

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Chico Country Day Charter School
Street	102 West 11th Street
City, State, Zip	Chico
Phone Number	5308952650
Principal	Colly Fischer
E-mail Address	cfischer@chicocountryday.org
School Website	www.chicocountryday.org
CDS Code	04614246113773

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Chico Unified School District
Street	1163 East Seventh Street
City, State, Zip	Chico, CA 95928
Phone Number	530-891-3000
Superintendent	Kelly Staley
Web Site	www.chicousd.org
E-mail Address	kstaley@chicousd.org

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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

Our Core Purpose is to educate students toward becoming engaged and thriving learners.

What we mean by educate is that our job is to teach the knowledge, skills and values that come with academic rigor and developing character. We are accountable for ensuring that students meet competency standards for their grade level.

What we mean by engaged is that learning should be interesting, challenging and joyful. Learners should see the value of what is being taught and be active participants.

What we mean by thriving is that students are able to start where they are and do their best, know that they matter as individuals, and feel safe so that they are free to be their best selves.

We embrace the following core values:

1. Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students and staff will produce the best results for our students
2. Deeper Learning –We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.
3. Joyful learning. We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.
4. Responsiveness - We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better
5. Community connection We value connection to each other to the broader community of Chico, and to the world.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

When parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. Just as we view each child as a unique individual, so we see each family as a unique partner in the child's education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

CCDS parents pledge to:

Provide Home Academic Support by

Ensuring my child comes to school ready to learn.

Reading with my child(ren) every night and/or providing a quiet place to work,

Following through with school recommended actions,

Reviewing this agreement with my child.

Provide School Support by

Sending my child to school on time and with a nutritious snack and lunch.

Supporting and adhering to the School Discipline and Conflict Resolution Policy.

Participate by

Attending school exhibitions of student work.

Attending school PTP meetings or Board of Director meetings.

Actively collaborating and communicating with teachers to meet my child's learning needs.

Using and reinforcing the CCDS Lifelong Guidelines and Lifeskills.

Making positive contributions to the school community.

Being an active member of the community by working to continuously improve CCDS for all students.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The CCDS Safe Schools Plan was reviewed and revised in 2017 by a Safety Committee comprised of parents, staff, board members and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2017. Key components of the plan include:

School wide emergency plans

School visitation policy

Mandated Reporter information

Behavior and discipline procedures

Positive Behavior Intervention Supports

Safe school partnership

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: October 2016

This section should be kept to 1-2 paragraphs.

The school facility is safe, clean and completely renovated. Facility improvements began in October 2013 and included routine maintenance and repairs over the summer of 2013, and the remodel of the Middle School building which became the middle school campus in March 2014. The entire school campus was renovated beginning in March 2014 under the Rehabilitation program of Proposition 1D. New classrooms and bathrooms were added and students and teachers moved in at the beginning of the school year 2014. The new gym/MUR was completed in January 2015. This campus houses grades K-5 and the project was complete in March 2015.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The roof of the oldest modular on campus needs to be repaired or replaced. This houses the preschool program, the RTI program and a staff room as well as an office.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	30	28	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	1	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	.2	♦
Psychologist	.5	♦
Social Worker	0	♦
Nurse	.3	♦
Speech/Language/Hearing Specialist	.8	♦
Resource Specialist (non-teaching)	2.0	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: Oct 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-3: HM Excursions, Writer's Workshop instructional materials Grades 4-8: ELA instructional materials as needed , Writer's Workshop instructional materials, Instructional texts and materials include project specific literature selections (fiction and nonfiction), Scholastic	No	0
Mathematics	K-5: Go Math! 6-8: CPM	Yes	0
Science	Digital and Supplementary materials used at all grade levels	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Digital and Supplementary materials used at all grade levels 6-8: History Alive and DBQ Project	Yes	0
Foreign Language	N/A		
Health	Digital and Supplementary materials used at all grade levels	Yes	0
Visual and Performing Arts	Digital and Supplementary materials used at all grade levels	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	7471.00	1257.00	6214.00	49375.15
District	♦	♦	6351.27	\$67,547
Percent Difference: School Site and District	♦	♦	-2.2	
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦		

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

In addition to general funding, CCDS received supplemental funding for specific purposes including Restricted Special Education funds from the state and federal government, Lottery, local fundraising revenue, and other federal funds. These were spent on Special Education services, curriculum, study trips, technology, staff development, and textbooks.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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A number of factors play a role in the Professional Development (PD) and Professional Learning that is offered to our staff which include furthering our practice in Project Based Learning, implementing Common Core State Standards and Next Generation Science Standards. We review student assessment data, staff professional learning needs survey results, student learning surveys results and our charter guidelines when outlining professional development that is offered throughout the year. In addition, our WASC and LCAP goals are considered when choosing Professional Development.

Professional Learning is provided through conferences, mentoring, workshops, and on site professional development. The staff has, on the average, five professional learning full days as well as eight minimum days through the year. There are a number of opportunities that have been on and off site for professional development:

- Project Based Learning- Continuous staff training in the practice of deeper learning and project design components.
- Universal Design for Learning, Visualizing and Verbalizing, Seeing Stars, and Social Thinking and autism training and Behavioral Intervention training for special education and resource staff
- Butte County Charter School Leadership Group RTI forum and Response to Intervention (RTI) Training for all staff.
- Staff trained in CPI, First Aid and CPR
- Staff visited successful project-based schools (High Tech High and Expeditionary Learning) and collaborated with their staff on teaching strategies, methods and programs.
- Staff participated grant programs including I-STEM (NGSS), NGSS CA Rollout, and Math Project
- Technology training opportunities include CUE and GAFE conferences
- Training for programs used on site; Lexia, Mathletics, Go Math
- Reading strategies webinar series for all interested teachers

Teachers are supported a number of different ways during implementation of new curriculum and/or methods. Teachers have collaborative meetings during the professional development days to support one another with implementation of new practices, allow time to review student data and create plans to address student needs. The Director of Education meets with individual teachers, grade level teams, and groups of teachers on frequent basis to provide professional support. Staff participates in assessment of current practices, review of student performance data/ artifacts and vertical alignment twice a year. Teachers are provided time and support to observe in other classrooms and co-teach. Weekly collaboration time is built

into the schedule so that staff is provided with regular time to meet and assist one another with implementation of PD.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	