



CHICO COUNTRY DAY SCHOOL

A FREE TK-8 PUBLIC CHARTER SCHOOL

FOCUS ON LEARNING

A SELF STUDY

CHICO COUNTRY DAY SCHOOL

Home of the Eagles

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FOCUS ON LEARNING: A SELF STUDY

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and the California State Department of Education

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PREFACE

AN ONGOING CYCLE OF LEARNING AND DISCOVERY

The *Focus on Learning* self-study process continues to provide a road map for Chico Country Day School (“CCDS”) to grow, discover, and improve since the school’s first WASC report, published more than a decade ago. Over the years, we’ve integrated other benchmarking reports into the self-study cycle, streamlining annual planning and goal-setting processes and engaging campus and community partners across disciplines, rather than approaching each performance report separately.

Since the last WASC mid-cycle visit in spring 2019, staff, students, parents, Board members, and other educational partners have regularly participated in both the LCAP and WASC self-study processes by attending meetings, providing feedback through surveys, exhibiting work, or by reviewing, analyzing, and reporting on performance data.

At the writing of this report, CCDS is mid-way through reporting on the 2023 Local Control Accountability Plan (“LCAP”). Through more than 30 meetings, 10 surveys, and 44 digital flyers addressing progress on critical learner needs, CCDS has engaged with staff, students, administrators, and educational partners in an ongoing dialogue about where we are and where we’re going. These LCAP conversations simultaneously inform our WASC self-study process, with many of the same people participating in benchmarking the school’s performance against external criteria, updating action plans, and monitoring performance outcomes in contribution to the final WASC report.

In March of 2022, CCDS parent Ann Nikolai was reinstated as WASC self-study co-coordinator, along with Director of Student Affairs Claudia Trout, who also serves as the LCAP Coordinator. Ann led the 2016 full-cycle and 2019 mid-cycle efforts. Claudia, who joined the administration in 2019, is the school’s first native Spanish speaker and is participating in her first full-cycle WASC report.

In April 2022, an invitation went out to the entire staff soliciting volunteers to serve as leadership team members and focus group leaders. The 27 staff members who responded represent a wide range of grade levels and support services, with stipends offered to teachers who have assisted with the compilation and gathering of evidence for the larger self-study report.

Recruiting a more representational group of leaders has been a goal of the CCDS leadership team since the last WASC visit in 2019. Several members of the leadership team were specifically recruited to reflect the school's commitment to diversity, equity, and inclusion. Two Spanish-speaking parents and a parent of Middle Eastern descent attended an orientation meeting in May 2022. The efforts to diversify at leadership levels is now evident in the composition of the Board of Directors and administration, as well as in expanded outreach and recruitment efforts detailed in this report.

In May 2022 a presentation was made to staff, parents, and the Board of Directors about WASC and the self-study process, goals, and timeline. The coordinators met weekly, while the leadership team met monthly from May through August 2022, twice monthly from September through December, and will meet weekly through the site visit in May 2023.

One staff collaboration day each month in fall 2022 was devoted to WASC focus groups, while the writing team met weekly. Three staff collaboration meetings were dedicated to the analysis of student work; the outcome of this work contributed to the evidence provided to the visiting team. Two staff development half-days in June and August 2022 were also utilized for the self-study process. Parent meetings were combined with LCAP meetings in the summer and fall. There was also an all-staff meeting in October 2022 for input on the action planning process. Focus groups followed in the same month for each of the 2023 goals. A WASC coordinator also met with students in October to get their feedback on the ongoing planning process. Attendance at all meetings was verified by Google Calendar invitations.

The Focus on Learning self-study report was approved and the action plan was adopted by the leadership team on February 28, 2023. The report was then published and presented, along with findings and a revised Schoolwide Action plan, to all stakeholders and the Board of Directors on March 8, 2023.

Report drafts have been shared through Google Drive at all stages of the self-study, enabling stakeholders to review and comment. The final draft of the report was also posted to the Chico Country Day School website and promoted through school communications (e-flyer and ParentSquare messages) to parents and other stakeholders.

CLARIFICATION AND MEASUREMENT OF WHAT ALL STUDENTS SHOULD KNOW, UNDERSTAND, AND BE ABLE TO DO THROUGH SCHOOLWIDE LEARNER OUTCOMES/GRADUATE PROFILE AND ACADEMIC STANDARDS

School staff and educational partners felt traditional Student Learning Outcome (“SLO”) measures were not sufficient to describe the broad-reaching skills, [competencies](#), qualities, and mindsets that our young people will need to be successful in college, career, and civic life. In response, our school community came together through a series of focus groups to define “success” using a [Graduate Profile](#), confirmed by the Board in 2022, instead of Student Learning Outcomes.

With the help of [Symon Hayes from Learner Centered Collaborative](#), CCDS developed a graduate profile team made up of administrators and teaching staff. This team explored the meaning of “competency” as well as other graduate profile qualities and shared the results of their work with staff. The development of the graduate profile has become a driver for equity in that it demands equitable outcomes based on a broader definition of student success. The graduate profile moves CCDS beyond the simplistic “college for all” rhetoric, prompting student voice, choice, and agency especially among the most marginalized students. Most importantly, it challenges the status quo and the idea that grades determine the type of learner one is. The graduate profile operationalizes CCDS’ commitment to effective implementation in order to dismantle structural inequities in systems such as standardized tests, grading policies, discipline policies, Special Education designation, and the stripping away of bilingual emergent student identities.

It is our vision and mission that the use of the graduate profile will define what all students across TK–8th grade can do and become. Students will be able to articulate what they’ve done to demonstrate competencies, teachers teach to and assess competencies, administrators support adults to build their capacity and establish enabling conditions, all educator partners will be able to see tangible evidence of student progress and outcomes, and data systems will help us enable regular reporting of student progress. All this will ensure that students are college, career, and life-ready.

CALIFORNIA DASHBoard INDICATORS AND ADDITIONAL DATA ABOUT STUDENT ACHIEVEMENT

Each summer, the Curriculum Design Team meets to discuss the previous year’s data and determine instructional and support needs for students and professional development needs for teachers. Our priority on student needs is reflected in the professional development calendar for the school year, the school’s master schedule

and course offerings, and it is written into our LCAP. The school's Board of Directors and Parent Teacher Partnership members examine the California DashBoard indicators, leading to discussions about how to better support improvements and how to strategically allocate funds and resources in support of needed actions. Teachers also present updates and outline needs that arise throughout the school year.

CAASPP

In 2020–2021, CCDS students in grades 3–8 participated in the Smarter Balanced Summative State assessment (CAASPP) in ELA and Math. In ELA, 59.83% of all students met or exceeded the standard, exceeding the state average (49%) by almost 11 percentage points. Twenty-one percent of CCDS students nearly met the standard, while 18% did not. In Math, 46.41% of CCDS students met or exceeded the standard compared to the state average of 33.76%.

