#)

[First Grade Rain Forest Project](#)

[Second Grade Biographies Wax Museum](#)

[Third Grade Kindness Project](#)

[Fourth Grade 22nd Mission Project](#)

[Sixth Grade Mock Interviews with Community Members](#)

at times grouped with other students and are able to contribute to the outcome of a final team project or produce a project of their own reflecting growth towards individual academic goals.

All teachers at CCDS in grades K-8 have been trained in Project Based Learning and utilize this model to create about three projects a year with their classes. 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 in Project Based Learning. Several professional learning grants were also awarded in partnership with CSU, Chico and Butte County Office of Education. Through these grants, many of our primary teachers visited Chula Vista School in San Diego to observe elementary teachers engaged in Project Based Learning. All of our current, full-time middle school teachers have made site visits to High Tech High School, a model Project Based Learning School in San Diego, CA. This fall our kindergarten team of teachers, along with six other teachers and an administrator, took part in a Buck's Institute 3-day training on Project Based Learning provided by Butte County Office of Education.

Through the Project Based Learning model, after the initial design of a new project, teachers participate in "Project Tunings" wherein a group of teachers and support staff gather to provide input and collaboration on a specific project. These project tunings are instrumental in helping teachers to revise their curriculum, offering a variety of suggestions for improvements from cross-grade level and subject area colleagues, while enhancing the rigor and depth of the project.

To enable CCDS to fully implement the California State Common Core Standards (CCSS), a new math adoption was paramount. In 2013, the school's Math Committee met frequently to research and to pilot math programs and decided upon the adoption of the California GO Math! program in grades K-5. The California GO Math! program

[PBL PD Agendas](#)

[PBL PD Slides](#)

[Chula Vista Visitation](#)

[Buck's Institute Training](#)

[Project Tuning Protocol](#)

[Project Tuning Photo and Video](#)

was written to specifically support the CCSS. The Standards for Mathematical Practice are integrated into the content with an emphasis on developing 21st-century skills, conceptual fluency, and real-world problem solving. The program provides English Learner support, differentiated instructional resources, and an online practice and testing component to provide rigor and depth of understanding. Teachers are able to set specific lessons for students online, providing remediation or enrichment opportunities dependent upon their academic abilities. The digital resources promote college and career readiness and support to students and parents that can be accessed at home as well.

Kindergarten through fifth grade teachers were initially trained in the use of the GO Math! program upon its adoption in the 2014 school year, as well as again this last summer of 2015 before school began.

Prior to the adoption of the GO Math! program, to provide students with an engaging and rigorous online program to practice and improve their basic math skills and to reinforce concepts, the school purchased the online math learning platform, Mathletics. Mathletics provides targeted, adaptive practice of skills for students as well as assessment and reporting options. Teachers can set specific math lessons for students based upon remedial need or to supplement and enrich their current instruction. Students can also compete in basic to more advanced computational skills competitions with each other and/or with other students around the world, providing motivation and engagement for high achievers.

Middle school students in grades sixth through eighth at CCDS utilize the College Preparatory Math Program (CPM). Through research-based learning strategies and pedagogy, the CPM program offers a rigorous, problem-based, and student-centered curriculum. The CCSS mathematical practices are embedded within lessons focused on big ideas and mathematical connections to better prepare students for higher math

classes in secondary school. CPM meets the needs of all learners by providing lower ability, entry level problems, all the way through additional challenge problems for advanced students. Discussion is a major part of the curriculum, which gives students the confidence to ask questions and to learn from one another. New Common Core aligned College Preparatory Math books have been purchased the last two years in sixth through eighth grades, as well as several integrated 1 CPM books for advanced math students. The school has also purchased e-book licenses of the textbooks for students to access the program at home. These e-books allow students to get helpful hints with their homework if needed.

Middle school advanced math students are challenged through a custom schedule that allows them to advance according to their skills. The middle school math teacher meets with this advanced group of students every Friday, to teach new concepts, answer any questions, check for understanding, as well as to provide them with a schedule for the following week. In addition to this planned instructional time, the math teacher is available to help these students during Study Hall most afternoons.

To further enrich and improve their own teaching practices in mathematics, a team of CCDS teachers is involved in the Mathematics Task Initiative in Middle and Elementary (MathTIME) grant program. MathTIME is a collaboration among Chico Unified School District, the Glenn County Office of Education, Chico Math Project, and CSU, Chico to provide research-based professional development for K-8 teachers. The goal of the program, to strengthen student engagement with mathematics and to improve student mathematical achievement, focuses on increasing content knowledge and pedagogical content learning of K-8 teachers using the Common Core State Standards. The program also aims to strengthen a teacher's capacity to use not only the electronic components of their site adopted common core texts, but other apps and programs beneficial to the learning and teaching of mathematics. This three-year MathTIME grant program requires teachers to meet for a week long summer institute, as well as

[CPM Advanced Math Schedule](#)

[Math Time Project through](#)

various Saturdays throughout the school year. Teachers create lessons to implement with teams of same grade-level colleagues and are observed three times a year to receive feedback on the lessons to better their practices.

To provide students with added support, remediation, and motivation to improve reading skills, in the spring of 2012 CCDS purchased the Lexia Reading Core5 technology-based reading program. Lexia Core5 provides a systematic, personalized approach to helping students master foundational reading skills for students in Kindergarten through 5th grade by allowing students to work independently, at their own pace, and on reading skills specific to their individual needs. The program provides teachers with data-driven action plans for every student to inform their teaching of reading skills and to differentiate instruction. Students can also access this program from home.

In 2012 CCDS chose Google as a school-wide platform for communication and learning. Every student at CCDS has their own Google account and email address to use for school purposes. Teachers utilize Google Classroom to post assignments, project requirements, deadlines, research links, and videos to support their curriculum. Students practice typing skills starting in the primary grades via an online program, “Typing Club” in order to publish writings and research projects using Google Documents and Google Slides.

To stay current in the use of online programs, technology tools, and educational apps, many of our teachers have attended and/or presented at Computer Using Educators (CUE) conferences, CUE Rockstar conferences and online Massive Open Online Courses (MOOCS). Each of our teachers has a Twitter account for educational purposes and many have participated in professional development “Google Hangouts” with educators around the country. Teachers at CCDS are also frequently surveyed to determine their needs and wishes for continued professional development in

technology.

Last September of 2015, in partnership with Glenn County Office of Education, Chico Country Day School hosted a Google Apps for Education (GAFE) Summit attended by over 500 teachers from surrounding areas. GAFE Summits are two-day, high-intensity events focusing on deploying, integrating, and using Google Apps for Education (and other Google tools) to promote student learning in K-12 and higher education. This summit helped put CCDS on the map as a hub of innovation in the North State in terms of the use of educational technology. Plans are already underway for making this an annual event by holding a second GAFE Summit here in 2016.

Four teachers at Chico Country Day School are currently taking part in an EngagED grant. EngagED, attended by K-12 teachers from Chico, Paradise and surrounding areas, is a three-year grant program that gives teachers the opportunity to network and to learn about ways to engage students- especially those students who are marginalized. EngagED allows teachers to pursue a topic of their own interest to research, implement in their classroom, and present to other teachers. For example some teachers have focused on “flipped” classroom teaching methods, while others have chosen to become experts on "The Language of Learning" curriculum that provides direct instruction in communication for students at all levels to be involved in academic conversations. This past November 2015, two CCDS teachers presented at an EngagEd meeting on Project Based Learning and how it engages students.

At another recent conference in November 2015, two teachers presented at the Charter School Development Conference in San Francisco. The presentation, titled, “Outside In, Inside Out,” offered a comprehensive look on the value of field study trips for students.

[6th Grade Narrative Doc](#)

[Student Google Slide Maidu Presentation](#)

[Third Grade Limerick on Google Doc](#)

[Why Do We Feel Fear? Student Doc](#)

[Professional Development Tech Survey](#)

[GAFE Summit Sign Up](#)

Three teachers at Chico Country Day are currently involved in a three year, district-wide STEM grant. The teachers meet for one full week in August with other district educators, as well as three Saturdays throughout the school year. After instruction from numerous guest speakers, as well as CSU, Chico professors, teachers involved in this grant are given out of class planning and collaboration time to better their practices by incorporating more science, engineering, design and technology into their lessons.

Teachers at CCDS collaborate by grade level weekly, and frequently across grade levels to discuss best practices, to compare testing results to inform teaching, to plan PBL units, and to support one another with day to day lessons.

A major goal of our self-study six years ago was to create a consistent and cohesive Writing Program across the grade levels. As a result a Writing Committee including teachers from multiple grade levels was formed. To start, the committee sent out a questionnaire to staff about their own writing practices and what needs they had to develop their practices. The committee then developed writing norms for the school and began research on possible writing programs. To familiarize teachers with the CCSS Writing Standards, and to align our school with the College and Career Readiness Standards for Writing, in the last three years our Writing Committee has created school-wide writing prompts focused on Opinion Writing in 2013, Narrative Writing in 2014, and Informational Writing in 2015-2016. The Writing Committee compiled numerous resources and mentor texts to assist teachers in instruction of the above writing genres. Progress on student writing could be measured via “Cold Write” prompts given prior to instruction, as well as “Final Write” prompts following instruction of the various genres. Teachers met in grade level teams to inform their teaching after collaboratively scoring student prompts and to choose basic, grade level, and above grade level student anchor papers to for future instruction.

To improve upon the production and distribution, as well as range of writing in the

[CSDC
Conference
Presentation
Outside In,
Inside Out](#)

[Writing
Questionnaire](#)

[Writing](#)

College and Career Readiness Standards, last year the Writing Committee decided to adopt “Writer’s Workshop” in all grades as the instrument for engaging students in the writing process. All teachers at Chico Country Day School this year, even single subject math, history, and science teachers are currently involved in an ongoing book study of *Writing Workshop: The Essential Guide* by Ralph Fletcher and JoAnn Portalupi. Teachers are required to read a few chapters of the book at a time, and then meet to discuss their findings and how to use what they have learned to improve instruction and student engagement in writing.

Congruence

Congruence between concepts and skills taught, the college and career readiness standards from CCSS, and the Student Learning Outcomes (SLOs) of CCDS can be seen in the real-world and authentic Project Based Learning projects that students complete. For example in a recent fourth grade PBL unit, students were asked the essential question, “What solutions can students generate to reduce the impact of the drought in California?” This project addresses the Next Generation Science Standards for Fourth Grade (4-ESS2 Earth’s Systems and 4-ESS3 Earth and Human Activity). Students used videos and articles posted on Google Classroom to research: water as a renewable natural resource, water as an energy source, drought and its impacts, and ways to conserve water. Students then worked to turn their knowledge into phrases and images that would catch the attention of passing motorists. Students created posters and submitted them to the middle school to vote for the top three. The fourth grade class then chose the winner from the top three. Through a community contribution, the winning poster was turned into a vinyl billboard and was displayed on East Park Avenue near Fair Street here in Chico.

In an Animal Adaptations Project, third grade students, after learning about traits and characteristics of plants and animals and how they adapt over time to environmental changes, design a new adaptation for an animal to help it adapt to a changing

[Committee Agendas and Minutes](#)

[CCDS Writing Norms and Opinion Prompt](#)

[Writing Prompts, Rubrics, Student Samples](#)

[Writing Workshop Implementation Ideas](#)

[Writer’s Workshop Information](#)

[Writing Workshop, the Essential Guide-book study](#)

environment of their choice (3-LS3). Students will not only create this animal and design an innovative adaptation, but will have to convince others of their reasoning behind the design by writing opinion and informational pieces about the animal, demonstrating their knowledge in these areas. Students know that they are writing for a real audience as their papers will be read and edited by Project Peers in middle school, as well as by other students and/or parents in an exhibition of learning.

[4th Grade Next Generation Science Standards](#)

Students in middle school made connections between their social science unit on Ancient Rome and their current literature book “The Hunger Games” by creating videos to compare and contrast the careers of ancient Roman gladiators to careers in the Hunger Games. These 21st century skills of comparing, contrasting, and finding connections between historical data and current literature require students to formulate their own opinions on topics and to be able to present their findings in a formal presentation, directly implementing the College and Career Speaking and Listening Readiness Standards of, “4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.”

[Billboard Design photos](#)

[Third Grade Animal Adaptation](#)

Through each of these projects, as stated in CCDS’ ESLRs, students use basic skills from the standards and critical thinking to take ownership and to develop a love of learning. They practice being responsible citizens through their use of life skills when working in groups with one another and by learning how to impact their own community, and they problem solve community solutions using various educational and technological resources. Students utilized the CCSS College Career Readiness standards through reading a variety of “high-quality, increasingly challenging literary and informational texts.” As well as, “use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying

[3rd Grade Next Generation Science Standards](#)

[MS Rome and the Hunger Games Project](#)

real and imagined experiences and events.”

