



## **AGENDA**

### **BOARD OF DIRECTORS REGULAR BOARD MEETING**

**Time: February 9, 2022 5:30pm**

**~In Person~**

**Room 5: Middle School Campus**

**Online:**

**Join Zoom Meeting**

**<https://us04web.zoom.us/j/75796272648?pwd=koOupow6y8dYG6ksobYzduiE6GZjPW.1>**

**Meeting ID: 757 9627 2648**

**Passcode: 1V8pWS**

### **Mission Statement**

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

### **2021-2022 CCDS Board Members:**

Jessika Lawrence, Chair  
Melissa Pearson, Vice Chair  
Jamie Clyde, Treasurer  
Devjani Banerjee-Stevens, Secretary  
Thang Ho, Member  
Charles CC Carter, Member  
Santy Gray, Member

## **1. CALL TO ORDER & ROLL CALL**

## **2. CLOSED SESSION (5:30pm)**

- 2.1 **Public Employee Evaluation:** Per Government Code §54957  
Title: Director of Education, Director of Student Support Services, Director of Student Affairs,  
Chief Business Officer

## **3. REGULAR SESSION (6:00pm)**

- 2.1 Approval of Regular Agenda  
2.2 Report from Closed Session

## **4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA**

## **5. CONSENT AGENDA**

- 5.1 Minutes from meetings of 1/18/22 and 1/25/22  
5.2 Measure K Requests:



5.2.1 Request 15 - Canopy Improvements - electrical/fans

5.2.2 Request 16 - LED Ballast/Light Replacement

## 6. DISCUSSION/ACTION ITEMS

6.1 2021/22 LCAP Mid-Year Review & 2022 Supplemental to Annual Update for 2021-22 LCAP

## 7. CLOSED SESSION

7.1 **Public Employee Evaluation:** Per Government Code §54957

Title: Director of Education, Director of Student Support Services, Director of Student Affairs,  
Chief Business Officer

8. **ADJOURNMENT:** Adjourn; Next Regular Meeting is March 9, 2022

### **Information, Procedures and Conduct of CCDS Board Meetings:**

#### **Student Participation:**

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

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

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

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

**Copies of Agendas and Related Materials:** Materials are available at the meeting, on the website at [www.chicocountryday.org](http://www.chicocountryday.org), or in the Main office prior to the meeting @ 102 W. 11<sup>th</sup> Street, Chico, CA 95928.



## **Minutes**

### **CCDS Board of Directors Special Meeting**

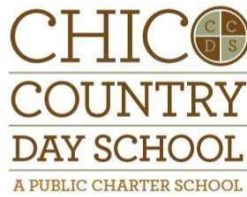
**Date: Tuesday, January 18, 2022**

**Time: 5:30 p.m.**

**Location: Room 5, Middle School**

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:34 p.m.  
Attendees: Jessika Lawrence, Thang Ho, Jamie Clyde, Devjani Banerjee-Stevens, Melissa Pearson, Santy Gray, Charles Carter
- 2. CONSENT AGENDA-** Gray/Clyde to approve. All in favor: Lawrence, Ho, Clyde, Stevens, Pearson, Gray, Carter (7-0)
  - 2.1** Minutes from meeting of 12/8/21 and 12/15/21
  - 2.2** 2020-2021 Audit Report
  - 2.3** Audit Engagement Letter: 2021/22
  - 2.4** School Accountability Report Card 21/22
- 3. CLOSED SESSION – Nothing to Report.**
  - 3.1 Public Employee Evaluation:** Per Government Code §54957  
Title: Director of Education, Director of Student Support Services, Director of Student Affairs, Chief Business Officer
- 4. ADJOURNMENT:** Lawrence adjourned at 8:30 p.m. Next regular meeting is February 9, 2022.