FASTBRIDGE

The 2021–22 school year saw the first full implementation of FastBridge, an assessment tool used to monitor student progress throughout the school year. The data from this assessment was used to create goals for students in our Response to Intervention program in each student's areas of greatest risk. The reading assessment for grades 2–8 showed that 10% of our students are at high risk compared to 8% of students at high risk in math. For students in grades TK–1, 12% are at high risk in early math; 26% are at high risk in early reading. As we continue to put systems in place to support the implementation of our local assessments, students and teachers will feel more comfortable administering and taking the test.

Although the state DashBoard shows CCDS math scores remained the same with 46% of all students meeting or exceeding in 2021–22 and 2020–21, and the LCFF math evaluation rubric puts our school in the green, our community feels CCDS could improve for specific subgroups, including students with disabilities and socioeconomically disadvantaged students. Both of these groups are performing below standard. That said, the CCDS socioeconomically disadvantaged subgroup did make progress in math since the 2019 WASC Mid-Cycle Report, increasing by 26.7 points to 3.5 points below standard. But in this same time period, the performance of students with disabilities declined 6.8 points to 59.8 points below standard. While this improvement for socioeconomically disadvantaged students is encouraging, the school community believes both subgroups can improve with curricular changes,

focused intervention efforts, and deeper professional learning for staff. It is these trends that have shifted our focus to increasing student learning in math as a 2023–29 Action Plan goal.

ATTENDANCE

A Critical Learner Need from the 2016 WASC full-cycle report underscored the need to improve average daily attendance as a means of maximizing a positive learning environment for all students. In 2017, CCDS implemented a grade-level challenge in which the fewest tardies earned rewards. Communications about attendance was also promoted in the monthly newsletter, with links to articles and videos, like *Attendance Works: Tips for Parents on Why Good Attendance Matters*. Greater promotion of Independent Study, with links to forms, appointment calendars, and clarifying points on what are excused versus unexcused absences were also communicated. As a result of better attendance protocols and policies, the school's attendance record had improved by the time of the 2019 WASC mid-cycle visit. Unfortunately, the progress that was made in the areas of chronic absenteeism and suspension rates was reversed during the pandemic. In response, the school is incorporating re-engagement strategies into its school site Student Study Team (SST), like adding notes to Aeries and running monthly reports for review by the attendance team.

THE ASSESSMENT OF THE ENTIRE SCHOOL PROGRAM AND ITS IMPACT ON STUDENT LEARNING IN RELATION TO SLOs/GRADUATE PROFILE, ACADEMIC STANDARDS, AND ACS WASC/CDE CRITERIA

At CCDS, we strive to expand on the view of what is considered "normal" practice and look at how we can be more intentional in the support we provide to all students. Having successfully launched Project-Based Learning ("PBL") over the period of the 2016–2022+ WASC Self-Study, with a concentrated focus on training and implementation, we are working on creating a stronger sense of belonging at CCDS through the provision of more inclusive spaces, new hiring procedures, a fresh approach to student support/discipline (Restorative Practices), and enhanced training on anti-bias practices. The school's PBL curriculum broadens the definition of "smart" to allow for greater success in the classroom. For example, student projects can vary and, through PBL, these individual contributions are embraced. In addition to all we are doing as a school to support the day-to-day moments of interaction and Belonging, we are also looking at some of the bigger pedagogical practices, like restorative circles and project tuning protocols that impact student learning.

As part of our school's self-assessment, we are looking closely at the criteria from Assembly Bill 1505 which places strict guidelines on renewal tracks for charter schools. Based on our CA DashBoard data mentioned above, CCDS is on the "high track," with "above average" status on academic indicators (ELA, Math, CAST) and underserved student groups. However, two indicators that need improvement are lower-than-average student attendance rates and higher-than-average suspension rates. Both of these latter indicators directly relate to school culture and climate, prompting the development of a new 2023 WASC Goal, with a focus on cultivating a stronger sense of belonging. A follow-up survey was sent to staff, students, families, and guardians in October 2022 to measure their sense of belonging in relation to CCDS.

THE ALIGNMENT OF A SCHOOLWIDE ACTION PLAN TO THE LCAP AND THE SCHOOL'S AREAS OF NEED; THE CAPACITY TO IMPLEMENT AND MONITOR THE ACCOMPLISHMENTS OF THE SCHOOLWIDE ACTION PLAN

At the start of the 2016 WASC Self-Study, the WASC Leadership Team and administrators began coordinating the planning and reporting processes for all major accountability reports, including WASC, LCAP, and the petition for charter renewal. Prior to 2016, the bulk of the school's reporting efforts were siloed and overseen by separate committees. A duplication of work and staff/parent burnout resulted, making it harder to engage the CCDS community in a continuous cycle of improvement. By developing a comprehensive timeline and streamlining major reporting efforts, we've realized an uptick in participation and far greater continuum of implementation, monitoring, and accomplishments. This has also enabled us to focus our decision-making and efforts toward the school's greatest areas of need. Evidenced in the table below is a thread that weaves through goals for each major reporting effort. As a result, the Schoolwide Action Plan has become a touchstone for all of our strategic and annual planning efforts.

GOAL 1	
2023-29 WASC Self-Study	Math achievement gaps between students will be narrowed.
2022 LCAP	Ensure high quality of 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.
2019 WASC Mid-Cycle	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.
2019 Charter Renewal	CCDS will provide high-quality classroom instruction, multi-tiered supports, and safe, healthy, and equitable conditions of learning for all students.
2016 WASC Self-Study	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.

GOAL 2	
2023-29 WASC Self-Study	All students, staff, families, and educational partners will feel a sense of belonging at CCDS.
2022 LCAP	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.
2019 WASC Mid-Cycle	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 deeper learning competencies into the curriculum as part of an ongoing commitment to student success.
2019 Charter Renewal	CCDS will ensure student outcomes reflect access and achievement in research-based and Common Core State Standard-aligned instructional strategies and support programs.
2016 WASC Self-Study	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 the curriculum as part of an ongoing commitment to student success.

GOAL 3	
2023-29 WASC Self-Study	Develop a deep knowledge of every student's strengths, academic needs, and provide necessary supports to ensure their success.
2022 LCAP	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 their social-emotional needs, develop strong relationships, and experience joy.
2019 WASC Mid-Cycle	Community-Centered Heart: CCDS will demonstrate a commitment to ongoing, data-driven planning cycles involving stakeholders across the community.
2019 Charter Renewal	CCDS will create a supportive, safe, and engaging environment for all students, parents, and staff.
2016 WASC Self-Study	Community-Centered Focus: CCDS will demonstrate commitment to ongoing, data-driven planning cycles involving stakeholders across the community.