Student Work-Engagement in Learning

To better implement the new Common Core writing standards, and to ensure that examination of student work drives instruction, all writing teachers in kindergarten through eighth grades at CCDS collaborated with grade level partners to collect representative samples of high, medium and low student writing prompts. Teachers met to discuss samples and to share knowledge on how to improve practices in writing instruction as a result. These samples can now be used as authentic, student-written anchor papers by teachers in the future.

This year collaborative professional development opportunities of “Looking at Student Work” and Goal Setting based on the Common Core State Standards were added as professional development options to further inform teaching and to focus on best practices.

Integration Among Disciplines

Project Based Learning (PBL) and Highly Effective Teaching (HET) by default are based upon integration of subject areas. Common Core State Standards in multiple subject areas, as well as Next Generation Science Standards (NGSS) and Social Science Standards are built into the instruction of each piece of a project, leading up to the culminating, student-chosen product. When students are engrossed in a current project based upon a specific science or social science unit, all fiction and non-fiction literature read by the class centers around these same themes and concepts. For example, fifth grade students studying social science learn about European explorers who landed in America by reading Avi’s novel, *The True Confessions of Charlotte Doyle*, to learn what life was like on a sailing ship. They practice latitude and longitude skills in math, research old navigational instruments, and learn how to read a compass rose. Students sing sea chanteys, learn to tie sailing knots and finally, through a field trip sponsored by the San

[CA CCSS
College and
Career
Readiness
Standards p. iv,
65](#)

[ESLRs
\(Learner
Outcomes\)](#)

[Writing
Prompts,
Rubrics,
Student](#)

Francisco Maritime Organization, spend a twenty-four hour period working as sailors on an actual, historic sailing vessel, the Balclutha, on Hyde Street Pier in San Francisco.

[Samples](#)

Curricular Development, Evaluation, and Revisions

All teachers have a role in curriculum development, evaluations, and review at CCDS. Smaller committees perform the “legwork” of researching and piloting programs for review, and then present their findings to the entire faculty. These committees are formed by teachers across the grade levels, with representatives from all, or most, grade levels that are passionate and interested in a specific subject area. Teachers are then asked their opinion of the programs under review and are able to have a voice in which programs are adopted.

[Looking at Student Work Protocol](#)

Most teachers at CCDS also participate in a merit pay program called the “Deeper Learning Collaborative” (DLC). Teachers who choose to take part in DLC are put into cross-grade level and subject teams. Each teacher creates a yearly personal goal, a curriculum goal, and a school goal with benchmarks for achieving their goals throughout the year. DLC teams come together at least three times a year to review and discuss progress towards goals. In the spring, each teacher must give a presentation of their choosing that shows evidence of reaching their respective goals. Team members critique and offer feedback on each other’s presentations and help a teacher to begin formulating goals for the following year. The Deeper Learning Collaborative offers teachers incentive to implement best practices, to challenge their students with more rigorous lessons, and to continue to learn and to grow as educators.

[Integrated Thematic Instruction](#)

When funds are available to purchase new technology, teachers meet with the CBO to give input on determining where best to spend the funds to benefit students. In the 2012-2013 school year, the Parent Teacher Partnership fundraising efforts allowed for the purchase of 60 iPads for primary grades levels to share. Last year it was decided that one class set of Chromebooks would be bought per grade level for 2nd through 5th

grade teachers to share. Laptops that had been used prior to the purchase of the Chromebooks are housed in the library for student research and use.

Professional Development opportunities to learn about and to practice using new technological resources have occurred frequently over the last six years. Darren Massa, our middle school science teacher is a “Google Certified Innovator” teacher. He and other teacher experts have offered professional development trainings on Google Classroom, Google Extensions, Videography, iMovies, Fresh Grade, YouTube videos and other Google Apps. Teachers also share out at staff meetings in “Edu-slams” or use of quick technology tips and tricks. As mentioned earlier, by hosting the recent GAFE conference last fall, most of our teachers were able to attend numerous sessions on how to incorporate relevant technology into their classrooms.

With the board approved “Year of Exploration” that CCDS is currently undergoing, the Board voted in January on an administrative structure that best reflects the philosophy of the school. The entire staff has participated in Philosophical Chair discussions, Round Table Discussions, Fish Bowl Discussions, and numerous other conversations to honor the voice of each staff member in making their suggestions to the board. The Board took the considerations of the staff and faculty, along with other stakeholders, and has approved of an administrative structure that will lead to the hire of a Director of Education and a Dean of Student.

Articulation and Follow-up Studies

Students, parents, and other stakeholders are given information about programs available at Chico Country Day via surveys, at “Fireside Chats,” PTP meetings, Board Meetings, and sometimes in Student Council. Our school Parent Liaison consistently updates the school community through weekly e-fliers and monthly newsletters.

[DLC](#)
[Procedures](#)

Students at CCDS benefit greatly from the close proximity of CSU, Chico. Every year classes of students participate in hands-on CCSS math and Next Generation Standards Science labs taught by students from the university. University students also volunteer at CCDS to teach lessons and mini units on specific subjects. For example, CSU, Chico students from the Health Education Department write their own lesson plans and teach our kindergarten students about body systems, germs, the importance of good nutrition, exercise, recycling, and keeping the earth clean. Numerous parent professors from CSU, Chico also visit as guest speakers to present lessons in chemistry and other topics of which they are expert. Students from the local Butte College campus come to CCDS to observe teachers as well.

Each September, students in the Middle School Leadership Team at CCDS attends a California Association of Student Leaders (CASL) conference. The goal of CASL is to facilitate a network of ethical, responsible, and servant-minded leaders in local schools and communities. CASL's mission is for students to improve their own school campus culture by supporting their leadership abilities through intensive training and diverse resources. During the conference, students are placed into groups with students from other schools to focus on group dynamics and inclusion, team-building exercises, ways to build a better campus, and learning ways to put your whole self into leadership.

Eighth grade students at CCDS visit the three local high schools the spring before they graduate. Upon choosing a high school, counselors come to CCDS to meet with students individually to design and to map out their secondary education schedules and timeline. Various CCDS alumni who attend the local high schools are frequently seen helping out with activities on campus or at times offering their services as tutors to middle school students.

This spring five CCDS alumni who now attend Chico Senior High School returned to campus to be recognized for their outstanding achievement in a celebration at our

[PD opportunities 2014-2015](#)

[PD Technology Survey](#)

[PD Tech Survey Results](#)

[CCDS Professional Development Plan](#)

[Year of Exploration Summary Report](#)

morning all school flag salute. These five individuals were recognized by their high school teachers and received honors for outstanding student achievement and leadership.

B2. Access to Curriculum

Variety of Programs-Full Range of Choices

In addition to the freedom provided by Project Based Learning in students designing their own projects, Chico Country Day School also offers “20-Time” Project time every Friday afternoon. Based on the principle of students deciding on a project of their choice for 20% of their learning time, during 20-Time students create and design a project of their choosing with academic goals, depending upon their passions. These projects have ranged from students designing and coordinating sports clinics for younger students, the building of a seating and storage unit for middle school students, the designing of the outside middle school area, building garden boxes for the school garden, photography, poetry slam, fundraising projects for the Jesus Center and Heart Association, and students becoming proficient at playing a new instrument over a specified amount of time and putting on a concert to demonstrate their new skill.

For the past two years, CCDS students have also participated in the global “Hour of Code” movement during Computer Science Education Week wherein tens of millions of students in over 180 countries spend at least one hour learning basic computer programming, or “coding”, skills. After the initial introduction, students choose which coding activities, from basic to more complex, that they would like to attempt. Even students in kindergarten and first grade learn how to program characters to perform specific tasks through trial and error, and learn from their experiences.

In the primary grades, even when students are not engaged in a major PBL project, they

[Students at Chico State “Matter” Science Lab](#)

[CSU Students teach Kindergarteners about Healthy Living](#)

[Leadership Conference](#)

are often given menu choices of how they would like to demonstrate their understanding of a particular concept. This might be in the form of choosing what type of a book report to create, or choosing a “Side Dish” and “Main Course” from a menu of activities. This ability to choose a preferred activity not only provides buy-in for students, but lets them use the learning style and strategies that they find most comfortable to demonstrate proficiency of a topic, as well as recognizing each child’s uniqueness and special strengths.

At the middle school level, all students in seventh and eighth grade, from high achieving to special education students have the opportunity to participate in “Elective” classes. These electives, ranging from Spanish, to videography and computers, cooking class, building, repairing bicycles, leadership, yearbook, history of music, dance and theatre, to a new robotics class, allow students to experience unique opportunities outside of the academic arena, including technical training, that may guide them toward or inspire possible career choices. Elective choices will be offered to our sixth grade classes next year as well.

Students in grades K-5 have the opportunity to participate in weekly and bi-weekly art and garden programs. Through the art program, taught by a credentialed art teacher, students create art projects utilizing various types of media, that typically correspond with their current unit of study or class project. In the garden program students helped to design and to create the new school garden space. They now work in the garden every two weeks, adding soil and compost to the beds and planting seeds. As the garden matures students will have the opportunity to consume the foods grown, as well as to learn about native plants and shrubs growing, and how to attract native pollinators to the area.

[Alumni Honored](#)

[20 Time](#)

[Hour of Code Schedule](#)

[Hour of Code Photos](#)

Accessibility of all Students to Curriculum

To provide accessibility of all students to the curriculum, the Response to Intervention (RtI) Program at Chico Country Day is utilized in grades K-5 regularly and is being expanded into our middle school. At the start of each school year, through an extensive assessment screening process (reference assessment section), the faculty and staff identify learners who are working slightly below grade level standards (Tier 2 students), or significantly below grade level standards (Tier 1 students), who may benefit from more intensive instructional support. Students identified as performing below grade level standards in one or more areas are referred to RtI. The RtI program at CCDS has morphed and developed over time, and has looked different at various grade levels, depending upon the needs of students. At times students have been “banded” into homogeneous learning groups for a thirty minute block, with teachers and academic coaches providing instruction at various skill levels. Currently in first through third grades there is a specified RtI block of time at each grade level in Language Arts for a half hour, as well as a specified RtI block in Math for a half hour, four days a week. Tier 2 students are provided remedial services of needed skills by an academic coach in class in a small group “push-in” environment. More academically challenged, Tier 1 students, are serviced at this same time period in a “pull-out” intervention by the RtI teacher. Students are re-screened and re-assessed every few weeks to measure growth and to avoid “labeling” a student as continually in need of remediation.

At the 4th and 5th grade levels, an RtI academic coach spends two days a week per class giving “push-in” support for the whole class during math independent work time and supporting students as needed. This adds an extra trained adult in the room at this time. Students needing more intensive “Tier 1” support at this level receive pull-out, small group instruction for 30 minutes, four days a week.

During the above mentioned RtI blocks, high achieving students often have the opportunity to pursue enrichment and/or challenge activities through games, challenge

[Menu Activity Sample](#)

[Elective Class Options Document](#)

problem solving, and logic exercises, as well as computer programs and educational apps on the iPad. Challenge groups for high achieving students are led by teachers as well as trained parent volunteers.

In the middle school, RtI services are being revamped in 2015-16. Historically students needing RtI services in grades 6-8 have been underserved. After examining the LCAP and most recent student demographics data, the school determined that more support was needed in the middle school. CCDS is in the process of assessing students and adjusting schedules to better serve all students.

To further facilitate access and ensure success of all students to the curriculum, most teachers in the primary grades at CCDS create temporary and fluid in-class homogeneous ability groups for brief and intensive “station” periods. In one class this might be evidenced by students grouped with similar ability peers in book clubs reading and discussing a book of their interest at their common reading level, while a different set of students work with the teacher in a small group on a skill specific to their needs.

The “Daily 5” Program that kindergarten through third grade teachers utilize allows for this flexible and fluid grouping. Daily 5 is a Language Arts program wherein students are trained to work independently at a series of five tasks: Reading to Self, Reading to Someone, Working on Writing, Word Work (Spelling Practice), and Listening to Reading. Following short and intensive whole-class direct instruction lessons, the Daily 5 Schedule gives teachers time to work or conference with individual students, as well as with numerous small groups of students on target skills. The “Daily Math 3,” used by kindergarten and other primary teachers, is a similar model that teaches students to become independent in three types of math activities while providing teachers with small group time to differentiate instruction. A similar type of station time is conducted in fourth grade, allowing for individual conferences, check-ins, and small group instruction or remediation.