Respectively Submitted,  
Margaret Reece



## **Minutes**

### **CCDS Board of Directors Special Meeting**

**Date: Tuesday, January 25, 2022**

**Time: 5:30 p.m.**

**Location: Room 5, Middle School**

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:37 p.m.  
Attendees: Jessika Lawrence, Devjani Banerjee-Stevens, Melissa Pearson, Santy Gray, Charles Carter. Absent: Thang Ho and Jamie Clyde
- 2. CLOSED SESSION**
  - 2.1 Public Employee Evaluation:** Per Government Code §54957  
Title: Director of Education, Director of Student Support Services, Director of Student Affairs, Chief Business Officer
- 3. OPEN SESSION**
  - 3.1 Report from Closed Session-** No report given.
- 4. ADJOURNMENT:** Lawrence adjourned at 7:32 p.m. Next regular meeting is February 9, 2022.

Respectively Submitted,  
Jessika Lawrence

# Measure K Charter School Facilities Committee

## Project Recommendation Form for Consideration by CUSD Board of Trustees

### GENERAL INFORMATION:

Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	<a href="mailto:margaret@chicocountryday.org">margaret@chicocountryday.org</a> ; 530-895-2650
Year Established	1997
Charter Renewal Date	2025
CDS Code	04-61424-6113773
Charter Number	112
Website	<a href="http://www.chicocountryday.org">www.chicocountryday.org</a>

### 1. Type of Project:

- ☐ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☒ Modernization/Repair/Renovation/Improve  
☐ Purchase or lease Project  
☐ Other (including FF&E)

### 2. Project Narrative:

This project would improve the accessibility of electricity to the covered lunch area as well as install outdoor fans to improve air circulation. This was excluded from the construction project due to cost concerns of the construction.

### 3. Charter School Property Project Location: *(If project location is different from address above.)*

102 West 11<sup>th</sup> Street, Chico, CA 95928

- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
 b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

### 4. Current enrollment and ADA: 568/538

### 5. Financial Questions

- a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no  
  
 b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?  
 CCDS has an undesignated reserve of \$2,909,491.13. The Ending Fund Balance estimated at first interim was \$7,834,409.46 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

### 6. Project Schedule

*Please briefly describe the timeline for the project planning and completion.*  
 This project will be completed in Spring 2022

### 7. Preliminary Estimate (Cost)

Series A- C Allocation	\$5,714,238
Less Previously Allocated Funds	\$5,131,649
Less Current Project Funds Requested	\$10,500
Remaining Round Allocation	\$572,089

## School Facilities Projects to be Funded with Proceeds of Bonds

“Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter’s] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology.”—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work	<input checked="" type="checkbox"/> Included
Enrollment Capacity: Current Facility and/or Proposed	<input type="checkbox"/> Included
Preliminary Estimate (Cost)	<input type="checkbox"/> Included
Project Schedule	<input type="checkbox"/> Included

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Enrollment Capacity: Current Facility and/or Proposed	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Pre-Schematics <i>(to be completed by a District approved architect and/or engineering team)</i>	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Facility Assessment	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Schematic Drawing(s) <i>(areas of work)</i>	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
CEQA Process Determination <i>(pre-CEQA-form)</i>	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Design Development Drawings	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable
Design or Bid Estimate	<input checked="" type="checkbox"/> Included	<input type="checkbox"/> Not Applicable
Construction Documents	<input type="checkbox"/> Included	<input checked="" type="checkbox"/> Not Applicable

---

### For Committee Use:

All necessary documents were included: ☒ yes ☐ no  
*(if no: request for additional documentation)*

### CORE QUESTIONS:

1. Does the project fall under the bond language? Yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? Yes
3. Has the school demonstrated the feasibility of project completion? Yes
4. Has the local school board approved the project? 2/9/2022

### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

**PATTERSON ELECTRIC INC**

PO Box 906

Corning, CA 96021 US

(530) 824-1023

PattersonElectricInc@gmail.com



# Estimate

**ADDRESS**

Chico Country Day School

102 West 11th Street

Chico, CA 95928

**SHIP TO**

Chico Country Day School

102 West 11th Street

Chico, CA 95928

**ESTIMATE # 1002****DATE 01/16/2022**

ACTIVITY	QTY	RATE	AMOUNT
<b>Quote</b> As Per Quote.	1	10,500.00	10,500.00

Installed power for new ceiling fans under  
lunch area canopy.