GOAL 4	
2023-29 WASC Self-Study	N/A
2022 LCAP	Support for Struggling Students: CCDS school provides targeted interventions to students in need of additional support.
2019 WASC Mid-Cycle	N/A
2019 Charter Renewal	N/A
2016 WASC Self-Study	N/A

The effort that goes into the school's ongoing assessments, monitoring, and growth is enormous, and it touches everyone – even in small ways. The WASC self-study provides a framework for continuous learning and improvement, with built-in support to assist the school through rough patches. The next 100 pages are a tribute to the time, commitment, and expertise of everyone acknowledged in the previous pages. These pages also hold the keys to our improvement where needed, as well as recognition for the many achievements of this special community through some difficult years.

CHAPTER 1

PROGRESS REPORT

SIGNIFICANT DEVELOPMENTS

FACILITIES

Wow, how we've grown! After the approval of Proposition 1D and the 2013 renovation of what is now our middle school, CCDS continues to expand and enhance its physical plant while keeping the safety of students and staff a top priority. The gym/multi-use facility, newly completed as of the writing of the 2016 report, is providing a space for nurturing a greater feeling of unity and belonging across grade levels. All-school activities like All-School Sing, lunch, athletics, rallies and other special events, exhibitions, and performances now have a home base.

Starting in 2016, the school received \$5.5 million over six years through a bond measure to fund facility repairs. The replacement of Kindergarten modular buildings was funded through this measure, as well as a shaded lunch area with field access for greater play opportunities.

Updated signage was installed on campus, as well as fencing around the circumference of the entire property. Some of these projects were still underway at the start of the pandemic. Thanks to some creative problem-solving by the school's leadership team, these construction priorities were completed by the time students returned to in-person learning in the spring of 2021, including the addition of a new play structure in the center of the elementary school campus.

IMPACT: Effective school maintenance protects capital investment, ensures the health and safety of our children, and supports academic performance. Since phasing out the majority of our modular structures, more state-of-the-art facilities unite grade-level classrooms in a safe, secure, and attractive environment.

LOCAL ASSESSMENT SYSTEM

Following the passing of Assembly Bill 1505 and 2019 WASC Recommendation #1, CCDS began exploring universal screeners in math and ELA to track growth in all grades, year-over-year. Under the guidance of a new committee, composed of a representational group of teachers from different grade levels, CCDS identified and implemented Aimsweb using benchmark data to guide instruction and help form targeted responses to intervention groups. However, Aimsweb was not part of the verified data sources that meet AB1505 requirements, so the committee explored new assessment options.

In August 2021, CCDS implemented FastBridge, the only assessment tool to combine Computer-Adaptive Testing (CAT) with Curriculum-Based Measures (CBM). This tool met the state requirements as well as our school's needs. In 2021 all teachers underwent asynchronous training, completing the first round of fall, spring, and winter assessments during the 2021-22 school year. FastBridge data is shared with teachers and presented to the Board to help guide instructional plans. This data is also used to identify students who could benefit from additional academic support.

At CCDS, we are also implementing another FastBridge screening tool to screen students to help identify those who are at risk for social-emotional behavior problems. The Social, Academic, and Emotional Behavior Risk Screener (SABERS) results are used to help facilitate classroom lessons, bring together friendship groups, identify specific students or grade levels that may be in need of additional social-emotional support. We are also implementing Second Step (a Social Emotional Learning [SEL] curriculum) with our students in TK-5th grade and our middle school students have weekly SEL lessons in advisory each Friday. The screening data from FastBridge is used in combination with data from classroom teachers, discipline data and observations to help meet the WASC recommendation of a local assessment system that monitors and supports student learning.

IMPACT: FastBridge data provides consistent practice in the assessment process by providing formative information about students at risk for academic and social-emotional behavior problems. Results help guide instructional plans and target next steps for intervention and support.

NEW FUNDING

Following the Camp Fire in 2018 and the COVID-19 pandemic one year later, CCDS has secured a variety of additional funding sources for provision of social-emotional supports, mental health resources, staff professional development, and academic recovery protocols for students, families, and staff. CCDS has received over \$1.5 million in funding through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Federal Elementary and Secondary School Emergency Relief (ESSER), the California Governor's Emergency Education Relief (GEER I) Fund, as well as Learning Loss Mitigation Funding (LLMF). Additional funding through the Extended Learning Opportunity Program allowed CCDS to provide critical academic support to students experiencing learning loss.

IMPACT: CARES Act funding has allowed CCDS to increase multiple support programs such as RTI, attendance, and the hiring of a school social worker. These resources address areas of significant need by allowing for the hiring of a part-time counselor and increasing the school psychologist's work hours. Connections to outside experts in areas of mental health and social services offered counseling and relief beyond what the school could have otherwise provided. We were able to distribute internet hot spots to help alleviate this stressor, but the presence of technology hurdles persisted through the pandemic. Upon reflection, we were fortunate and prepared in many aspects as it pertained to technology, mental health support, and assistance for families impacted economically by the pandemic.

BUILDING BELONGING

As a Project-Based Learning school, CCDS provides equity for students furthest from opportunity, while also enhancing opportunities of those who excel. The school's leadership is committed to dismantling inequities using a variety of strategies, including planning whole staff professional development, holding community focus groups on shifting away from holidays, and enhancing hiring practices, including [readings](#) and [discussions](#). We don't always get it right, but we believe that providing a safe, equitable, and inclusive environment is our responsibility and the only way to reach all students.

Curriculum choices reflect the school's commitment to accessibility and inclusion. The development and implementation of the Graduate Profile reflects this aspirational and inspirational goal of belonging as well. Student-led Conferences

and Exhibition of Learning events, both foundational elements of PBL, empower students to lead the conversation about their learning, growth, and experience at CCDS. All students are coached and provided with the structures in which to engage in these high-level discussions about their work.

Now in our eighth year utilizing PBL, we see how these practices are a part of the deeper school culture (through teacher [tuning protocols](#), student word choices that reflect compassion and inclusion, and a more diverse Board of Directors). When student work is seen and experienced beyond just the teacher, the work is elevated and the agency students experience is evident. For the past two years, an element of our hiring process has included reading [Paul Gorski's Avoiding Racial Equity Detours](#) and participating in a protocol to discuss the article. We want those who are hired here at CCDS to know that this is the work with which we engage as a staff.