[RtI](#)

At the middle school level, writing teachers conference individually with students and set writing goals. Students who struggle academically in other core subjects are given oral assessments of concepts. To differentiate the needs of students in PBL, wide parameters of criteria are often set. For example in an environmental science booth exhibition in sixth grade, students can design their own booth, or choose to use a classroom table. This pushes high achieving students to be very creative, while lower achieving students could rely on a less challenging design. Giving students this choice in how to showcase their learning provides a safety net for all students to achieve.

Students are also given numerous opportunities to practice effective and cooperative discourse with one another on their topics. Before projects are begun, in the midst of designing and building, and before final completion, students are taught how to “Peer Critique.” Teaching students this discourse to improve upon their projects creates an environment of trust and cooperation wherein students feel safe to make mistakes and want to correct their work to improve its quality.

Student-Parent-Staff Collaboration

Student-parent-staff collaboration is evidenced at CCDS through student-led conferences in the fall after the first reporting period by our fourth grade through middle school students. In the fourth and fifth grades, students lead their parents through work that showcases their progress in all curricular subjects, and following, set goals for the remainder of the year. Prior to their conferences, students in middle school write a reflection piece about their strengths and struggles in all areas, including character skills. After sharing a folder of sample work, students, in conjunction with their parents, create individual goals for the next semester.

Teachers in kindergarten through third grade conduct fall conferences with parents wherein student strengths and areas for growth are discussed, and plans are made for students to continue to succeed academically, socially, and behaviorally.

Students at Chico Country Day School also collaborate in the personal learning of their peers and younger students through the “Project Peers” program. Project Peers are cross-grade level classes of students that meet to either “hone and practice” their skills by teaching younger students their craft, or to offer guidance, advice and editing of projects by commenting on and critiquing another student’s work. Project Peers provide an authentic audience needed for PBL projects to have meaning for students and for them to want to create and to improve upon quality work.

For example, after 7th grade students learned how to take “Sketch Notes,” they met with 3rd grade project peers to demonstrate mastery of this process by teaching 3rd graders to make their own Sketch Notes to review third grade “Force and Motion” standards before an assessment. After their own study of photosynthesis, 6th grade students worked to persuade 2nd grade Project Peers to “thank” a plant, which teaches respect and appreciation for plant life. The students met one-on-one, using visual aids and infographics to explain the importance of photosynthesis, enhancing their own understandings and giving the second graders a different perspective on the process. Project Peers have also been used across grade levels to help edit writing as well as to give feedback on prototypes of projects, all in the spirit of helping students to improve upon, and to learn and grow from each other, offering an alternative perspective and providing an authentic audience.

Monitoring/Changing Student Plans

When a student demonstrates continued academic or behavioral concerns after multiple documented interventions resulting in no improvement, the student is recommended for a Student Study Team (SST) meeting. This team consists of the general education teacher, RtI staff, specialists, administration, parents, and professionals, if necessary, from the community. The purpose of this team is to brainstorm and problem-solve possible solutions for a child to achieve success in the classroom. During the meeting a plan of consistent intervention with documentation is made, as well as plans for

communicating progress to the family after a specified period of time. If concerns remain after these new interventions have been tried, the team comes together again to problem-solve different solutions and, as a last result, possibly recommend for testing of a specific disability.

**Summary, Strengths and Growth Needs regarding Standards-Based Learning:
Curriculum**

Chico Country Day School, through Highly Effective Teaching (HET) and Project-Based Learning (PBL), attempts to provide direct access to a rigorous, relevant, standards-based curriculum for all students. These models and the various adopted school programs allow students to constantly make connections through the integration of their curriculum. Student choice through PBL provides motivation for students who need more academic rigor, as well as multiple opportunities for differentiation of the curriculum. This facilitates CCDS' meeting of critical learner needs by allowing choice and equity for all students across grade levels. These differentiation opportunities include our intensive Response to Intervention Program, as well as small group Daily 5 and Daily Math 3 station programs utilized by teachers to meet the needs of small group and individual students.

With the addition of Chromebooks in the elementary grades, all students at Chico Country Day School, through their individual Google accounts, now have access to much greater technology, allowing them to explore multiple mediums for learning about and presenting information learned. Google Classroom, Google Documents and Slides, Google Hangouts in Middle School, Lexia, Mathletics, Think Central, and Typing Club are just a few of the programs and tools that students use on a regular basis to access their curriculum electronically.

Another strength at Chico Country Day School, inspired by the Project Based Learning model, is the use of Peer Critique and Project Peers. These methods of positively

[Middle School
Conference
Documents](#)

[Primary
Conference
Notes](#)

[Project Peer
Photos](#)

critiquing one another's work across the grade levels provide students with not only an authentic audience for their work, but the motivation to want to improve their work to achieve the best quality projects possible.

A final strength of Chico Country Day School is the willingness of its staff and teachers to go above and beyond in striving for best practices. This is evidenced in the multitude of professional development programs offered on site by its own teachers and administrators, as well as the off-site, grant programs that various teachers take part in on a regular basis such as Buck's Institute trainings, STEM, MathTIME, EngagedED, GAFE and CUE conferences, High Tech High and Chula Vista visitations. The time commitment and personal time that staff and teachers at CCDS use to pursue these professional development goals are evidence of the true commitment of this staff to make sure CCDS lives up to its mission to provide a safe, joyful community where all learners are inspired to achieve their personal best.

As school demographics change and the population becomes ever more diverse, CCDS must continue to be diligent about equitably meeting critical learner needs. With technology being such a staple in classrooms today, access to more machines is important in third through eighth grade. Students who lack access to computers at home may need to become part of a lending program to check out devices for home use. The school must continually revamp its RtI program to meet the needs of its current learners and not fall into a pattern of stagnant familiarity and ease. As students with more diverse behavior issues continue to enroll and to become a part of the school community, the need for more school counseling and social groups will grow.

While teachers at CCDS appear to stay so current on new technological advancements, grant opportunities, and programs, they must remember to keep the shared vision of the school at the forefront of their thinking and be mindful of not starting something new just for the sake of being on the cutting edge, but because it serves a specific

academic purpose in this shared school vision.

Strengths:

- Project Based Learning/HET
- Access to Technology
- Cross-grade level Project Peers/Peer Critique
- Access to curriculum through choice
- Small class sizes in primary grades
- Teachers dedicated to professional development
- Writer's Workshop-differentiated instruction in this model
- Small Group differentiation through Daily 5, Daily Math 3, Stations
- RtI Program to target specific, intensified gaps in skills

Growth Needs:

- Continue to revise/revamp a working structure for RtI
- Consistency in writing program across grade levels (building in time for Writer's Workshop to occur)
- As technology continues to be an ever valuable resource, providing enough machines for student use
- Continue to compile information from writing findings, along with anchor papers at each level in grade level folders on the Shared Drive.
- Organize student Google Docs into grade level portfolios so growth in student writing can be seen over many years.
- To consistently integrate writing, especially reflective pieces, into PBL, leading to more authentic assessment and potentially eliminating need for "grades."

C. Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences

At CCDS, we strive to meet the needs of all children at their academic levels. Our teachers are highly qualified to provide an integrated thematic curriculum that creates opportunities for students to delve deeply into their areas of study. Through the use of integrated thematic instruction, Project Based Learning, being there experiences, and technology, our students design projects that spur their imagination and allow them to reach academic standards, college and career-readiness standards, and schoolwide learning outcomes.

Throughout the years, many of our teachers have had the opportunity to be trained in the Highly Effective Teaching (HET) method, also known as Integrated Thematic Instruction, that helps teachers create integrated thematic units to engage students in their learning and deepen their understanding of the concepts and topics taught. In addition, within the last two years, all of our teachers and leadership have had extensive training in Project Based Learning (PBL). Our goal has been to improve and support learning by developing instructional strategies and supports that best meet the needs of struggling learners as well as advanced students. Together, these two approaches to pedagogy create a powerful and highly rigorous, highly engaging learning environment. The last two years, our staff has also devoted a significant amount of collaboration and professional development time on incorporating the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

Components of the PBL model our teachers follow include project tunings, a protocol for looking at student work, and holding project exhibitions. Project tunings provide opportunities for teachers to collaborate and critique each project planned for students, focusing on integration, engagement, rigor, learning outcomes and assessments. As projects are implemented, students solve real world problems, engage with authentic

[Exhibition Photos](#)

[Photos of Engaged Kids](#)

[Project planning sheets](#)

audiences and create a way to share their learning. Teachers then use the student work protocol to assess whether students have met the learning outcomes the project was designed for. We have seen a great deal of engagement and enthusiasm for both learning the content and teaching others about the content learned.

[Project Tuning Protocol](#)

[Looking at Student Work Protocol](#)

The use of technology has increased dramatically in the last several years. All classrooms have a flat screen television that connects to the classroom computer and ipads. Our device to student ratio has increased, as well as the training and comfort level with implementation for our staff. Teachers routinely present content through the use of technology. Students in every grade level use technology to enhance their learning as well. Teachers are able to quickly assess student progress by assessing student work, editing and providing feedback to students on Google Docs, instant responses in Google Classroom, providing brain friendly activities, etc. Students are able to practice skills at all levels using educational apps and subscription programs, such as Lexia Core 5 and Mathletics, on the iPad. Students also have access to websites for research and use Google Hangouts to access classrooms around the world. These varied uses of technology increase student engagement and therefore increase student learning.

[Google Classroom](#)

[Technology](#)

Students at CCDS are made aware of the expectations for performance and meeting, or surpassing, standards. Students are given an overview of projects at the beginning of many units. Students are also given rubrics that outline expectations and learning goals. They participate in peer critique both within their own classrooms and with project buddies. The use of anchor charts to guide and support learning are commonly used within classrooms. Anchor papers are a common teaching tool and have been developed by using writing prompts at all grade levels. Our goal since 2012, has been to improve and support student learning in the acquisition of good writing skills. We are making good progress on this goal and supporting student understanding of the CCSS by using anchor papers.

[Project Descriptions](#)

[Rubrics- Graded and Ungraded](#)

[Student Work with Critique](#)

As mentioned previously, the use of technology has grown significantly in the last few years. Technology has helped us differentiate instruction and support learners at all levels. We are able to assess students for RtI by using AIMSweb and math assessments such as Go Math! on Harcourt's Think Central. At the primary grades, students are participating in leveled skill building activities with the use of Lexia Core 5, the Epic! reading app, and the Teach Me learning app, among others. Students in second grade and above are able to access specific websites that the teacher has selected for them and their instructional level through Google Classroom. Teachers are creating video lessons that students watch at home before coming to class so that they gain some prior knowledge. Students are then able to refer back to the video after the lesson to gain support with independent practice. Teachers are able to share information through links to original source documents, YouTube videos, and websites. Students are significantly engaged in learning when content is presented in this manner.

[Anchor Charts](#)

[Anchor Papers](#)

C2. Student Engagement

Teachers as Coaches

Coaching can look different at different levels, but we strive to create classrooms and projects where students feel empowered by their learning experiences, engaged in their learning, and able to apply their knowledge to real life situations with support. This is the basis for the PBL model. All projects begin with a driving question to guide the student's research and knowledge acquisition.

[Student use of Technology](#)

For the past three years, our middle school students have been participating in a 20 Time project. As our middle school teachers explain:

“ For over 20 years a trend in education has been gaining momentum that suggests the role of the teacher ought to shift away from an industrial model where the teacher stands in the front of the classroom to dispense knowledge through lectures, and the students sit to consume the information. Rather than being the “sage on the stage” as some pedagogical experts maintain, teachers increasingly

[Mr. Pembroke's Youtube Channel](#)

ought to play the role of the “guide on the side.” In this role, the students play a much more active role in how the content and knowledge is acquired. In this model, teachers provide resources, ask questions, and suggest projects for students to explore their content. While we still play the “sage on the stage” role in our classes some of the time, the 20% project is one place where we will be the “guide on the side.” Put simply, this is a student-centered project rather than a teacher-centered project.”

Students actively pursue their passions and design their own learning experiences. This has become an amazingly engaging time for our students. Teachers at all grade levels guide their students to design ways to share learned information, ask questions, and support student ideas for projects rather than assign and assess without student input. For example, first graders chose to use their knowledge of the three R’s (reduce, reuse and recycle), to reuse old t-shirts to make cloth grocery bags and sell them to raise money to adopt an acre of rainforest. Students applied their knowledge of conservation that they had learned throughout the year to contribute to a solution for rainforest deforestation.