Dance power outlets off of band room

We shall provide new outdoor fans and all  
material.

Prevailing wage

---

**TOTAL****\$10,500.00**

Accepted By

Accepted Date

**Measure K Charter School Facilities Committee**  
**Project Recommendation Form for Consideration by CUSD Board of Trustees**

**GENERAL INFORMATION:**

Name of School	Chico Country Day School
Address of School	102 West 11 <sup>th</sup> Street, Chico, CA 95928
Contact Name	Margaret Reece
Contact Phone/Email	<a href="mailto:margaret@chicocountryday.org">margaret@chicocountryday.org</a> ; 530-895-2650
Year Established	1997
Charter Renewal Date	2025
CDS Code	04-61424-6113773
Charter Number	112
Website	<a href="http://www.chicocountryday.org">www.chicocountryday.org</a>

**1. Type of Project:**

- ☐ Planning  
☐ Construction  
☐ Health Safety (Including ADA)  
☒ Modernization/Repair/Renovation/Improve  
☐ Purchase or lease Project  
☐ Other (including FF&E)

**2. Project Narrative:**

This project would improve the lighting in our middle school by replacing all ballasts and lights with LED 4000k Lamps and ballast bypasses.

**3. Charter School Property Project Location:** *(If project location is different from address above.)*

102 West 11<sup>th</sup> Street, Chico, CA 95928

- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no  
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

**4. Current enrollment and ADA:** 568/538

**5. Financial Questions**

- a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no  
  
b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?  
CCDS has an undesignated reserve of \$2,909,491.13. The Ending Fund Balance estimated at first interim was \$7,834,409.46 with designations for Prop 1D loan liabilities, fiscal stabilization fund, special education reserves and capital improvements/maintenance reserves.

**6. Project Schedule**

*Please briefly describe the timeline for the project planning and completion.*  
This project will be completed in spring 2022

**7. Preliminary Estimate (Cost)**

Series A- C Allocation	\$5,714,238
Less Previously Allocated Funds	\$5,142,149
Less Current Project Funds Requested	\$30,000
Remaining Round Allocation	\$542,089



## School Facilities Projects to be Funded with Proceeds of Bonds

“Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter’s] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology.”—Measure K

### Documentation *(please indicate those completed)*

#### All Projects

Project Narrative: general scope of work	<input checked="" type="checkbox"/> <i>Included</i>
Enrollment Capacity: Current Facility and/or Proposed	<input type="checkbox"/> <i>Included</i>
Preliminary Estimate (Cost)	<input type="checkbox"/> <i>Included</i>
Project Schedule	<input type="checkbox"/> <i>Included</i>

#### Building/Modernization/Renovation Projects

Feasibility Study and Site Review	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Enrollment Capacity: Current Facility and/or Proposed	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Pre-Schematics <i>(to be completed by a District approved architect and/or engineering team)</i>	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Facility Assessment	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Schematic Drawing(s) <i>(areas of work)</i>	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
CEQA Process Determination <i>(pre-CEQA-form)</i>	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Design Development Drawings	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>
Design or Bid Estimate	<input checked="" type="checkbox"/> <i>Included</i>	<input type="checkbox"/> <i>Not Applicable</i>
Construction Documents	<input type="checkbox"/> <i>Included</i>	<input checked="" type="checkbox"/> <i>Not Applicable</i>

---

### For Committee Use:

All necessary documents were included:  
*(if no: request for additional documentation)*

☒ **yes**      ☐ **no**

### CORE QUESTIONS:

1. Does the project fall under the bond language? Yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? Yes
3. Has the school demonstrated the feasibility of project completion? Yes
4. Has the local school board approved the project? 2/9/2022

### MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: \_\_\_\_\_

Attestation of Committee Secretary: \_\_\_\_\_

**PATTERSON ELECTRIC INC**

PO Box 906

Corning, CA 96021 US

(530) 824-1023

PattersonElectricInc@gmail.com



# Estimate

**ADDRESS**

Chico Country Day School

102 West 11th Street

Chico, CA 95928

**SHIP TO**

Chico Country Day School

102 West 11th Street


Chico, CA 95928

**ESTIMATE # 1003****DATE** 01/25/2022**EXPIRATION DATE** 02/25/2022


ACTIVITY	QTY	RATE	AMOUNT
<b>R&amp;M Labor</b>	135	125.00	16,875.00
Labor- Prevailing wage			
<b>New Construction:Material</b>	620	9.50	5,890.00T
LED 4000k Lamps 2 pin Ballast bypass 17 watt			
<b>EPA Hazmat Fee</b>	620	1.25	775.00T
EPA Hazmat Fee Recycle FEE			
Lighting LED Replacement			
SUBTOTAL			23,540.00
TAX			483.21
TOTAL			<b>\$24,023.21</b>

Accepted By

Accepted Date



# 2021-2023 LCAP Mid-Year update



Board Presentation  
February 9th, 2022



# What is the LCAP ?

---

The LCAP is the LCFF's ( Local Control Funding Formula) vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions and anticipated outcomes that guide the use of available LCFF funding.

# The LCAP is

---

a strategic planning document,

a budgeting tool to align local spending with state priorities,

a vehicle for parent and student engagement,

a verification that resource decisions benefit targeted student populations,

and a source of accountability for dollars in and out.

# How does the LCAP work?

---

Three year plan

Local goals are created with input from educational partners, students, CCDS staff

Actions are identified to accomplish goal

Dollar amounts are aligned to goals

8 State Priorities and Metrics are used to measure success and must be included in LCAP

# State Priorities and Metrics

Conditions for Learning ( 1, 2 7)

Pupil Outcomes (4, 8)

Engagement (3, 5, 6)

Considerations for the 2021/22 LCAP	
State Priorities <small>The LCAP must address all eight State Priorities</small>	Required Metrics/Outcomes <small><input type="checkbox"/> Dashboard/CAASPP Reporting (Statewide) <input type="checkbox"/> Dashboard (Local) <input checked="" type="checkbox"/> DataQuest <input type="checkbox"/> Local Data</small>
<b>Conditions for Learning</b>	
1. Basic	<input type="checkbox"/> Teachers: Fully Credentialed & Appropriately Assigned <input type="checkbox"/> Standards-aligned Instructional Materials for every student <input type="checkbox"/> School Facilities in "Good Repair"
2. Implementation of State Standards	<input type="checkbox"/> Implementation of CCSS for all students, including how ELs will access the CCSS and ELD standards
7. Course Access	<input type="checkbox"/> Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)
<b>Pupil Outcomes</b>	
4. Pupil Achievement	<input type="checkbox"/> <small>Statewide assessments (ELA, Math, CST-Science, CAA) – 2019 is most recent: <a href="#">include local assessment data</a></small> <input type="checkbox"/> <small>% of pupils that have successfully completed A-G requirements. Dataquest, CALPADS; Local SIS data</small> <input type="checkbox"/> <small>% of pupils that have successfully completed CTE courses from approved pathways – CALPADS</small> <input checked="" type="checkbox"/> <small>% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways – CALPADS, Local SIS data</small> <input type="checkbox"/> <small>% of ELs who progress in English proficiency (ELPAC) Alternate: Local measures (Use most recent for baseline)</small> <input type="checkbox"/> <small>EL reclassification rate-Fall 2020 ELPAC summative data; other local data</small> <input type="checkbox"/> <small>% of pupils that pass AP exams with a score of 3 or higher</small> <input type="checkbox"/> <small>Pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)</small>
8. Other Pupil Outcomes	<input type="checkbox"/> <small>If available, outcomes for subjects listed in course access</small>
<b>Engagement</b>	
3. Parent Involvement	<input type="checkbox"/> Parent input in decision-making <input type="checkbox"/> Parental Participation in programs for Unduplicated Pupils
5. Pupil Engagement	<input type="checkbox"/> Attendance rates <input type="checkbox"/> <small>Chronic absenteeism (CA) rates, not in DataQuest or CA Dashboard. Alternate: <a href="#">local absence data in SIS</a></small> <input checked="" type="checkbox"/> Middle school dropout rates <input checked="" type="checkbox"/> High school dropout rates <input type="checkbox"/> High school graduation rates
6. School Climate	<input checked="" type="checkbox"/> Suspension rates <input checked="" type="checkbox"/> Expulsion rates <input type="checkbox"/> Other local measures (Surveys re safety and school connectedness)