In addition to the school's internal work in this area, we are also working with staff from Butte County Office of Education, who are providing ongoing professional learning in anti-racist, anti-bias practices. This work began with staff in the 2021-22 school year, continuing in 2022-23 with four sessions on our early release days. Our middle school students also had the opportunity to participate in these training sessions, with follow-up discussions during advisory.

IMPACT: Feeling valued and connected can feed into a student's sense of belonging at school. Outcomes from these first conversations include a closer look at unconscious biases, greater self-awareness, and the use of tools such as the Ladder of Inference. CCDS won first place in the 2022 [Chico's Parade of Lights](#) for best representation of the theme "Unity in Community." This event brought the CCDS community together and helped further our message that building belonging is at the core of what we want to do at CCDS.

SCHOOL PERSONNEL

NEW LEADERSHIP STRUCTURE

At the start of the school's last full-cycle report in 2016, CCDS was moving forward with a flat administration model with the hiring of two new administrative positions: a Director of Education and Dean of Students (now Director of Student Affairs). A Chief Business Officer (CBO) and part-time school Psychologist (now Director of Student Support Services) were already on board and part of the leadership team. The school had just launched "A Year of Exploration," with full support of the Board, to undertake

a deeper examination of school operations and leadership. The 2016 WASC visiting team recommended careful monitoring of the new flat leadership model, a structure that was still finding its legs at the 2019 WASC mid-cycle visit.

In 2020, CCDS experienced the first turnover in the original group of administrators who ushered in the flat leadership structure. Colly Fischer, the former Dean of Students, was moving out of the area and so CCDS had an opportunity to reflect on the success of the flat structure and hire a new member of that team. Claudia Trout was hired in February, 2020 with the plan of beginning employment at CCDS July 1, 2020 officially, but with some overlap days with Colly in the springtime to help with onboarding. Given the onset of the COVID-19 pandemic, Claudia's first year was marked by unforeseen external challenges. Reflecting on the 2020-21 school year's challenges, including the missed opportunity to grow as a team together through a well-planned reflection and review cycle, we decided to engage outside help to support our team.

In 2021, the school secured the services of Greg Carlson, founder of *Leading Well*, an education consulting firm. Using his knowledge and expertise, Greg has led numerous school retreats and administration coaching sessions to guide CCDS through building their capacity to lead together. Greg led the team through a series of sessions to look at Goals, Roles, Processes, and Interpersonal Interactions ([GRPI Model](#)). The team took on the tasks of articulating the elements of GRPI, aligning in a vision for the school and each received monthly one-on-one coaching. Although the individual task completion between administrators in the flat leadership model was strong, the reporting structure was becoming problematic. With each administrator reporting separately to the Board of Directors, the lines of communication became increasingly siloed and decision-making was getting hung up by a Board beholden to a monthly review and decision-making schedule. Decisions affecting day-to-day operations were not happening fast enough to keep up with the demands of the school community.

In early 2022, the Board determined that the Director of Education would now move into a role as the Executive Director, the Board's sole direct report, to run school operations. In turn the Director of Students Affairs, Director of Student Support Services, and Chief Business Officer now report directly to the Executive Director. This reorganization would again bring more change to the school in a time period when capacity for weathering change was low. At the same time, the long-time CBO who had been with CCDS for over 21 years moved on to a different opportunity out of the Chico area.

The CCDS administrative leadership team and consultant, along with the Board of Directors, recognize that change in the workplace can lead to employee stress and distrust. As the school transitions towards a more vertical reporting structure, the team is working to get ahead of potential misinformation by holding staff and educational partner focus groups, implementation of regular finance team meetings, and the creation of clearer reporting structures with more time for planning within these new groups.

IMPACT: The biggest impact of the new structure was felt in the Business Office, with the exit of the previous CBO. This had a ripple effect throughout this office, where loyal employees felt caught off guard by the departure. Three of five Business Office staff members eventually departed, leaving a sizable void in skills and experience in this important area. In May of 2022 an interim Chief Business Official joined CCDS to help support during the search for a more permanent transition. Simultaneously, we contracted with our accounting software provider, SchoolAbility, for back-office support to ensure payroll deadlines and fiscal reports were completely on-time. By August 1, 2022, a new CBO and HR Coordinator were hired.

As of the writing of this report, the new team, with continued guidance from Greg, continues to align roles and responsibilities, with the possibility of additional staffing changes. Improved communication in the form of school-wide staff meetings, summary reports of board meetings, weekly meetings with our Parent Teacher Partnership committee, weekly News and Notes, support group Thursdays, as well as clearly identified channels and reporting structures has already resulted in greater financial and operational transparency. This shared knowledge is helping the school move forward with a shared agenda that is embraced across the leadership team.

ENGAGED EDUCATORS

With respect to classroom teachers, eight of the 23 classroom teachers who participated in the 2016 WASC Self-Study and two of three Administrators – part of the WASC Leadership Team – remain on staff at CCDS. The 2016 Self-Study Report highlighted the school's commitment to nurturing and developing staff and teachers, as evidenced by extensive peer networking initiatives and built-in time for collaboration. This has remained a priority and our school leadership continues to believe that some of the best learning opportunities exist within our own school when we learn, observe, and reflect together.

Project-Based Learning [tuning protocols](#) provide teachers the chance to connect with cross-grade level teachers to enhance their projects in specific ways through a structured collaborative conversation. Numerous professional development opportunities are available 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. Pre-Pandemic, a Professional Development Committee engaged teachers and staff in surveying, identifying, and planning upcoming professional learning.

With the addition of the Director of Education in 2016, the leadership and long-range planning of professional learning became an area of her focus. She established monthly one-on-one check-in meetings with all teaching staff and through that process identified learning and growth goals for both individuals and for the goals of the organization. We believe strongly in positioning ourselves as learners ourselves, investing in our staff, and encouraging professional growth.

Teachers continue to receive training: Cognitively Guided Instruction, Restorative Practices, Chico State partnerships, Better-Lesson Coaching, Project-Based Learning with High Tech High; Response to Intervention; [Nurtured Heart](#) (strategies inspiring appropriate behaviors); webinars; college education courses, etc. We also lean heavily into the collaborative protocols and learning opportunities that highlight the strengths of our own staff.

IMPACT: Chico Country Day School offers numerous professional development opportunities for staff and teachers based on need, personal and professional interests, and commitment to keeping current on the latest innovations in technology and effective educational practices across the curriculum. With the creation of the Director of Education position in 2016, the school created an educational program leader who could facilitate and lead a coordinated effort toward the learning goals of the entire organization. Since 2016, we have made some significant improvements to our educational program, supported by ongoing and deep professional learning for staff.