[20 Time Folder](#)

Examination of Student Work

As evidenced by the student created projects attached, students have opportunities to create projects that use technology to show and share their learning at their own academic levels. Students and teachers also share student progress toward the standards with parents by using the app FreshGrade in some classrooms.

Real World Experiences

One of the key components of HET and PBL is real world experiences. One of the most recent examples of this was a fourth grade classroom project where students designed a billboard to raise awareness within the community about water conservation during this time of drought. With support, guidance and a series of critiques from teachers and project buddies, students created artwork and slogans for the billboard as a culminating project for an integrated unit. Student’s artworks were voted on by other

students and the winning work was used on a billboard in town, where it was displayed for public viewing.

Another PBL example is the third grade Empathy/Kindness project. The third grade students met with Head Start preschoolers at a different school. Through getting to know these children, third graders created handmade toys based on the interests of the preschoolers. They filled a need for the preschoolers to have a special toy of their own to play with and practiced the life skills of empathy and kindness in the process.

A fundamental component of our educational program is providing students with study trips, “being there experiences” are an integral part of real world experiences. Being there experiences can be location specific study trips, as well as thematic immersion days on campus. Students come to school with varied experiences and background knowledge. Being there experiences provide a common foundation for all learners and exposes students to experiences in their local community. All students participate in being there experiences which are structured to be grade level appropriate. (See table below.)

| | |
|--------------------------------------|---|
| K | <ul style="list-style-type: none"> ● Fire station ● Pumpkin patch ● Caroling at senior center ● Chico Creek Nature Center ● Bidwell Park ● Gateway Science Museum ● CSU, Chico Laxson Auditorium Performances ● Bricks for Kids |
| Grade 1 **immersion experience | <ul style="list-style-type: none"> ● Gateway Science Museum ● Chico Creek Nature Center ● Worm Farm ● Post Office ● Barry Kirshner Wildlife Foundation ● Rubbish and Recycling Exhibit |

[Rainforest bags](#)

[Haiku Deck Rainforest project #1-1st](#)

[Haiku Deck Rainforest Project #2-1st](#)

[Haiku deck rainforest project #3-1st](#)

[Not a Drop to Spare](#)

| | |
|--------------------------------------|---|
| | <ul style="list-style-type: none"> ● Downtown mapping experience ● Coleman Fish Hatchery ● Polar Adventure Day** ● School Post Office - Froggy Mail ** |
| Grade 2 **immersion experience | <ul style="list-style-type: none"> ● CSU, Chico Laxson Auditorium Performances ● Butte County Public Library ● Creek Restoration with Kids in Creeks ● Bidwell Park-Monkey Face ● Jesus Center Garden ● Bricks for Kids ● Turtle Bay Museum in Redding, CA ● Biographies - Annie Oakley Visit ** |
| Grade 3 **immersion experience | <ul style="list-style-type: none"> ● Chinese Temple ● Maidu Hike - Bidwell Park ● Chico Museum ● Honey Run Ecological Reserve ● Head Start Preschool ● Gold Nugget Museum ● Sports LTD climbing wall ● Gateway Museum ● Moonlab ● CSU, Chico Hands on Science Lab ● Llano Seco, Rancho Esquon ● Massa Farm ● Pioneer Day** |
| Grade 4 *overnight experience | <ul style="list-style-type: none"> ● Bidwell Park ● Sutter's Fort - Living History Experience * ● Mt. Lassen ● CSU, Chico Laxson Performances ● Empire Mines - Grass Valley, CA ● California State Capitol, Sacramento, CA |
| Grade 5 *overnight experience | <ul style="list-style-type: none"> ● Age of Sail - Balclutha Tall Ship Living History Experience * ● Schreder Planetarium ● Verbena Fields ● CSU, Chico Hands on Science Lab ● Water Treatment Plant Oroville, CA |

[Kindness Project](#)

[Study Trip Photos](#)

| | |
|--|---|
| Grade 6 *overnight experience | <ul style="list-style-type: none"> ● Environmental Science Camp * ● CSU, Chico Hands on Science Lab ● Leadership Camp at Pleasant Valley High School |
| Grade 7 *overnight experience | <ul style="list-style-type: none"> ● California Academy of Sciences, Botanical Gardens, Japanese Tea Garden, de Young Fine Arts Museum -San Francisco, CA* ● Shakespeare Festival Ashland, OR* |
| Grade 8 *overnight experience | <ul style="list-style-type: none"> ● Civil War experience - Angel Island * ● Math and Architecture Walks - Downtown Chico ● 20th Street Rocket Launch ● Great America - Science/Math Day ● Literature Cafe |
| Co-curricular trips *overnight experience | <ul style="list-style-type: none"> ● Band competition at Six Flags ● Choir to Ashland* ● Art to downtown MONCA pop-up museum ● Art to Tin Roof to view art exhibition |

Summary, Strengths and Growth Needs regarding Standards-based Student Learning: Instruction

CCDS' approach is based on integrated thematic instruction and Project Based Learning, which allows students to meet academic standards, college and career-readiness standards, and schoolwide learning outcomes, while also becoming excited and engaged in both their material, and the process of learning. Many teachers are trained in Highly Effective Teaching. Project tunings facilitate collaboration, engagement, and rigor, directed at learning outcomes and assessments. Students solve real world problems and engage with authentic audiences. CCDS' approach encourages students to pursue their passions, tailoring learning experiences to them. Study trips and thematic immersion days provide experiential learning. CCDS has also invested in technology, integrating new digital tools in multiple aspects of the learning process.

We offer a rich environment for students in and out of the classroom, as we strive to meet our critical learner needs. Students from various backgrounds, all ages, levels and

abilities, can access the curriculum in a variety of ways.

Strengths:

- Highly trained teachers in HET and PBL
- Development of Integrated Thematic Units/PBL
- Collaboration among teachers
- Development and use of protocols within PBL
- Technology
- Student empowerment
- Immersion days on site
- Numerous off campus study trips

Growth Needs:

- Writing
 - Continued development of anchor papers
 - Implementation of Writer's Workshop
 - purchase of Writer's Workshop Units of Study
- Technology
 - Staying current with technology
 - Maintaining equipment

D. Standards-based Student Learning: Assessments and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress and D2. Using Assessment to Monitor and Modify Learning in the Classroom

At CCDS, assessment is an integral part of the classroom. It not only guides our instruction, but helps us to inform the community of our students' progress. Teachers use a wide variety of means to effectively assess student progress.

[CST](#)

[CAASPP](#)

State testing has changed in the recent past, yet the new reporting system seems to follow similar patterns. Students are assessed each spring.

Test security is taken very seriously. Staff undergoes trainings on proper handling of testing materials.

CCDS receives data from the state and disseminates it accordingly. Parents receive a print out of their child's data and the school files a copy in each student's folder. Teachers are given hard copies at the start of the school year to look at past and present student levels and plan accordingly. Staff have dedicated development time to evaluate the data from state testing.

Students with individualized educational plans are carefully monitored by our special education department. Each student has a case manager that is in charge of the student's IEP. Student goals are written based on assessment data gathered by a variety of specialists. These goals are assessed at predetermined intervals to see if students have made progress toward achieving their goals. If achieved, new goals may be written into the IEP. Student progress is shared at annual or triennial IEP evaluations with parents and other stakeholders.

[SPED
Assessment
Samples](#)

Historically, students who have been identified as English Language Learners undergo CELDT testing. Student classifications or redesignations are shared with parents as well as teachers and specialists involved in servicing this population. We have not had a large enough population for extended periods of time to gather significant data.

[CELDT Data](#)

The CCDS Response to Intervention (RtI) team administers benchmark assessments (universal screeners) and formative assessments (progress monitoring) at specific intervals throughout the school year. Benchmark assessments are administered within the fall, winter, and spring benchmark periods to all students in Grades K-5. These benchmark assessments may include measures of early literacy, reading fluency, reading comprehension, early numeracy, math applications, and math computation, as determined by grade level standards and normative data. Benchmark assessments results are used to facilitate discussions between general education staff, support staff (RtI/special education), parents, and administration. These discussions involve grade level standards, student performance, and comparison of below target indicators that may warrant additional assessments to determine support needs. Below target indicators for benchmarks are determined using national and local norms (AIMSweb) and are compared with data from grade level assessments, secondary screeners, and parent input to help evaluate assessment accuracy and support needs.

[RtI and
AIMSweb](#)

Secondary assessments are administered to smaller groups of students who have been recommended for additional screening based on below target performance on benchmark assessments and/or grade level assessments. These secondary assessments include curriculum-based assessments such as Go Math! and Houghton-Mifflin Harcourt, as well as specific intervention program assessments such as Reading Mastery, Corrective Reading, SIPPS, REWARDS, Barton, Visualizing and Verbalizing, Seeing Stars, Math Connections, Math Their Way and RtI Tiered intervention. These secondary screeners help to determine which students require support in specific

prerequisite areas (below grade level standards) in order to successfully access grade level standards in reading and math. Students are re-assessed after an intervention has been provided (4-8 weeks on average) to determine whether the overall goals of the intervention plan were met. If the goals were met, the intervention team will assess for the next target standard and the process of placement, intervention, and reassessment is repeated. General education teachers provide grade level core instruction and tiered interventions within their classrooms as well, which enables support staff to target prerequisite and foundational skills (one or more years below grade level) while the broader scope of grade level expectations continues to be monitored and addressed by classroom teachers.

[Go Math!](#)

[Seeing Stars](#)

[Math Their Way](#)

With a priority on progress monitoring and determining whether interventions are effectively addressing the skills areas identified through benchmark assessments, grade level, and secondary assessments, formative assessments are used to track growth within an intervention period. These assessments are specific to the intervention curriculum being utilized and are indicators of proficiency at various intervals within an intervention session. For example, a group of students may be identified as needing decoding support through the benchmark assessment, are secondarily assessed using the Reading Mastery placement assessment, and are progress monitored using the Reading Mastery Fluency Master Checkouts after every five lessons of the program. If data indicates that an individual or group is on track for the meeting the target goal, the intervention will continue to be implemented. Progress monitoring may also indicate a need for adjustments to a program, such as group size, intensity level, pacing, instructional changes, or extenuating factors that may require attention from additional personnel.

The success of this multi-tiered model of assessment and intervention is evident in the data collected through all three tiers of assessment and intervention. Our assessment results show significant increases in student performance on targeted skills areas and

documented steps taken when an individual's performance is not meeting proficiency targets. Assessment results are shared with general education staff prior to and following each intervention session (4-8 weeks on average) and are compared with classroom performance in similar skills areas. Pre-assessment and post-assessment results for students scoring below proficiency are shared with parents, along with recommendations for home support. General education teachers, support staff, parents, and administration collaborate regularly regarding program effectiveness through both verbal and written communications, such as grade level meetings (at least once bi-monthly), parent conferences (at trimester or more frequently by request), Student Study Team meetings (by referral and/or request), progress reports (trimester), and intervention progress reports (given to teachers at the start and end of each 4-8 week RtI session).

In addition to RtI assessments, the general education teachers use several measures to assess student progress in the classroom both formally and informally.

a. Math: Go Math! Unit Tests, CPM Chapter Tests, in class discourse, homework, daily work, teacher created quizzes, interactive notebooks, fluency timed tests, Mathletics, etc.

b. Language Arts: Spelling and grammar quizzes, BPST, sight word quizzes, DRA, response to literature, reading comprehension passages, writing prompts with rubrics, student conferencing, book clubs, literature circles, Lexia, etc.

Student feedback is gathered by individual teachers, instructional aids, and additional support staff. Conferencing with students throughout the day across the curricular areas helps to drive instruction and improve learner outcomes.

As a faculty, we meet during staff meetings and/or professional development times to

[Go Math!](#)

[Language Arts
Assessment
Samples](#)

[Writing
Prompts](#)

[Lexia](#)

address student assessments and achievement usually referring to our various Project Based Learning (PBL) projects. In addition to meeting as a staff, grade level teams meet regularly to look at student work and plan together.

The Kindergarten Team has piloted a new program this year called Educational Software for Guiding Instruction (ESGI). ESGI is a simple and secure assessment platform that provides a frictionless process to conduct one-on-one assessments. Teachers use pre-loaded tests, and create their own assessments, to quickly gather student performance data and automatically generate multiple reports. The data in ESGI is also used for populating personalized parent letters & flash cards, identifying individuals or groups for targeted instruction, and customizing the learning environment to promote focus areas for academic growth. Needless to say, ESGI helps guide instruction very effectively and quickly. Once data is collected, it can form small RtI Tier 1 groups of students by ability to target student needs. Since teachers also do Tier 2 kindergarten intervention, they are also able to target students who still need more one-on-one support. Students have shown growth and this growth may also be supported at home.