# LCAP Goals



**Goal 1:** Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

**Goal 2:** Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

**Goal 3 :** Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

**Goal 4:** Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.



## LCAP Mid-Year Review

Unduplicated Students	140	(-6 from 20/21)
	24.94%	(25.89% in 20/21)

Supplemental Grant	\$	233,744.00
--------------------	----	------------

		Actuals (1/31)		Budget
Goal 1	\$	1,291.98	\$	2,500.00
Goal 2	\$	112,060.24	\$	145,691.00
Goal 3	\$	45,903.71	\$	53,560.00
Goal 4	\$	47,308.12	\$	134,945.00
	\$	206,564.05	\$	336,696.00

# Goal 1: Ensure High Quality Work

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%	95%	100%
8	Students engage in project based learning or exhibition	95%	95%	100%
3	Families attending an student led conference ( which includes our unduplicated)	90%	In progress	98%
7	Family survey responses indicate strongly agree and agree, "CCDS provides a high quality educational program for all students."	79%	In progress	98%
3	Provide a variety opportunities for school community to provide input	email, surveys, in person meetings, virtual meetings	Email, Surveys, in person meetings, virtual meetings, focus groups, family collaboratives	
1	Percent of credentialed teachers	100%	100%	100%
1	Percent of students with access to CCSS aligned curricular materials.	100%	100%	100%

# Goal 2 Enhance Student Centered Instruction

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CA Dashboard ELA Indicator will maintain or increase	All student group: 18-19 school year Blue (47 points above standard)	All student group: 20-21 school year students meeting or above standard 60%	Maintains or improves
4	CA Dashboard Math Indicator will maintain or increase	All student group: 18-19 school year Green (15 points above standard)	All student group: 20-21 school year students meeting or above standard 46%	Maintains or improves
4	Number of faculty trained and participating in Project Based Learning	100%	100%	100%
4	English language learner progress (CA Dashboard) and ELPAC Reclassification rates	N/A ( Too few students to report publicly)	N/A (Too few students to report publicly)	
5	Number of student survey responses positively indicate the statement "Adults at my school believe that I can be successful." And answer positively to the question " Do you do work that matters?"	86%	In progress	95%
8	Number of students meeting end of year Fast bridge benchmarks	N/A	Winter scores: 67% ELA, 69% math	75%
8	Number of students who are "Meeting" and "Advanced" in Competency based measures used in Altitude ( EPMA)	75%	In progress	90%
4	CA Dashboard Science ( CAST) will maintain or increase	N/A	All students: 29% meet or exceed standard for science; 5th grade 30% meet or exceed standard; 8th grade 27% meet or exceed standard	maintain or increase
2	Utilizing CSSI standards rubric: current staff self analysis ( implementation of CCSS	90%	In progress	95%
8	School community knowledge of CCDS graduate profile	15%	In progress	95%