In 2018, we began using EL Education curriculum in grades K-6, which is aligned with Project Based Learning. Ongoing professional development supports the implementation of this curriculum. In 2021, we began using a new math framework that relies heavily on teacher learning as it is not a curriculum, but rather a framework for instruction. We have a three-year roll-out with 12 scheduled days of professional learning each year. Through the

process of continuous learning, rather than a one-and-done structure of professional learning, we've been able to make bigger organization-wide moves to improve student learning. To support ELA Curriculum, called EL (formerly Expeditionary Learning), we have used off-campus trainings, leader-specific trainings, on-site trainings in the summer, virtual trainings during COVID-19, and monthly one-on-one coaching sessions from BetterLesson to support individual teacher growth.

ASSESSMENT

California's CAASPP assessment has been used each year since 2014, with the exception of the 2019-20 year due to COVID. The CAASPP is one of several data sets used by CCDS teachers and staff to gauge student progress. Other assessments are FastBridge Universal Screener and other classroom assessments coordinated with the EL curriculum. Teachers use results from each target area to inform practice and determine areas requiring additional instruction or practice, as well as areas in which progress is being demonstrated.

Summative assessments, like CAASPP and FastBridge, are important in building teacher understanding of student needs. However, they are not always the most effective way for teachers to respond more immediately to student needs. Formative assessments, such as student work analysis and/or student conferences, are ways to move learning forward in real time, leading to the recent implementation of Early-Release Mondays to ensure teachers have more time to plan and reflect on constructive learning practices.

Cognitively-Guided Instruction, where teachers anticipate student math thinking, with a plan in place to showcase learning progress, is an example of a formative assessment in action. Direct feedback during writing sessions is another example of how teachers utilize these learning opportunities to help prepare students for grade level exhibitions. Additionally, we incorporate our [Graduate Profile](#) as part of our progress reports as indicators of what we hope all students at CCDS embody.

IMPACT: When you deliver real-time feedback to students on their assignments through formative assessments, students immediately find out if they are off track and are able to make appropriate changes. The more feedback students receive, the better they will become at evaluating their own work. Our Altitude Learning Platform, utilized to sustain meaningful curriculum during the pandemic, and now utilized for feedback and competency-based assessment, aligns with our vision of providing feedback toward mastery.

CURRICULUM AND INSTRUCTION

COGNITIVELY GUIDED INSTRUCTION (CGI): TK-5 MATH

The school's 2016 Critical Areas for Follow-up and 2019 WASC Recommendations highlighted the achievement gaps in math, especially, between white students and socio-economically disadvantaged students, suggesting a structured plan for support was needed. In response, CCDS teachers in grades TK-5 received Cognitively-Guided Instruction (CGI) from Susan Gehn, teacher educator from the CGI Professional Development Center. The structure is four to five full days of summer math content training and two follow-up visits during the school year involving content, student interviews, and modeling of classroom instruction. Teachers each receive eight to nine full days of training per year in CGI math.

In the 2019 report, the school also made a commitment in the Schoolwide Action Plan to improve training and support for new teachers. New teachers are provided with additional substitute time to observe CGI lessons and have a full day of additional summer training. We also offer a weekly Tuesday Math Club available for all teachers and led by our on-campus math coach, Chris Stedman. Throughout the year, teachers share assessment practices, look at student work samples, and improve their practice together.

IMPACT: Overall, teachers are learning when and how to support students to move to more sophisticated mathematical strategies. Students are encouraged to choose strategies that enable them to solve problems with understanding, developing greater confidence in their own abilities and building problem-solving skills essential to success with math in higher grades. Teachers are able to create problems that are accessible to all students at every level. Therefore, students have shown a higher level of engagement and feel empowered to share their ideas and ask questions about each other's mathematical thinking.

Students' learning has become dependent on their own observations, questions, and strategies. Students show their thinking in many different ways, such as through the use of manipulatives, direct modeling, counting strategies, and invented algorithms, rather than using just one standard algorithm. Students feel comfortable explaining and justifying their mathematical thinking. Participation in CGI Math has empowered students to develop language skills through the daily sharing of ideas and discussion of

mathematical reasoning, with emphasis on everyone's ideas being important, reinforcing the value in listening to one another. In addition, a Social and Emotional Learning piece that is important is that students enjoy being challenged and have learned that mistakes and productive grappling with problems are part of learning and help them to reach the next steps in their mathematical thinking.

CGI Math has encouraged students to be hands-on learners who are given the opportunity to explore at their own pace and develop a deeper understanding of the math concepts they are learning. Also, students have acquired problem-solving skills they can apply to any subject area, not just mathematics. This has allowed students to build upon their previous knowledge, make connections, and apply new concepts to what they already know. As a result, students are showing greater confidence through deeper understanding, leading to more enthusiasm in the classroom for learning about mathematics.

COLLEGE PREPARATORY MATH (CPM): 6-8 MATH

Middle school students in grades 6-8 continue to utilize the problem-based lessons of 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 has a strong emphasis on developing mathematics understanding through concrete practice and real world applications. Our curriculum makes use of manipulatives to demonstrate how arithmetic operations work with integers to develop a strong foundation of order of operations and pre-algebraic mathematics. The curriculum also emphasizes the use of algebra tiles to teach the basics of manipulating algebraic expressions and equations before transitioning students into more abstract methods of solving mathematics problems. Many families that have had multiple students attend our middle school have reported that their students felt extremely comfortable with the transition to high school mathematics after completing our program. The CPM curriculum also provides problem sets for students to work on that utilize knowledge from prior lessons so that content knowledge is practiced over longer periods of time, ensuring students continue to develop mastery with prior skills.

New Common Core-aligned College Preparatory Math books were purchased over the past two years for grades 6–8, as well as several integrated 1 CPM books for advanced math students. The school has also purchased e-book licenses for students to access the textbooks at home. These e-books also provide helpful hints as 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 on Fridays to teach new concepts, answer questions, check for understanding, and 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.

IMPACT: CPM meets the needs of all learners; however, we are currently looking at shifts in curriculum to make sure we are providing a range of problems for students at all levels. Discussion is a major part of the curriculum, giving students the confidence to ask questions and learn from one another. This structure aligns with the CGI practices in TK–5. At this time we are assessing the effectiveness of CPM due to the fact that our CA Dashboard math scores for 7th and 8th-grade student cohorts has held steady at 58%–61% of students meeting or exceeding state standards. However, students in the Grade 6 cohort have shown a significant decline in meeting or exceeding state standards, from 48% in 2018–19 and 45% in 2020–21 to 29% in 2021–22. This specific cohort missed opportunities in critical areas of learning as well as developmental math progressions that start with concrete models of math to more abstract ways of understanding mathematical practices due to the impact of the pandemic and the 2018 Camp Fire.