Over the last several years our staff has been involved in several grant opportunities that have allowed us to learn about and implement Project Based Learning (PBL). This inquiry based learning ties to standards and has several embedded assessments. Teachers meet regularly to tune projects, look at the resulting work from a project, and then tune again to tighten up or make changes for the following year. Depending on the project, students often have some sort of culmination of their work. It could be in the form of a portfolio of work, interactive notebook, or project folder with collected evidence of achievement. Teachers use a variety of methods to measure these culminating events, although rubrics are a common tool.

The authentic assessment that occurs during a project is still something that we are working on documenting in creative ways. Teachers have used YouTube, Haiku Deck,

[Looking at Student Work Protocol](#)

[ESGI Evidence Folder](#)

[PBL Video](#)

[PBL Assessment](#)

interactive notebooks, and publications of writing, to name just a few, as modalities to showcase student work and achievement. The best part of the process is that students often direct the final product and have a say in how we can hold them accountable. The authenticity of the project brings rigor to our learning and allows us to differentiate learning to service all learner needs.

All students participate in a culminating Exhibition Night event. In years past, individual classes have hosted evening events to showcase work, but last year, the whole school showcased a collaborative larger scale exhibition for Open House. Students led observers through their project(s) and gave presentations to passerbyers. Students displayed knowledge through clear and informative presentations. This year, the school has planned two nights to showcase projects to our community. We will have a night for kindergarten through third grade and a night for fourth through eighth grade.

We believe that exhibition nights provide a wonderful authentic audience for our students to share their depth of knowledge and understanding of their topics. This interaction functions as an authentic assessment that the school community benefits from, as well as the classroom teacher.

Not only does an authentic audience benefit the students, but having the chance to lead and exhibit knowledge is extremely exciting and motivating. This intrinsic motivation drives the rigor of the project. Students strive to solve a critical question or problem mercilessly and the passion they have for their project is really something to behold. Students share what impacted them the most from the process and the learning that occurs is more meaningful and their reflections more insightful.

This style of learning is also advantageous to all types of learners as it can be easily

[Example Folder](#)

[Project Tuning](#)

[Exhibition
Night](#)

differentiated for all learning needs. Students who are higher achievers have the room to be challenged and excel above and beyond the benchmark expectation. Students who struggle may need additional supports, but the independence that is built into projects allows teachers the time to come alongside the struggling student.

These various forms of assessment all influence instruction, and also play a role in reporting information back to parents and stakeholders. We use a reporting system called Aeries. It has many functions. Teachers in kindergarten to fifth grade use it primarily for attendance purposes and for generating report cards. Teachers in middle school use it to record and report assignment scores as well as report cards and attendance. Parents create an account and use the parent portal to gain access to updated assignment information and reporting of progress.

Every trimester (elementary) or semester (middle school), teachers are given a window of time to fill out their report cards to inform parents and stakeholders of student progress in this formal reporting system. In the elementary school after the completion of the first trimester, teachers offer conferences and share their reports. Second and third trimesters, student's report cards are sent home and conferencing is done on an as needed basis.

In 2013, the school made necessary changes to align the report card to the updated Common Core Standards. We chose to condense the very standards laden report card and give overall achievement scores academic areas. This decision was made by a report card committee. Each grade level was represented and given the opportunity for input. True to the nature of CCDS, there was much collaboration and research to fine tune the final report cards. The streamlined reports give accessible, relevant information to parents without giving too much information to convolute the overall message.

Students are scored in kindergarten through fifth grade on a scale from one to four for their major academic areas. Life skills are also important to our school community and

[Aeries](#)

[Parent Portal](#)

[Report Card
Evidence Folder](#)

are also given scores on a scale of N (needs improvement), S (satisfactory), or O (outstanding). The middle school transitions students to letter grades on a scale from A (excellent), B (above average), C (average), D (below average), and F (failing).

Students are assessed using the various methods listed in this section, and then individual grade levels use rubrics and similar scoring methods to decide student achievement.

Students who do not meet benchmarks are referred to our RtI program, or are already participating in the program.

Teachers use many digital methods to help with assessments. In the middle school, students access Google Classroom to interact with their teachers and peers on a regular basis. Students use this tool to take assessments, and the computer will tabulate and score the results in a Google Sheet. Many of the elementary teachers also use Google Classroom with their students. Teachers in as young as second grade classrooms are using Google Classroom to introduce students to the format and familiarize them with the interface for use as they advance at CCDS. Teachers post assignments, set due dates, and use the app to help with scoring and gathering assessment data. Students are also, if allowed by instructors, able to see their peer responses and interact with each other to build an understanding of digital citizenship within the classroom community.

Another exciting digital tool being used is Fresh Grade. Many teachers on campus are testing it out this year. Darren Massa is spearheading the charge. He is our resident Google Certified Teacher. He was recently featured in a news article on CNN Online. The Fresh Grade app allows teachers, parents, and students to connect with one another. Teachers and students are able to post onto digital portfolios created by the teacher. Parents receive alert emails to notify that their student has a new post. They are

[Google](#)

able to view photos, videos, and voice recordings of their student and comment. It is yet another tool to help our community stay informed and up to date on student progress. Parents love it, because it gives them an insight into the everyday happenings in the classroom. Teachers also have the ability to use Fresh Start as a gradebook to post projects and points earned while connecting it to actual evidence linked in the student portfolio.

[Classroom](#)

Each portfolio is very private and only teachers, students, and parents are allowed to access individual student work. This platform allows teachers to record the growth that happens throughout the year in a digital format that students can have with them from year to year.

D3. Using Assessment to Monitor and Modify the Program Schoolwide

[CNN Article](#)

Stakeholders are informed of student progress in a variety of ways. Administration reports to the board on student progress toward standards. Staff shares results of grade level and school wide assessments to administration and parents. Our business and industry communities get an idea of our school community through some of the outreach programs they offer. For example, Mom's Restaurant offers students in the local area a free meal if they complete a reading check-off bookmark. They keep track of the bookmarks and do drawings to further reward students in the community for reading.

[Fresh Grade Screenshots](#)

Schoolwide Modifications Based on Assessment Results

Over the past several years, assessment results have caused a need for changes in school programs. Several years ago, math scores took a slight dip and were out of place next to the English language arts scores. A committee of teachers, staff, and administration was formed to assess the situation. It was the recommendation of the committee to move toward a new math adoption. The committee piloted several programs and visited the County Office of Education to view the different offerings at

the time. Go Math! was chosen as an outcome of the committee's work. It was formally adopted by the board which is comprised of community members, parents, and staff, so all stakeholders was involved in the process.

The school rolled out Go Math! last year and teachers and staff are seeing a growth in math discourse and student engagement. As we become more familiar with the program, teachers continue to add parts of the program to the classroom repertoire. There are several web based features that are a part of Go Math's "Think Central." Teachers are able to access lesson materials, tutorials, enrichment, and other helpful tools. There are several components to the assessment piece. For example there is a web based component for assignments and tests. These program universals are still being worked on at the grade levels.

Our RtI program is an essential component in our efforts to meet the needs of our identified learner groups. The RtI specialists are using the intervention curriculum to reteach and review skills to support student achievement.

Summary, Strengths and Growth Needs regarding Standards-based Student Learning: Assessment and Accountability

Chico Country Day School uses a variety of innovative assessment tools to monitor the progress of learner outcomes. ESGI, Google Apps for Education, Fresh Grade, AIMSweb, Parent Portal, etc., are all examples of technology being used effectively to inform and provide accountability. There are a variety of ways staff informs the community of progress toward our curricular goals. Trimester or semester reporting to parents, exhibition events of all kinds (individual classrooms to school wide events), and Parent Teacher Partnership presentations are all great examples of ways we share what we are working on with our community. The staff at CCDS continues to implement their RtI program to help serve our lower achieving students, closely monitoring benchmark assessments to ensure that we meet our critical learner needs.

[Go Math!
Assessment
Samples](#)

[Think Central](#)

Pre-assessment and post-assessment results for students scoring below proficiency are shared with parents, along with advice for home support. Project Based learning engages and motivates students to learn at a more rigorous pace. This learning style helps make assessments of projects a lot more engaging and exciting.

As we reflect on our assessment practices at CCDS, there are still areas for growth and refinement of our teaching practice. Areas of growth that we have identified are continuing to review and learn about our Next Generation Science Standards (NGSS) and to not only create curricular units, but also look at creating assessments that align with these new standards. As a staff, we enjoy cross grade level collaboration, but need to incorporate more time to discuss assessments specifically. We still have a few conversations that need to take place to monitor and establish a more consistent set of assessment universals and benchmarks as well. Finally, we would like to continue to strive continue to use technology to equip students to create digital portfolios that follow them through their time with us at CCDS.

Strengths:

- Project Based Learning (PBL) embedded assessments
- Exhibition Nights for the community
- Resource to Intervention (RtI)
- Cutting edge assessment tools/technology
- Collaboration within grade levels

Growth Needs:

- Digital portfolios to explore collecting more evidence in student drive accounts that follow them from year to year
- Solidifying universal assessments
- Cross grade level collaboration to decide upon universal assessments and

mutually agreed upon benchmarks

- Continual need to monitor school-wide learning assessments and make adjustments to ensure high achievement
- More time to process the NGSS and create assessments

E. School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

Chico Country Day School is a desired school, in part because of the level of parental involvement. There are many chances to volunteer before, during, and after the school day. The Parent Teacher Partnership (PTP) Board meets during the summer to update a list of volunteer opportunities. These opportunities are posted on the school's website with a link to sign up at any time during the school year. The PTP organizes community events, fundraising, parent committees, and collects parent volunteer hours.

[Signup Genius Link](#)

Parent volunteers play a large role at CCDS. They often work in classrooms, assisting teachers with materials preparation and with student groups. They volunteer on committees for event planning as well as committees such as the Fine Arts Committee. They organize, orchestrate and execute events such as the annual Auction For Excellence, the Jog-a-thon, Faculty Follies, Book Fair, Harvest Fair, and All-School Skate events, serve as drivers and chaperones for field trips, and take projects home to assist classroom teachers. Each year, parents work with faculty and middle school leadership students to run a fun 100th Day of School event, in which kindergarteners through third graders gather for 100 minutes to do collaborative group activities centered on the number 100. Parents also organize and implement school wide fundraising efforts such as, the annual Jog-a-thon and the annual Auction for Excellence. The money that the PTP raises throughout the year is spent directly on the needs of the school.

[Volunteer hours](#)

On the last day of the school year, the PTP and staff organize the Bridging Ceremony in which all students from kindergarten through eighth grade cross over a wooden

[Bridging](#)

bridge to symbolize the transition into the next school year. It is a celebration of student success and the hard work that they have demonstrated throughout the school year! This culminating event is a year end celebration for all students, families, faculty and staff.

[Ceremony Photo](#)

In order to further reach out to parents, we have developed a robust Facebook community and a large Twitter following. On Facebook we have a school page, PTP page, and a Free-Source page, all of which are extremely active. On Twitter our leadership and teachers tweet frequently about events and classroom happenings. Teachers communicate with parents through weekly classroom newsletters. In addition, many teachers also have classroom Twitter, Facebook and Instagram accounts to keep parents involved in classroom activities. We have a Parent Liaison who provides parents with school information through weekly newsletters and e-fliers.

[CCDS Facebook Page](#)

[PTP Facebook page](#)

[Free-Source page](#)

We continue to attempt to increase involvement of non-English speaking parents. Enrollment forms are translated into both Spanish and Hmong; however our regular communications are in English only.

Families are encouraged to track their volunteer time. They can record their hours either on a short form (found in the main office) or by using a Google Volunteer form. This form allows reports to be generated to see how many hours and in what areas families volunteer.

[Google Volunteer Form](#)

In order to further reach out to our local community, CCDS has joined the new online system Nextdoor, a social network focused on local communities at the scale of individual neighborhoods. We use this system to announce evening events that might increase local traffic. We plan to use this new system to announce kindergarten enrollment lottery application deadlines and other information that might be useful to

our neighborhood, and encourage continued neighborhood involvement in our school community.

E2. School Environment

Safe, Clean, and Orderly Environment

School safety is of vital importance to the CCDS community. We have developed strong procedures for safety drills and practice them regularly. At the beginning of each year, we implement a Safety Week where all drills are practiced school wide. This year we joined the international Great Shake Out and performed our earthquake drill along with millions of students worldwide. Each month we practice our fire drill, as required.