# Goal 3 Nurture a Culture of Belonging and Connection

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Rate of chronic absenteeism	4%	4.8%	3%
5	Rate of chronic absenteeism SED students	6%	8.1%	4.5%
5	P2 attendance rate	96%		98%
6	Suspension rate	1.5%	0.2%	1.0%
1	Percent of facility inspections that are in "good repair"	95%	95%	98%
6	Student respond to the statements, "I feel happy to be at CCDS", "I want to do my best", and "I feel safe at school."	85%	In progress	95%
6	Expulsion rate	0%	0%	0%
6	Middle school drop out	0%	0%	0%

# Goal 4 Support for Struggling Students

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	Number of students receiving Rtl services	10% of student population	Fall: 17% of students served in TK-5 Winter: 22% of students served in TK-5	Maintain or improve
8	Number of students who exit Rtl services	30% of the students served	As of December 2021 - 21% of students served in Tk-5 grade have exited	Maintain or improve
8	Number of students who receive direct instruction in SEL	70% of student population	100% Second Step Tk-5 6-8th advisory groups with monthly SEL topics	95% of student population
8	Number of students who participate in SEL intervention groups	3% of the student population	27% in intervention groups	5% of the student population

# Success and Challenges

---

## **Success**

- Credential staff supporting tier 2 and tier 3 students
- Professional Development for our staff (CGI )
- Providing programming to foreign language instruction, STEM, arts and music

## **Challenges**

- Quarantine: increase in independent study, planning meaningful educational experiences for home and school
- Consistent engagement with our educational partners
- Staffing shortage

# 2021-22 Local Control Accountability Plan (LCAP)

## Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Margaret Reece Chief Business Officer	margaret@chicocountryday.org 530-895-2650

### Goal 1

**Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.**

### Rationale

All learners benefit from creating high-quality and authentic work which entails frequent feedback targeting students' learning needs, while providing students with information to develop their work. As the process, effort, and strategies involved in accomplishing this work are focused upon, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000). State priorities 1,3,7,8

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%	95%	100%
8	Students engage in project based learning or exhibition	95%	95%	100%
3	Families attending an student led conference ( which includes our unduplicated)	90%	In progress	98%
7	Family survey responses indicate strongly agree and	79%	In progress	98%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	agree, "CCDS provides a high quality educational program for all students."			
3	Provide a variety opportunities for school community to provide input	email, surveys, in person meetings, virtual meetings	Email, Surveys, in person meetings, virtual meetings, focus groups, family collaboratives	
1	Percent of credentialed teachers	100%	100%	100%
1	Percent of students with access to CCSS aligned curricular materials.	100%	100%	100%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Exhibitions and Student-Led Conferences</b> Continue to host exhibitions and invite community members to participate. Demonstrate conditions of learning are met. Additionally, CCDS will continue to implement student-led conferences where families will hear from their children about their learning, reflections on academic and Social-Emotional Learning (SEL) growth, and goals for the year.		No		LCFF 2500	\$2,500.00	1291.98
1.2	<b>Basic Services</b>		No	LCFF 1718740	LCFF 237700	\$2,135,259.00	1832028



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide high-quality credentialed teachers, appropriate instructional materials, and well-maintained facilities to optimize learning.			Other State 72889 Federal 75800	Other State 30130		

## Goal 2

**Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.**

### Rationale

Our educational program is designed to challenge, engage, and empower students. And in supporting Project-based Learning, CCDS intends to provide equity and access to curriculum while challenging diverse learners. Research shows that a pedagogy that asserts that students learn best by experiencing and solving real-world problems increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008). State priorities 2,4, 6, 8