EXPEDITIONARY LEARNING (EL) IN ENGLISH LANGUAGE ARTS FOR GRADES K–6

The school's 2016 Critical Areas for Follow-up and 2019 WASC Recommendations also highlighted achievement gaps in English Language Arts (ELA), with a suggestion of identifying and implementing a new ELA curriculum. After listening to teachers and hearing about the struggles to fully implement Project Based Learning in the elementary grades, a curriculum was chosen that would ensure access for all students to high quality, rigorous learning, and support Project Based Learning. There was truly only one option for this at the time and our Director of Education had experience with the curriculum, with the EL School Model, and with the literacy competencies based on science that the EL Curriculum would offer.

Three grade level teachers were identified in the 2017-18 school year to pilot “modules” from the EL Curriculum. Their feedback was crucial in the adoption of the curriculum. One shared, “students are held to a really high standard in the curriculum and the supports are in place to assure they can achieve at those levels.” Another shared, “I am spending less time curating the specific tasks and gathering materials for students; now I can focus on student achievement and supporting their individual needs. I can also think through expanding on what we’re doing to enhance the final products.”

These teacher leaders helped articulate the need and benefit for a consistent ELA curriculum, and this became something all teachers requested, rather than a top-down decision that was imposed on teachers. When the decision was made in the 2017-18 school year to move forward with the EL Curriculum, we began seeking out the long-term professional learning structures that would support successful implementation. The Director of Education believes strongly that a learning plan must be in place and that it’s not enough to just drop boxes of curriculum into teachers’ classrooms. A sustainable system includes long-term support and a 3-5 year plan toward full implementation. This curriculum is challenging; it asks for very high level work in all grades.

In the summer of 2018, all elementary teachers, including newly hired teachers, attended the curriculum kick-off called Starting Strong held in Las Vegas. In addition, the Director of Education and one teacher leader attended an additional 3 days of leadership training to support the full implementation. This curriculum is particularly rigorous for students and provides opportunities for authentic learning experiences, as well as implementing PBL within the performance tasks of every module. The curriculum is inquiry-based with open-ended questions that allow students from all backgrounds and levels of understanding to access the content. Every module in EL Education ends with a performance task.

IMPACT: Since the implementation of Expeditionary Learning Education, teachers have been able to build on the programming to create larger projects for school wide, grade-level, or community Exhibitions of Student Learning. The multimodal structure of EL enables all students to access content from their level of understanding, creating a more equitable learning experience for all students. The curriculum is specifically designed to be reflective of many life experiences and aspires to support anti-racist practices. EL is a unique curriculum in that the designers also operate a school system of 150+ K-12 schools where this work is in practice and there are feedback loops

toward improving the curriculum. It is not designed in offices that are separated from school systems and the realities of school operations, making it more relevant and based on observable student needs. With a consistent curriculum in grades K-6, students are able to understand and grow through the practices that are utilized and built upon each year. In grades 7 and 8, the English teacher is able to expand upon the practices the students have solidified and build on those with the use of cross-curricular projects, following the Project Based Learning model.

COVID-19

In anticipation of Chico Unified School District's closure announcement on March 15, 2020, CCDS launched a Distance Learning Plan and website. The plan included access to professional learning for teachers, as well as messaging platforms, surveys, and phone calls for ready deployment. Once the announcement came, drive-through pick-up locations were opened at the school for safe distribution of Chromebooks and grade-specific materials. Teachers shifted their grade-level curriculum to an online platform called Altitude Learning which allowed students to continue to access the teacher-created materials and EL Curriculum that ensured a high quality educational program. As the campus closures continued, meal service changed to provide meals for multiple days, with both drive-through and curbside pick-up options.

During the first phase of distance learning, staff focused on the well-being of students, student access to learning, and student engagement. Parent meetings were held via Zoom to convey plans and answer questions. After these first three weeks of school closure, CCDS shifted programs to synchronous and asynchronous instruction, proceeding with appropriate grade-level curricular content. Special education staff reached out to families with Individualized Education Plans (IEP) to modify services, as needed. Attendance procedures were modified to track daily engagement and counseling services continued for students receiving services prior to closure.

Board of Directors' meetings were held as scheduled via Zoom. Of note, the school continued working with community partners to provide information on childcare available in our community for essential workers. The school also continued to conduct outreach for our homeless and foster youth through a coordinated system of support developed onsite.

We welcomed high-need students back to campus in the fall of 2020. This small, targeted group worked with our Special Education and select other staff and administrators, including the director of student support services. TK through second grade came back in late October 2020 with an emphasis on those students who needed in-person support the most. Over the next few weeks, [CCDS opened to all students](#) with a modified in-person schedule, using the A/B cohort model recommended by the state.

IMPACT: Like many schools across the country, the inequities our students faced before the pandemic were exacerbated by the pandemic. Families had difficulty accessing courses due to limited or no internet access. Federal and state aid provided resources to help close the gap in areas of greatest need, such as hiring a part-time counselor and increasing the school psychologist's work hours. Connections to outside experts in areas of mental health and social services offered counseling and relief beyond what the school could have otherwise provided. We were also able to distribute internet hot spots to help alleviate this stressor, but the presence of technology hurdles persisted through the pandemic. Upon reflection, we were fortunate and prepared in many aspects as it pertained to technology, mental health support, and assistance for families impacted economically by the pandemic.

IMPLEMENTATION & MONITORING OF THE SCHOOLWIDE ACTION PLAN - ALIGNMENT WITH LCAP GOALS

Teachers, staff, the Parent Teacher Partnership, the WASC Leadership Team, and Board of Directors all provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the other local reports. Each year, student performance data is reviewed and examined for effectiveness of the strategies implemented, with the expectation that goals may change as the school responds to internal and external factors, many of them fluid.

SUMMARIZE PROGRESS ON EACH SECTION OF THE CURRENT SCHOOLWIDE ACTION PLAN THAT INCORPORATED ALL CRITICAL GROWTH AREAS FROM THE LAST FULL-SELF-STUDY AND INTERVENING VISITS

The following schoolwide critical areas were identified in the last full self-study in 2016 and additional critical areas from the 2019 mid-cycle visit. The section that follows is organized according to each schoolwide action plan goal and the progress toward each of these critical areas. Note these goals and related actions are echoed in the LCAP and Charter Renewal.