Each morning and afternoon, at drop-off and pick-up times, faculty and staff serve as crossing guards to ensure the safety of students, families, and drivers. Newsletters are used to communicate a reminder to drivers on safety procedures during drop-off and pick-up at school.

Student safety also includes the character education curriculum that we have worked hard to develop school wide. We use the common language of life skills to teach character traits to all of our students. These life skills are a focus of each classroom, with different grade levels focusing on specific life skills. A life skill of the week is also a focus of our all school flag salute each morning. We have also implemented the Positive Behavior and Interventions and Supports (PBIS). All teachers engage students in lessons addressing these universals as they apply to all areas of the school. As part of our Student-Family handbook, we inform families of our policies for safety, including our policy for internet use.

CCDS has always been a place where differences are honored and embraced. We have

worked hard to educate our students about issues such as bullying by utilizing the Second Step program in kindergarten, and Bully Proofing our Schools with first and second grades. We have recently become aware of students who are dealing with gender identity issues and have provided training in partnership with Stonewall Alliance, for staff, parents and students regarding these issues and how to best support the needs of such students.

In 2010, the WASC visiting team considered our greatest liability to be our facilities. In 2013, we began to renovate the current middle school building that was purchased in 2011. This project was completed in March 2014 and the middle school teachers and students moved into the new classrooms at that time. Also in March 2014, the elementary side of campus began reconstruction. Buildings were demolished, temporary classrooms were brought in and construction of new classrooms and the gymnasium/multi-use building began. Construction was completed enough to a degree that kindergarten through fifth grade students and teachers were able to move into the new modern classrooms before school began in September of 2014. Special education, Response to Intervention, Speech, the Main office, preschool and After-School Programs also began the 2014-2015 school year in our newly remodeled facilities. Our gymnasium/multi-use building was completed and being used by December of 2014. Attached to the gymnasium/multi-use building are the music room and the school library. The music room was in use by December 2014 and the library opened in August of 2015. By the spring of 2015, our students were able to have recess on our new play structure and our newly sodded field was being used for PE classes as well as recess. School safety was a consideration during the renovation of our current school site. Fences were added surrounding the entire school on each side, with gates that are locked throughout the school day. Visitors are now channeled through the offices on both sides of the campus to ensure awareness of all people on campus. While there is still a punch list of small items to complete, the school facilities are fully functioning and being enjoyed by everyone in our school community. It is safe to say that our

[Facilities](#)

facilities are no longer a liability.

High Expectations/Concern for Students

CCDS works tirelessly to provide a caring, nurturing environment wherein the whole child is educated. We believe that this is only possible in a setting that celebrates individual and cultural differences. This does not mean sacrificing high expectations; on the contrary, in such an environment, students can achieve their personal best. In order to foster our welcoming atmosphere, we have implemented anti-bullying programs, as well as Positive Behavior and Interventions and Supports (PBIS), guided by our three universals: Be Safe, Be Respectful and Be Responsible. Over the past few years, our music teachers have transformed the programs and intent of our four annual concerts, so that they are now celebrations of cultures throughout the world. Students sing songs from many traditions, and sing in a variety of languages from Japanese to Hebrew to Inupiaq.

Atmosphere of Trust, Respect, and Professionalism

In the past several years, finding the right leadership for our school has been a struggle. We are an independent charter which means we function much like a district school, but without a superintendent and the support of a district office. The model of leadership came into question this past year when our last Principal left the school. At that time the staff approached the board and asked for a year in which to explore a new model of leadership that would best meet the needs of the school as a whole. The board was both supportive and trusting of this idea and approved our “Year of Exploration”. To lead us through this process, the board approved the hire of Colly Fischer, a second grade teacher, as the Teacher Leader for the year. Mrs. Fischer stepped out of her classroom to take on this leadership role for the 2015-16 year. In addition, Suzanne Michelony took on the role as Dean of Students and John Garrett, our middle school

history teacher, became a part time Teacher Leader. Together, they led us through an extensive process that has resulted in the board's recent approval of a the leadership model of one full time Director of Education and one full time Dean of Students, both to start in the beginning of the 2016-2017 school year.

[Year of Exploration](#)

Chico Country Day Board of Directors provided a unique opportunity for the staff to conduct a Year of Exploration with the intent to provide the board with a functional leadership and organizational structure that best fits the vision of our school. During the Year of Exploration, staff participated on task forces that explored alternative or innovative decision making, organization charts, staff autonomy, visitations of schools, conferences, job descriptions, and leadership roles. Staff discussions and votes followed. A committee gathered and refined the findings and presented the Board of Directors with a few organizational charts, newly written job descriptions for leadership roles, and a manageable system to provide input and make decisions as a staff in January. The Board is moving forward with one of the organizational charts and plans to hire in the upcoming months.

[Organization Chart 2016-2017 Option 1](#)

E3. Personal and Academic Support Criteria

[Organization Chart 2016-2017 Option 2](#)

Adequate Personalized Support

At Chico Country Day School, we have made it a priority to serve our students academically, physically, socially and emotionally. CCDS provides services to support student needs. Several years ago we established a committee to help implement Positive Behavior and Support Interventions. This committee helped to guide the school in creating our three universal rules: Be Safe, Be Respectful and Be Responsible. Universal procedures were developed that included appropriate use of common spaces and playground behavior. This committee continues to guide the staff in the use of Eagle Eyes for recognizing positive behavior.

It has taken us many years to develop our highly effective Response to Intervention Program (RtI). We serve 90 students in Tier 1 and 2 intervention and 45 students in Tier 2 and 3 intervention. These students are identified through the AIMSweb universal screeners, specific standards based screeners and teacher referral. Kindergarten and first grade teachers are also using ESGI (Educational Software for Guiding Instruction) assessments to determine need. Small groups of students are created based on need. Students in need of Tier 2 support are served in small groups in the classroom. Students in need of Tier 3 support receive small group pull out support. Groups are flexible and change regularly. Students are served for three weeks and then their progress is monitored. If they have gained the skill, they are moved out of the group and a space is created for a new student. Students who are not making the progress needed are referred to the Student Success Team, where a student's needs are further evaluated and a plan is created.

Students who are in need of an IEP are served in our special education department by one of two special education teachers and several academic coaches. We have a full time special education teacher for students in grades kindergarten through fifth grade and a 0.5 FTE teacher for students in middle school. Currently we serve 42 students with IEPs in one of two learning centers on campus. We have a learning center for Kindergarten through fifth grade students on the main campus and a second learning center in the middle school. Adaptive PE and Occupational Therapy services are provided for students who require them as part of the special education program.

In addition to our RtI and special education programs, we also provide speech services and employ a part time speech teacher. She provides small group instruction, uses the Quick Artic Program and does Sound Club for all kindergarteners.

[RtI Staff Presentation](#)

[RtI Schedule](#)

[RtI Data](#)

As reading and writing becomes more demanding as students enter fifth and sixth grades, teachers discovered a great number of their students, who did not qualify for intervention services, struggled with informational text comprehension and communicating through the written word assist.

The Resource Specialist and the RtI Coordinator, recently trained in Linda Mood Bell's technique of Verbalizing and Visualizing, have recently begun teaching a 6-week, 30 minute whole group in the 5th and 6th grade. The Visualizing and Verbalizing (V/V) program develops concept imagery--the ability to create an imaged gestalt from language--as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking and writing. During, and after, the six-week program, classroom teachers are given methods to continue to support V/V instruction.

Our school psychologist is employed at 0.5 FTE and also has a counseling intern. They provide social skills groups for kindergarten through third grade students, and have done classroom teaching on unexpected behaviors at various grade levels. Our school psychologist also provides counseling for some of our middle school students as the need arises. Additional counseling services are provided for some students through Butte County Behavioral Health.

Our school nurse is available to students and facilitates referrals for medical needs, and dispenses medications for students that need them regularly during the school day and for field study trips. She has also trained the staff on how to use epi pens in an emergency. Our school nurse also conducts vision and hearing screenings. In addition to our nursing services, all staff have been trained and certified in first aid and CPR.

We strive to educate responsible citizens. We use a common language of life skills throughout the school. Each grade level focuses on certain life skills. The life skill of the

week is highlighted during morning all school flag salute.

In an effort to create a program that meets the needs of our students academically, physically, socially and emotionally, trainings in the Nurtured Heart Approach were offered and many staff members participated. As teachers are practicing these skills in the classroom, the Butte County Office of Education Nurtured Heart Trainers have continued to support us with problem solving check-ins.

We also faced a new opportunity for growth and education of the community recently as we learned of students who were dealing with gender identity issues. Stonewall Alliance was contacted and they provided our staff and parents with training around gender identity issues and how to support these students with respect and caring.

Support Services- Interventions and Student Learning

School leadership and staff place a high priority on support services. We have an integrated system that provides assessments and interventions at multiple stages in a student's classwork and throughout their primary education.

To ensure success of all students, we employ a Response to Intervention (RtI) Program in grades K-5, and in January 2016, the program was extended to the middle school. All students are assessed at the start of each school year to identify those working slightly below grade level standards (Tier 2 students) or significantly below grade level standards (Tier 1 students). Students performing below grade level standards are referred to RtI, with various interventions. CCDS provides requisite support for the interventions to be successful, including adequate time, instructional materials, staffing resources, and ongoing communication with staff, teachers, and families. For further details, see A1. Vision and Purpose Criterion.

[Flag Salute](#)

In 2012, we implemented a Positive Behavioral and Supports (PBIS) program relying on three basic tenets: (1) Be safe, (2) Be responsible, and (3) Be respectful. These terms, applied across classrooms, reflect the CCDS culture and focuses on life skills we promote.

To deal with tardiness and absenteeism, an Assistant Teacher Leader has been relieved of his teaching duties on Fridays to focus on these issues. He joined the newly formed Butte County charter school School Attendance Review Board (SARB), and works with other charter schools and community members to diagnose and resolve persistent student attendance or behavior problems and expand the repertoire of community resources available to the parent community of CCDS. For further details, see Chapter 3.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

At Chico Country Day, all students have access to a challenging, relevant and coherent curriculum. All students have access to Social Science, English, Math, Science, Problem-Based Learning, Art and Music classes. All 6th through 8th grade students have the opportunity for after-school math assistance with Chico State University math majors.

Co-Curricular Activities

Our co-curricular programs help to educate the whole child and provide students with academic rigor outside of typical academic programs. Students receive instruction in art, music, and PE on a regular basis, use our learning garden, and have access to a range of electives from musical theater to robotics.

Kindergarten students receive 30 minutes of art instruction every three weeks, while first through fifth grade students receive at least an hour of art instruction per week. We have a full time art teacher who collaborates with the classroom teachers to integrate art

into their units of study. The art teacher also teaches a weekly art elective to middle school students, and provides push-in support for middle school teachers to help with student projects. All programs follow the Visual and Performing Arts Standards for the state of California.

At CCDS, at least two-thirds of our art lessons support classroom curriculum and projects. Art activities include painting, sculpture, drawing, and printmaking in a wide range of media, as well as art appreciation and design. The art teacher meets with grade level teams throughout the year to collaborate and design projects to enhance learning. Examples include rain forest frogs and snakes for first grade, dragons with adjective backgrounds for second grade, the Junior Duck Stamp Contest for third grade, portraits for fourth grade memoirs, and tall ships in fifth grade. Our Leadership Class has commissioned student art for school dances, to promote school and community events, and as permanent installations on campus. Each year, students learn technical and perceptual skills, growing as artists and as appreciators of the arts. Students keep a portfolio of their art work. Student art shows occur each year as a part of Exhibition Night, an event that showcases student Project Based Learning work. These are well attended by families and friends.

[Art Photos](#)

Students receive weekly music instruction in grades kindergarten through fifth grade. Kindergarteners focus on singing together and in tune. Music provides an opportunity to teach collaboration and citizenship. In first and second grade, the emphasis is on rhythm, ear training, and note reading. Songs are chosen to integrate with class units, so that there is connection across disciplines. Students also explore and appreciate other cultures through their music. These skills are deepened in third and fourth grade, and the recorder is also added to the curriculum. Fifth graders explore musical genres including jazz, blues, and rock, and learn orchestration. Middle school students can choose music and theater electives, including music history and musical theater production.