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CA Dashboard ELA Indicator will maintain or increase	All student group: 18-19 school year Blue (47 points above standard)	All student group: 20-21 school year students meeting or above standard 60%	Maintains or improves
4	CA Dashboard Math Indicator will maintain or increase	All student group: 18-19 school year Green (15 points above standard)	All student group: 20-21 school year students meeting or above standard 46%	Maintains or improves
4	Number of faculty trained and participating in Project Based Learning	100%	100%	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	English language learner progress (CA Dashboard) and ELPAC Reclassification rates	N/A ( Too few students to report publicly)	N/A (Too few students to report publicly)	
5	Number of student survey responses positively indicate the statement “Adults at my school believe that I can be successful.” And answer positively to the question “ Do you do work that matters?”	86%	In progress	95%
8	Number of students meeting end of year Fast bridge benchmarks	N/A	Winter scores: 67% ELA, 69% math	75%
8	Number of students who are "Meeting" and "Advanced" in Competency based measures used in Altitude ( EPMA)	75%	In progress	90%
4	CA Dashboard Science ( CAST) will maintain or increase	N/A	All students: 29% meet or exceed standard for science; 5th grade 30% meet or exceed standard; 8th grade 27% meet or exceed standard	maintain or increase
2	Utilizing CSSI standards rubric: current staff self analysis ( implementation of CCSS	90%	In progress	95%
8	School community knowledge of CCDS graduate profile	15%	In progress	95%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Professional Learning (ELA, PBL) and Graduate profile		No	LCFF 14065		\$14,065.00	8489.80

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Provide professional learning experiences aligned with EL Curriculum and PBL for staff. Director of Education will spend 10% of her time implementing, revising, and engaging stakeholders with the graduate profile.								
2.2	<b>Math - professional development and Curriculum</b> Professional development on cognitively guided instruction and research, pilot, train staff, and implement a new math curriculum.	2021-2023	No	LCFF	5000			\$5,000.00	5000
2.3	<b>Project Work</b> Project design will reflect meaningful, interdisciplinary projects and students will be able to explain the learning goals and the purpose behind their work while applying their skills and content knowledge to produce purposeful, meaningful work. Support staff to implement our science camp for grades 6th and 7th.	2021-2023	No	LCFF	10000	LCFF	2500	\$15,000.00	0
				Local	2500				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<b>Specialist</b> Continue to support enrichment opportunities through our specialists (Art, Spanish, Music, STEM)	2021-2023	No	LCFF 114086	Other State 5000	\$119,086.00	107395.71

### Goal 3

**Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.**

### Rationale

Over the past few years, the LEA has implemented Restorative Practices, MTSS, along with sustained positive discipline. Additionally, efforts have been made to respond to chronic absenteeism, students in crisis, and creating a joyful environment. In doing so, students' social-emotional needs are better met and relationships are at the forefront. CCDS is committed to continuing this effort with students, families, and teachers and in order to respond to future needs. Creating an inclusive environment is paramount for student learning and a strong school community. (State priorities 1,5,6)

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Rate of chronic absenteeism	4%	4.8%	3%
5	Rate of chronic absenteeism SED students	6%	8.1%	4.5%
5	P2 attendance rate	96%		98%
6	Suspension rate	1.5%	0.2%	1.0%
1	Percent of facility inspections that are in "good repair"	95%	95%	98%
6	Student respond to the statements, "I feel happy to be at CCDS", "I want to do my best", and "I feel safe at school."	85%	In progress	95%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Expulsion rate	0%	0%	0%
6	Middle school drop out	0%	0%	0%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Student Services</b> Continue to fund administrative and social-emotional supportive time to support the development and maintenance of a happy, healthy, student community. All three directors will spend 10% each of their time dedicated to social emotional support.	2021-2023	Yes	LCFF 51560	LCFF 2000	\$53,560.00	29761.75
3.2	<b>Professional learning for student services</b> Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices and to maintain MTSS and PBIS structures for the student community.		Yes	LCFF 1500	LCFF 5000	\$6,500.00	915.87
3.3	<b>Support for Continuous Improvement data review</b> Support collaborative staff time to gather and examine		No	LCFF 5000	LCFF 1500	\$6,500.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	data regarding sense of belonging from student surveys and social-emotional wellness in order to identify and implement best practices through the school.Support staff for attendance monitoring.						
3.4			No				
3.5							