WASC MAJOR RECOMMENDATIONS (2016)

1. Enhance Middle School RTI
2. Strengthen management of instructional time in grades 4-8
3. Implementation of director positions
4. Bolster student safety through systematic supervision in all environments

WASC MID-CYCLE VISITING TEAM RECOMMENDATIONS (2019)

1. Implement a universal screener in math and ELA for all grade levels, to track yearly action plans based on the results of these assessments. Create consistent practices in the assessment process and use the formative information for the purpose of instruction and document growth.
2. Review 5-year enrollment plan and ensure the school will be fiscally solvent in light of new California laws and increases in staffing expenses. Research and consider alternative funding sources since CCDS is at maximum enrollment. Ensure a plan is in place for construction that the school will undergo in the next few years.
3. Address the achievement gap in math between white students and socioeconomically disadvantaged students. Create a plan of support for these students to catch up with their peers and consistent evaluation of subgroup data will be needed as plans for diversification of the student population are realized.
4. Add a foreign language class at the Middle School. It is recommended that this is added to the course offerings at the middle school level to better prepare students for high school and college entrance foreign language requirements.

Following is a summary of progress for each of the goals in the Schoolwide Action Plan.

2016 & 2019 WASC 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.

Action Item: Fully implement Project-Based Learning (PBL) across grade levels:

- Exhibition Nights are implemented to share project work with the greater community
- Staff researches, designs, and tunes projects for the year
- Utilize staff meetings, project tunings, and collaboration sessions to facilitate sharing and evaluation of classroom work; staff to ensure work reflects PBL and related current research
- Staff applies deeper learning competencies in development of project work
- Staff plans, reflects, and revises PBL process and analyzes student work
- Continue to enrich student learning through our specialists (Art, Music, STEM) while integrating and supporting project work
- Continued support of using and applying new and existing technology with the goal of supporting project work

Action Item: Curricular expansion in support of PBL

- Implement Expeditionary Learning (EL) curriculum in grades K-5; evaluate progress
- Implement Go Math! 2020 replaced Go Math with CGI Math in grades TK-5; implement College Preparatory Math (CPM) in Middle School; evaluate progress
- Staff analyzes student progress through multiple measures and adjusts program as needed for the following year (Use of Universal Screener in ELA and Math)

Action Item: Focus on equity and diversity

- Expand outreach to neighborhood partners (Barber Yard, Chapman, and Citrus neighborhood)
- Improve and enhance outreach efforts through various communications tools like social media, web advertising and website
- Implement and support new online application and lottery process through SchoolMint
- Offer diversity training through professional development to educate staff and students to build an inclusive campus culture
- Develop learning opportunities and courses of study that emphasize broad and historical cultural diversity and integrate such into the curriculum. EL Curriculum and CGI math both align with these goals.

Action Item: Continued emphasis on Social-Emotional Learning

- Implement new and evaluate existing Social-Emotional Learning Supports in all grades; evaluate progress
- Develop clear, written decision rules based on screening data and progress monitoring data
- Use SEL curriculum with fidelity (TK-5 and Advisory for middle school)
- Staff training in Restorative Practices
- Use a universal behavior screening tool—Student Risk Screening Scale (SRSS), currently using SABERS. Data collected three times a year for purposes of behavior planning and identifying students at risk.

Action Item: Continued improvement in student attendance reporting

- Evaluate new tracking and reporting practices; enhance processes as needed
- Continue to enhance communications between office and classrooms on attendance reporting
- Continue student attendance rate as a metric for the LCAP

IMPACT: We have fully implemented PBL across all grade levels and our Expeditionary Learning Curriculum is in full implementation in K-6. Teachers receive BetterLesson one-on-one coaching to support implementation with fidelity. Early release Mondays support teachers planning, reflection, and cross-level collaboration. The school no longer uses Go Math and in 2021 began training and implementing Cognitively Guided Instruction in TK-5, with regular coaching sessions with a CGI consultant.

CCDS continues to use SchoolMint, as well as the Aeries enrollment system, to streamline the enrollment process for all families. Both systems can create enrollment applications in multiple languages. Ongoing professional development in areas of anti-bias and inclusive practices have continued in partnership with Butte County Office of Education.

An area of further development continues to be implementation of social-emotional learning curriculum for TK-5 and middle school advisories. Implementation of a social emotional screener, the SABERS, and an academic universal screener, began in 2020 and are used three times a year.

Attendance continues to be an area of focus, especially after the pandemic. An attendance team consisting of an administrator and two office staff meets monthly to address families in need of additional outreach support. We are assessing whether more support is needed.

2016 & 2019 WASC 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 deeper learning competencies into the curriculum as part of an ongoing commitment to student success.

Action Item: Continue to enrich the teaching experience through Professional Learning, with special emphasis on student engagement

- Survey staff and faculty on key areas of interest
- Continue with existing leadership structure, which is providing teachers with support to be successful
- Review student achievement data for gaps in learning and pursue professional development in these areas
- Professional Learning Days reflects PBL, Next Generation Science Standards, MTSS best practices, advancing knowledge in digital tools and technology, and current research/topics in education
- Continue to identify grants and other funding sources for Professional Learning
- Newly hired faculty will be afforded learning experiences to support their readiness for Project Based Learning implementation

Action Item: Ensure staff and faculty have equitable access to current research and successful practices

- Continue to engage staff and faculty in developing their learning goals and having a learning plan for themselves
- Help staff/faculty identify necessary steps in meeting their learning plan objectives
- Utilize weekly communications from the leadership team to stay informed about current research that aligns with our mission and vision
- Create a community of adult learners, modeling the expectations we have for our students
- Continue with peer-led training using internal experts for professional learning

IMPACT: The school continues to survey teachers and review achievement data to align professional development to student areas of need. Ongoing learning experiences for new staff continue throughout the year with new staff orientations at the beginning of August. While we are no longer using the Multi-Tiered Systems of Supports (MTSS) to fidelity, we are using Leading Well retreats and individual administrator coaching sessions as a foundational framework to continue developing school-wide systems and focus on continuous improvement. CGI math training addresses our math needs, with staff participating in coaching and cognitively-guided instruction for three weeks throughout the year. Weekly communication from our Executive Director aids in the alignment of the school's vision and mission, with research-based practices embedded.

As of 2022, CCDS has received three grants in support of professional development, the most recent of which supports teacher participation in the annual Learning and the Brain Conference in San Francisco. Additionally, a team of teachers and staff attend the Deeper Learning Conference in San Diego.

With the new leadership structure we are implementing weekly check in meetings with classified staff and monthly meetings with certificated staff. At these meetings we are creating learning goals and plans to assist in the development of adult learning on our campus. Leading Well retreats and one-on-one admin coaching sessions assist in the development and ongoing improvement of school-wide systems. These actions address 2016 WASC major recommendation #3 and 2019 Mid-cycle Recommendations #2 and #3.