In addition to these programs, primary students are also able to participate in an after school beginning choir program with the music teacher. Older students are able to participate in the advanced choir program after school, as well. At fourth grade, students may join beginning band and participate in this after-school program. There is an opportunity to participate in beginning and advanced band with our band teacher, depending on student skill level. We have four annual concerts throughout the school year, all of which are well attended by friends and family.

Every Friday, we hold an All School Sing in our new gymnasium/multi-use building. All students from all grades come together to sing songs and build community. Kindergartners sing alongside middle school students, and all students learn from watching and joining in with their peers. Some songs are custom-written by faculty to coordinate with our annual themes, reinforcing the values and ideals we work to foster.

[Music photos](#)

The new Chico Country Day School Library Media Center is run by a part-time credentialed teacher librarian. The library is integral to all our learning programs. Students visit the library regularly during class time, and the facility is also available for students to conduct research and read for pleasure during lunch, recess, and other breaks. To garner interest and enthusiasm, the library participates in nation-wide celebrations of Banned Books Week, Teen Read Week, Read Across America, and others. We view the library as an essential component in our effort to create lifelong learners proficient in reading, information, and technology literacies, with the skills to find and assess information on any subject. The library also hosts an annual book fair in conjunction with Scholastic each December.

[Band Photos](#)

Classroom teachers teach PE for grades K through 5. At the middle school level, we have a physical education teacher who teaches PE daily to our middle school students. In addition to PE, we have a middle school athletics program. Middle school boys and girls can participate in cross country, basketball and volleyball. CCDS' teams are

coached by a mix of faculty and volunteer parents. Our boys and girls volleyball and basketball teams all had (or are currently in) winning seasons, and won multiple tournaments, and our cross country team is showing strong improvements. We have celebrated the opening of the Eagles Nest, our new gymnasium, by hosting a series of tournament competitions with local schools. These included the First Annual Eagles Jamboree this fall, in which CCDS volleyball teams completed with local teams in three 30 minute unscored games. Allowing the teams to play competitively in unscored games creates an environment where the athletes played with less inhibition. We also held the First Annual Eagles Invitational tournaments for girls and boys basketball this winter. At the end of the tournaments, each team was awarded a plaque showing their place and displaying their team photo, in order to honor each of the teams involved.

[CCDS Library Website](#)

We make full use of our welcoming natural environment by incorporating our “Outdoor Classroom” -- a natural laboratory and garden -- into our curriculum. Students work with a part-time gardening coordinator and parent volunteers to establish and maintain a garden that is used to explore and reinforce lessons on nutrition, ecology, math, business and other subjects, and teaches the rewards of patience, hard work, and teamwork. Faculty and parents worked with students to build new planting boxes this past autumn, filled with generously donated compost and soil, providing expanded space for all garden projects, and have planted our first crop of radishes and sugar snap peas. We are now planning the construction and installation of fencing, an arbor, bench seating, and a reading nook. We are also joining the new Tiny Library movement by installing an outdoor case of gardening books that can be consulted by students during gardening classes. These improvements will allow our garden to function as a peasant space to encourage quiet, contemplative activities.

[Boys Basketball Tournament Article](#)

Our manager of facilities runs a robotics elective, Build It/Fix It, for middle school students, introducing them to mechanical, electrical, and computer engineering.

CCDS has an After School Program (ASP) available to all families for a nominal fee. Eleven (6%) SED students utilize the ASP. In 2015-16, the CCDS ASP teamed up with the Boys & Girls Club of the North Valley (BGC). The BGC is a premier after school program and youth mentorship organization in the region, with highly trained staff, though they lack adequate funding. This partnership helps both organizations: CCDS staff gains guidance and ideas to enhance the program at CCDS, and the BGC receives additional funding. The teams have held two days of staff development this year, including "Programming with Impact," focused on lesson plans and implementation, High Yield Learning Activities, Spontaneous Activity planning, Positive Communication and Team Building, and relationship building. BGC also provides Management Coaching for the CCDS ASP Director.

[Gardening Photo](#)

Summary, Strengths and Growth Needs regarding School Culture and Support for Student Personal and Academic Growth

CCDS has many strengths in School Culture and Support for Student Personal and Academic Growth. Parent and Community Engagement is a particular focus, and our Parent Teacher Partnership is actively involved in planning and running a wide array of activities and programs that enhance student learning and help CCDS maintain its welcoming, energetic, engaging atmosphere. Our all-new facilities provide a safe, orderly, and enjoyable learning environment. We utilize numerous proactive programs to foster a supportive and professional atmosphere, and rely on proven intervention programs and strategies to support all students as they work to achieve their personal best. We teach positive behavior and character development through our emphasis on life skills and our three universal rules: Be Safe, Be Respectful and Be Responsible.

Our RtI program is highly effective, working with our Student Success Team. We also

have 42 students with IEPs, who are overseen by the Special Education Department and, when appropriate, Adaptive PE and Occupational Therapy services. For students in 5th and 6th grades, we now use the Verbalizing and Visualizing technique to improve comprehension and higher order thinking.

While we engage in extensive communication with parents and community members through newsletters and social media, in the coming year, we will to strengthen our leadership and increase the inclusiveness of our outreach to the local community, including outreach to Spanish- and Hmong-speaking communities.

CCDS' robust set of co-curricular activities is a great strength. Students receive instruction in art, music, and PE on a regular basis, use our learning garden, and have access to a range of electives from musical theater to robotics. These activities are central to our Exhibition Nights, and allow parents and community members to celebrate our students' work and success.

Strengths:

- Parent Teacher Partnership with parents volunteering in classrooms, organizing and executing events, and helping with school fundraising
- Positive Behavior and Support Interventions
- Response to Intervention Program
- All new facilities, including classrooms, library, gym, music room, offices, and play areas.
- Co-Curricular Activities, eg. art, music, PE, gardening, theater, and robotics

Growth Needs:

- Leadership transition with the hire of a Director of Education and a Dean of Students

- Continue expansion of Response to Intervention to the middle school
- Increase outreach, including to non-English speaking parents

Chapter 5: Schoolwide Action Plan

The comprehensive Schoolwide Action Plan for 2016 (see below pp. 164-170) represents a single plan for student achievement informed by the results of the 2016 self study process. As part of the school's commitment to coordinating all cyclical planning efforts under one "umbrella," the comprehensive plan includes key objectives from the 2015-18 LCAP; it also carries forward any unfinished business from past action plans since 2010. It is therefore a fluid document that grows with the school and changes to reflect achievement, as well as target key growth needs.

Before the 2016 Schoolwide Action Plan was created, the work group created an inventory of all goals and objectives, including those from the last full study report, the 2013 Mid-Term Report, and the most recent LCAP document. This "big picture" overview enabled the WASC team and focus group participants to track trajectories of certain activities--some ending "mid flight" for one reason or another; others evolving into fruitful initiatives and/or policies that continue to generate positive growth outcomes, like the total overhaul of the school's physical plant or the commitment to expand the use of technology. This "goals inventory" also includes the cross referencing of key "checks and balances," including the 2010 Recommendations (WASC), as well as the Expected Schoolwide Learning Results and latest Critical Learner Needs.

While this inventory is being used primarily as a "road map" for the planning committee, it is worth noting as a key instrument in guiding the WASC teams in updating the 2016 Schoolwide Action Plan. The process also inspired a greater commitment to regular "big picture" planning and broader participation in the cyclical review of the Action Plan, which now appears in Goal 3 of the updated Plan.

2016 Schoolwide Action Plan Goals & Rationale

Following is an introduction to the three goals of the 2016 Schoolwide Action Plan. The goals are organized under three major categories: student-centered (Goal 1), staff-centered (Goal 2), and community-centered (Goal 3). These overarching categories provided a helpful context in talking among stakeholders about strengths and growth areas in each of these highly recognizable groupings. It also made it easier to narrow down the number of goals into fewer, more meaningful categories.

Goal 1: Student-Centered Focus

CCDS will provide a supportive, equitable, and engaging environment for all students. Student outcomes will reflect access and achievement in research-based instructional strategies and support programs.

Rationale: The teaching and learning experiences both in school and in informal settings help establish a student's place in the world. Equity ensures access to curriculum that challenges a diverse student body, and promoting 21st century learning skills will translate to success in the classroom.

Area of Growth: Maintain the collegial community feel where mistakes are valued as a learning tool and students are willing to take risks; attract greater diversity of students and teachers to better reflect the demographics of the larger Chico community.

ESLRs: (1) Held to high expectations and strong academic skills; (2) Good citizenship and healthy lifestyle; (3) Creative thinker, problem-solver, lifelong learner

Critical Learner Needs: (1) Need for maintaining equitable, targeted intervention programs across grade levels for all students; (2) Need to improve average daily attendance to maximize a positive learning environment for all students.

How Evaluated? Test results, daily classroom performance, attendance records, Exhibition Night activities, parent & student perception data

Essential Questions for Exploration:

1. How do we encourage students in all grades to develop critical thinking skills, as well as develop necessary communication and collaboration skills
2. How can we best continue to support students in the transition to Common Core State Standards?
3. How can we cultivate intrinsic motivation in students by creating conditions for choice, passion and play?
4. How can we continue to ensure CCDS is a place where all students have strong, respectful relationships that promote open and honest dialogue?
5. How can we ensure traditionally disadvantaged students have support needed to excel academically and socially?

Goal 2: Staff-Centered Focus

CCDS staff will stay current on the latest research through ongoing professional development and training to ensure student success in reaching the desired student outcomes. Staff will integrate knowledge into curriculum as part of an ongoing commitment to student success.

Rationale: By staying well informed of latest academic research and teaching pedagogy, CCDS teachers are best prepared to help students succeed; they are also motivated to advance their own knowledge, experiential learning, and collaborate together to support each other and share best practices.

Area of Growth: Continue to foster professional growth in the area of educational technology, student-centered teaching pedagogy as well as Project-based Learning.

ESLRs: (1) Held to high expectations and strong academic skills; (3) Creative thinker, problem-solver, lifelong learner

Critical Learner Needs: (1) Need for maintaining equitable, targeted intervention programs across grade levels for all students; (2) Need to improve average daily attendance to maximize a positive learning environment for all students.

How Evaluated? Student projects and celebrations of work, test & assessment results, classroom performance, attendance records, teacher/parent/student perception data

Essential Questions for Exploration:

1. What are the best methods of assessment that ensures that research and practices are giving students the tools they need for success in high school and beyond?
2. How can we guide teachers and colleagues in co-designing meaningful, interdisciplinary, authentic curriculum?
3. How do we cultivate a professional culture that provides feedback and continuously grows and improves?
4. How can CCDS continue to create a culture where a broad range of data, including required testing and assessment, is used to inform teaching practices in order to develop student-centered approaches to learning?
5. How can we support colleagues in providing access and challenge to diverse learners in the different learning environments CCDS provides?
6. As the school continues to take steps to diversify the student body, what steps can be taken to diversity staff?

Goal 3: Community-Centered Focus

CCDS will demonstrate commitment to ongoing data-driven planning cycles involving stakeholders across the community.

Rationale: Develop ongoing cycle of planning for which required reports (WASC, LCAP, Charter Renewal Application) are by-products and not drivers of separate activity.

Area of Growth: Streamline planning activities; engage more stakeholders across the community

ESLRs: (3) Creative thinkers, problem-solvers, lifelong learners

How Evaluated? Simplification of planning efforts; stakeholder surveys measuring participation and engagement; higher morale in regard to system-wide project undertakings like WASC and LCAP.

Essential Questions for Exploration:

1. Can we continue to facilitate various decision-making processes effectively and build consensus among stakeholders?
2. How can we create goal comparison data assessments moving that can be updated in perpetuity?
3. How can we encourage current WASC Team Leaders and other participants to continue to stay involved in the ongoing self-improvement process, as well as recruit new and varied points of view to focus on continuous school improvement for the benefit of CCDS students?
4. The campus is physically safer and large enough to accommodate student extracurricular activities and sports, what are the best uses of these facilities to ensure inclusivity and maximum student engagement as well as to draw greater community participation?

By dividing the 2016 Schoolwide Action Plan goals into three major categories--each of which highlights principal stakeholders (students, staff, and community)--the WASC teams were able to reflect on growth needs as they specifically relate to each of these key groups. In talking about math scores, for example, as an area in which there is room for improvement, the teams could identify specific actions that could be taken to address student learning (see 2016 Goal 1, Action 3). The action steps for teachers, however, is different, and in the 2016 Goal 2, which is staff-centered, action step 4 addresses need for continuing

professional development in math. Furthermore, for the community-centered Goal 3, action step 1 discusses need for being more transparent in sharing test and survey results and how these results and/or the actions taken to improve these results fit into the larger, ongoing self-improvement process.