## Goal 4

**Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.**

### Rationale

CCDS recognizes that students encounter difficulties that hinder their success in school and that early intervention can help increase student achievement and self-confidence resulting in the likelihood of graduation. Academic, social-emotional, behavioral difficulties and inconsistent attendance all contribute to a student's challenges in school. Research shows that unaddressed skill gaps can negatively impact some subgroups more than their peers. Therefore, CCDS stays committed to supporting all students while targeting those subgroups to ensure all students perform at their personal best. (State priorities 8,6)

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	Number of students receiving Rtl services	10% of student population	Fall: 17% of students served in TK-5 Winter: 22% of students served in TK-5	Maintain or improve
8	Number of students who exit Rtl services	30% of the students served	As of December 2021 - 21% of students served in Tk-5 grade have exited	Maintain or improve
8	Number of students who receive direct instruction in SEL	70% of student population	100% Second Step Tk-5 6-8th advisory groups with monthly SEL topics	95% of student population
8	Number of students who participate in SEL intervention groups	3% of the student population	27% in intervention groups	5% of the student population

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
4.1	<b>Rtl Support Team</b> Intervention services will be coordinated and improved upon through best practices in a three-tier model of academic intervention by providing RTI staff.		Yes	LCFF	129945	LCFF	5000	\$134,945.00	47182.45
4.2	<b>Outreach</b> Improve support services to identified students by providing social emotional classroom supports, transportation passes, family outreach and administrative support.		Yes	LCFF	36355	LCFF Local	3500 1000	\$40,855.00	16032.07

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
4.3	<b>Instructional coaching and support</b> Substitute time to support math and assessment coaching.		Yes	LCFF	5000	Other State 1500	\$8,500.00	2675
				Federal	2000			



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Margaret Reece	

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

We currently don't meet the criteria for concentration grant add-on funding. Not applicable at this time.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Parent survey for summer needs

1/14/22, 1/18/22 1/24/22

Survey sent to parents to determine interest in extended summer enrichment program and after school program

Focus groups on LCAP goal 3- Community Partner Needs

11/30/21, 12/2/21

Parents voiced increase in communication from school, transparency and more opportunities to be involved in their child's educational experience

Family Collaborative Meetings

12/3/21

Two family collaboratives were held to gather input on school inclusion and belonging goal

CCDS All Staff Meeting

12/7/21

To gather input on inclusion and belonging goals

Parent Survey on Culture and Climate at CCDS

To be sent on 2/7/22

In progress

Student Survey on Student Climate

2/7/22

In progress

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Funds being used to pay staff to support tier 2 and 3 students in academic and behavior needs. Staff provides direct instructional services for students for all academic areas.

Professional development in Cognitively Guided Instruction for certificated and classified staff, with continued coaching throughout the year.

Providing programming to foreign language, foreign language instruction, arts and music

Successes: We were able to hire a fully credentialed teacher to support our tier 2 and 3 students. Our certificated and classified staff will have had a total of 15 days of Cognitively Guided Instruction in math. We have two credentialed teachers providing foreign language and art instruction and one in the process of becoming fully credentialed providing music education. This is important to note due to national teacher shortages during this pandemic.

Challenges: Due to quarantine requirements during the pandemic, services have been inconsistent across all grade levels to our tier 2 and 3 students. In addition, due to quarantine requirements and the need for independent study, teachers need additional time to create a cohesive educational experience for all students, regardless of where they are learning. One challenge we really hope to address, is to determine a way to maintain consistent engagement with our educational partners while following the guidance from our public health department.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

To ensure high quality work, we are continuing to support exhibitions, student led conferences, and providing appropriate instructional materials to optimize learning. We are continuing with professional development in math as outlined in LCAP goal 2. We are also funding staff to support the social-emotional needs of students on campus consistent with our LCAP goal 3. In addressing LCAP goal 4, we are coordination tier 2 and 3 academic and social-emotional supports for our students.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021