Similarly, another key growth area is need for continued attention to diversity and equity. From a student-centered point of view, CCDS is committed to specific activities that highlight value of diversity and specific learning opportunities that raise awareness and celebrate differences. Recommended activities for this same growth area are slightly different under Goal 2--teacher-centered, where the Curriculum & Implementation Committee is assigned to ensure appropriate teacher training and tools are incorporated into the curriculum. Under Goal 3--community-centered focus--a review of some of the school's primary communications tools is recommended as a means to ensure sufficient outreach and to "check in" with stakeholders on effectiveness of outreach efforts. In other words, are we making the impact we think we're making?

A transition over the next year to Student Learning Outcomes (SLOs) is another growth area that touches all stakeholders. Although it was an early goal of the WASC leadership team to incorporate the transition from ESLRs to SLOs during this six-year cycle, there wasn't sufficient time to effectively engage everyone in this important process. Perhaps the greatest "ah-ha" moment of this latest WASC cycle was the discovery of the importance of the cycle itself. While Chico Country Day School has successfully engaged its community in a variety of report preparations over the years, it wasn't until the preparations for this report were well underway that the "bigger picture" finally clicked--for everyone.

And while it has been touched on before in this report, the "ah-ha" moment can't be overstated because it contributed enormously to the sense of community and collaboration that has helped make this report a productive venture. To see the self-improvement process as an ongoing journey is one thing, but to establish a working infrastructure to promote and support continued planning and self-reflection is another. And to be able to connect the dots across reporting responsibilities so that each new report is not an island on its own; rather, a continuation of the updating and reporting routinely required to successfully measure and evaluate progress. When this happens, then the focus on learning remains

trained on the students, the staff, and the community, for which the evidence and information we're collecting is simply part of a larger process of improvement and commitment to excellence.

WASC 2016 Action Plan

Goal 1: Student Centered

CCDS will provide a supportive, equitable, and engaging environment for all students. Student outcomes will reflect access and achievement in research-based instructional strategies and support programs.

Objective 1: Commitment to Project-based Learning

Objective 2: Emphasis on Equity and Diversity

Objective 3: Continued Focus on Improvement of the CCDS Math Program

Objective 4: Full Implementation of a School-wide Writing Program

Objective 5: Continued Emphasis on Common Core Instructional Alignment

Goal 2: Staff Centered

CCDS staff is current on the latest research relevant to the achievement of desired student outcomes. Knowledge is integrated into curricula as part of ongoing commitment to student success.

Objective 1: Commitment to Professional Development in Project-based Learning (PBL), Emphasizing the PBL Process and Student Engagement in the Process

Objective 2: Equitable Access Across Grade Levels to Professional Development and Current Research in Innovative Approaches to Student Learning

Objective 3: Continued Professional Development in Writing

Objective 4: Continued Professional Development in Math

Objective 5: Continued Emphasis on Full Integration of Technology in the Classroom and Adherence to the SAMR Model

Goal 3: Community Centered

CCDS will demonstrate commitment to ongoing, data-driven planning cycles involving stakeholders across the community.

Objective 1: Incorporate Dissemination of Key Data at Community Meetings, Like Board and Parent - Teacher - Partnership Meetings, as well as Focus Groups for Specialized Projects, like LCAP and Charter Renewal

Objective 2: Review e-Flier, Website and Newsletter Effectiveness—Are We Reaching Target Audiences? Continue to Improve Outreach Efforts by Seeking Best Practices of Other Schools

Objective 3: Commit to Six-year Cycle of Self-improvement by Retaining Core WASC team. Continually Recruit Fresh Leadership and Use Regular Reporting Periods as a Means of Keeping WASC “Fresh” in Stakeholders’ Minds

Objective 4: Bring Proposed SLOs to Board of Directors for Review and Discussion as Part of Summer ’16 Retreat.

Goal 1: Student Centered

CCDS will provide a supportive, equitable, and engaging environment for all students. Student outcomes will reflect access and achievement in research-based instructional strategies and support programs.

Responsible Persons: Administration, Staff, Board of Directors, Stakeholders

Professional Development Resources: General Fund/LCAP: Professional Development, Curriculum & Textbook Budget

Objective 1: Commitment to Project-based Learning

| Tasks | Timeline |
|--|------------------|
| 1.1 Schedule teacher meeting to develop new Student Learning Outcomes. SLOs should reflect PBL, current research, and Common Core instruction. | Spring 2016 |
| 1.2 Staff researches and designs PBL projects for the year. | Fall 2016 |
| 1.3 Staff plans, reflects, and revises PBL process and analyzes student work. | Winter/Fall 2016 |

Objective 2: Emphasis on Equity and Diversity

| Tasks | Timeline |
|--|--------------------|
| 2.1 Develop rough calendar of various and diverse holidays, learning opportunities, and courses of study at various grade-levels that emphasize broad and historical cultural diversity. | Spring/Summer 2016 |
| 2.2 Implement revised Element 7 of the CCDS charter requirements regarding lottery preferences and geographic placement, as well as community outreach and marketing expectations. | Winter 2016 |

Objective 3: Continued Focus on Improvement of the CCDS Math Program

| Tasks | Timeline |
|--|-------------|
| 3.1 Staff reviews SLOs and analyzes student achievement data in math and writing. | Fall 2016 |
| 3.2 Review school wide math program and implementation in order to incorporate current research, best practices, and Common Core-aligned instructional strategies in math. | Fall 2016 |
| 3.3 Staff reviews SLOs, analyze student progress, and adjust program for the following year. | Spring 2016 |

Objective 4: Full Implementation of a School-wide Writing Program

| Tasks | Timeline |
|--|-------------|
| 4.1 Staff reviews SLOs and analyze student achievement data in math and writing. | Fall 2016 |
| 4.2 Teachers share and discuss student writing samples. | Winter 2016 |
| 4.3 Staff reviews SLOs, analyze student progress, and adjust program for following year. | Spring 2016 |

Objective 5: Continued Emphasis on Common Core Instructional Alignment

| Tasks | Timeline |
|--|-------------|
| 5.1 Schedule teacher meeting to develop new Student Learning Outcomes. SLOs should reflect PBL, current research, and Common Core instruction. | Spring 2016 |
| 5.2 Staff shares classroom work that reflects PBL, current research, and Common Core-aligned instructional strategies. | Spring 2016 |
| 5.3 Staff analyzes student progress and adjusts program for following year. | Spring 2016 |
| 5.4 Repeat process for successive years: 1. Fall review of student data, SLOs and professional development | Ongoing |

- calendar.
- 2. Winter collection of work.
- 3. Spring collection of work, stakeholder surveys, analysis of data.
- 4. Fall review.

Goal 2: Staff Centered

CCDS staff will stay current on the latest research through ongoing professional development and training to ensure student success in reaching the desired student outcomes. Staff will integrate knowledge into curriculum as part of an ongoing commitment to student success.

Responsible Persons: Administration, Staff, Board of Directors, Stakeholders

Professional Development Resources: General Fund/LCAP: Professional Development, Curriculum & Textbook Budget

Objective 1: Commitment to Professional Development in Project-based Learning (PBL), Emphasizing the PBL Process and Student Engagement in the Process

| Tasks | Timeline |
|--|------------------|
| 1.1 Schedule teacher meeting to develop new Student Learning Outcomes. SLOs should reflect PBL, current research, and Common Core instruction. | Spring 2016 |
| 1.2 Staff researches and designs PBL projects for the year. | Fall 2016 |
| 1.3 Staff plans, reflects, and revises PBL process and analyzes student work. | Winter/Fall 2016 |

Objective 2: Equitable Access Across Grade Levels to Professional Development and Current Research in Innovative Approaches to Student Learning

| Tasks | Timeline |
|---|------------------|
| 2.1 Curriculum & Implementation Committee surveys staff to determine professional development needs. | Spring 2016 |
| 2.2 Professional development calendar reflects PBL, Next Generation Science Standards, current research, and Common Core-aligned instructional strategies in writing and math. Examples include Go Math!, Writers workshops, etc. | Summer/Fall 2016 |

Objective 3: Continued Professional Development in Writing

| Tasks | Timeline |
|--|------------------|
| 3.1 Continue yearlong Professional Development in Writing workshop; training of teacher & administrative leaders to facilitate efforts for in-house resources in the Writer's Workshop. | Spring 2016 |
| 3.2 Professional development calendar reflects PBL, Next Generation Science Standards, current research, and Common Core-aligned instructional strategies in writing and math. Examples include Go Math!, Writer's Workshops, etc.; attendance by teacher leader at the Writer's Workshop summer Institute in Los Angeles. | Summer/Fall 2016 |

Objective 4: Continued Professional Development in Math

| Tasks | Timeline |
|---|------------------|
| 4.1 Professional Development Calendar reflects PBL, Next Generation Science Standards, current research, and Common Core-aligned instructional strategies in math. Examples include Go Math!. | Spring 2016 |
| 4.2 Review digital access for Go Math! and current research, best practices, and Common Core-aligned instructional strategies in math. | Summer/Fall 2016 |

Objective 5: Continued Emphasis on Full Integration of Technology in the Classroom and Adherence to the SAMR Model

| Tasks | Timeline |
|---|-------------|
| 5.1 Review of SAMR model documents; professional development opportunities through GAFE and CUE; regularly-scheduled in-house meetings with all teaching staff. | Fall 2016 |
| 5.2 Continued emphasis with assistance from Teacher Leader in technology. | Winter 2016 |
| 5.3 Feedback on technology needs for following year; year-end review of technology in the classroom; administrative feedback on teacher evaluations regarding use of technology in the classroom. | Spring 2016 |

Goal 3: Community Centered

CCDS will demonstrate commitment to ongoing, data-driven planning cycles involving stakeholders across the community.

- Responsible Persons:** Administration, Staff, Board of Directors, Stakeholders
- Professional Development Resources:** General Fund/LCFF Fund: Student outreach budget; marketing & recruitment line-item; Constant Contact costs; professional development budget used for workdays on calendar for discussion and data analysis.

Objective 1: Incorporate Dissemination of Key Data at Community Meetings, Like Board and Parent-Teacher-Partnership Meetings, as well as Focus Groups for Specialized Projects, like LCAP and Charter Renewal

| Tasks | Timeline |
|---|--------------------|
| 1.1 Fall LCAP meeting includes data from the end of the prior year, as well as early data from the beginning of the year. Report to board at fall meetings. | Fall 2016 |
| 1.2 Spring LCAP meeting with stakeholders includes data available from the year. Reporting to board at spring meeting. Revise LCAP goals and report as required. | Spring 2017 |
| 1.3 Staff analyzes attendance and discipline data, student academic outcomes, and survey information to plan for next school year. Report to board at June meeting. | End of year review |

Objective 2: Review e-Flier, Website and Newsletter Effectiveness—Are We Reaching Target Audiences? Continue to Improve Outreach Efforts by Seeking Best Practices of Other Schools

| Tasks | Timeline |
|--|-------------|
| 2.1 Analyze open rate of e-fliers & newsletters. Review all planned newsletters & e-fliers. Acquire professional development in marketing & recruiting strategies. Attend community events as required for student recruitment in Charter Element 7. | Fall 2016 |
| 2.2 Analyze data regarding the number of community members reached by methods used. Track attendance counts at community meetings. Assess lottery applicants. | Spring 2017 |

Objective 3: Commit to Six-year Cycle of Self-improvement by Retaining Core WASC team. Continually Recruit Fresh Leadership and Use Regular Reporting Periods as a Means of Keeping WASC “Fresh” in Stakeholders’ Minds

| Tasks | Timeline |
|--|-------------|
| 3.1 WASC Review meeting scheduled with committee members; collect data; review SLOs and other goals with staff prior to start of school year. | Fall 2016 |
| 3.2 WASC Review meeting with stakeholders; report to board on progress at Winter meeting. | Winter 2016 |
| 3.3 WASC Review meeting with committee members; collection of data and evidence; review SLO progress with staff at end of year; presentation at Spring board meeting regarding progress toward SLOs and commitment to WASC & LCAP goals. | Spring 2017 |

Objective 4: Bring Proposed SLOs to Board of Directors for Review and Discussion as Part of Summer '16 Retreat

| Tasks | Timeline |
|---|-------------|
| 4.1 SLO/WASC report given and input gathered from Board of Directors at regular board training/retreat. | Fall 2016 |
| 4.2 At fall/winter PTP general meeting, report given regarding WASC/SLO, and input gathered from parents and community members in attendance. | Winter 2016 |