2019 WASC GOAL 3: COMMUNITY-CENTERED HEART

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

Action Item: Increase community engagement among parents and community partners

- Promote public meetings and information sessions; provide materials that help explain the school's mission, values, and curriculum; track meeting attendance
- Promote monthly Coffee & Conversation meetings with the Director of

Education as a way for parents and community members to connect with campus leadership

- Utilize website, e-flyers, [blogs](#), social media and newsletters to communicate hot topics, link to related research, and engage families
- Make key data available in print and electronic form so that stakeholders feel informed and operations are transparent
- Participate at events outside campus to expand the CCDS presence in the community
- Continue to cultivate relationship with surrounding neighborhoods through facility use and collaborative meetings

Action Item: Ensure effectiveness of marketing and outreach tools

- Be informed about stakeholder needs and respond with marketing tools that match those needs
- Update Communications Plan and related timeline as needed
- Continue to seek professional learning opportunities in marketing and recruitment strategies
- Attend community events to broaden area from which CCDS recruits students
- Use website, Schoolmint and other tools to determine the impact of our communications to reach target audiences

Action Item: Expand stakeholder involvement in critical planning and reporting cycles

- Convene core planning team members triannually
- Utilize WASC timeline and checklist templates to create/update CCDS annual planning calendar
- Keep Board of Directors informed through periodic updates and presentations; continue to involve Board in discussion about SLOs (Graduate Profile)

IMPACT: 100% of CCDS parents are active on [Parent Square](#), facilitating two-way communication between school and home. Since 2019, notices on key school topics have been communicated through all-school accounts and social media. The school's social media presence has increased to 1,153 followers on Facebook and 583 on Instagram. Educator partner involvement included opportunities to participate in 46 meetings with a combined total of 184 participants. To ensure communication between all educational partners we hired a part-time communications staff member, focused on expanding

our presence in the community and online. While we are encouraging more participation, we continue to create as many opportunities to connect and engage as often as possible. The completion of new school buildings has also opened up opportunities for community organizations to use our facilities, allowing for a larger community presence on campus. Another way in which we are cultivating school and community relationships is by participating in events like the Parade of Lights and serving popcorn at the city mall during family movie events. These action items support 2019 Mid-Cycle Recommendation #3.

CHAPTER 2

SCHOOL PROFILE

SCHOOL SETTING

Chico Country Day School is located at 102 West 11th Street and 1054 Broadway in Chico. It is the gateway for the Barber Neighborhood, a working class residential neighborhood south of Little Chico Creek. The school was founded 26 years ago by teachers, parents, and community members for the purpose of providing families with greater choices within the public school system in the Chico area. The charter was written to provide guidelines for the goals, methods, structure, and philosophy that define the school. CCDS 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, with the 2020–2025 Charter Renewal Petition being the most current.

CITY OF TREES

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 38 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's economy. Healthcare 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" or "Chico State"). 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 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 in 2012 and 101,475 total population in 2020 (<http://www.census.gov>). The median household income is \$57,357 per year, well below the state median of \$78,672. The employment rate in 2020 has steadily gone up to 61% which is slightly above the state average of 59.4%. The typical language spoken in Chico is English (82.8%) with Spanish being the second language (11%).

A LOCAL LEADER IN TK-8 EDUCATION

With more than 25 years of experience serving the educational needs of the greater Chico and Butte County areas, Chico Country Day School has become a local leader in TK-8 education. The school adheres to a Project Based Learning educational methodology, demonstrating its flexibility in growing with the latest research and responding in ways that support student success. We believe that learning can happen in many different ways, and at CCDS you will find self-directed students working with other kids to solve problems in unique ways. Teachers as facilitators lead students through inquiry projects based on open-ended, essential questions. These inquiries allow students to access the content at different levels and explore real-world implications for their work. As students progress through a project, they are practicing skills like teamwork, critical thinking, and problem-solving. Projects culminate with an Exhibition of Learning, where an audience is invited to interact with students and hear about their learning. We believe that students learn best when they are learning in the style that is best for them.

PREPARING KIDS FOR HIGH SCHOOL AND BEYOND

A current dilemma in education is how to prepare students for a quickly-changing world and job market. Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives. The school is also a hub for adult learning, where teachers and

administrators have a place to explore cutting edge educational theory and push the boundaries of what learning could look like for our students. We stay on the cutting edge because we understand that not all kids learn the same way, and that styles of learning must be adapted to each student's needs as well as the ever-changing world they will face as adults.

CORE PURPOSE, VALUES, AND MISSION

As we grow as an institution, we are continually learning how to better serve our students. In the 2019 WASC Mid-Cycle Report, our core focus was the delivery of education, with less focus on how to shape a safe, accessible, and inclusive learning environment. In addition to providing a fair and safe school campus, we are equally invested in providing student support services to address student socio-emotional needs. CCDS is continually working to dismantle inequities and interrogate our practices for unintentional biases. This begins with the pedagogical approach of Project Based Learning and is seen through the curriculum choices we make, the protocols we use with students and staff, and the inclusive activities we choose to include in our programming.

PROJECT BASED LEARNING

A current dilemma in education is how to prepare students for a quickly-changing world and job market. Project Based Learning allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. The activities in our classrooms vary based on the student, but students are routinely able to explain what they are learning, why, and how it connects to other areas of their lives.

Chico Country Day School is also a hub for adult learning, where teachers and administrators have a place to explore cutting edge educational theory and push the boundaries of what learning could look like for our students. We stay on the cutting edge because we understand that not all kids learn the same way, and that styles of learning must be adapted to each student's needs as well as the ever-changing world they will face as adults.

STUDENT SUPPORT

Our students are problem-solvers, questioners, and deep-thinkers. They have also experienced multiple state and world crises over the past few years, including the Oroville Dam failure, Camp Fire, and global pandemic. Therefore, it is no surprise they have needs that require us to re-evaluate existing support systems. Traditionally, we have focused on academic needs, with the hiring of a credentialed teacher to coordinate RTI student services and increase RTI coaches in the middle school. With the growing need for more mental health and social-emotional support, we've also hired a part-time social worker/counselor. As a result, we've been able to accommodate an increase in referrals. The school's commitment to human-centered work and the whole-child support of our students is also evident in the following systems of support:

- Implementation of a Butte County Social-Emotional Learning (SEL) Grant funded by the Butte County Office of Education, for support in the creation of a strategic plan to implement a school-wide SEL program
- Creation of Community Circles in grades TK-5 to build classroom community and hold a space for teachers to check in with students
- Addition of a monthly Attendance Team to review attendance trends. We are partnering with a school resource officer to help us reduce our chronic and truant absences. He specifically helps with home visits
- Implementation of Kelvin Pulse to collect input from parents and students
- Increased counseling staff
- Incorporation of trauma-informed practices/SABERS
- Clear behavior expectation system
- Implementation of FastBridge, a universal screener for ELA and math to track growth and develop action plans
- Overhaul of the Response to Intervention ("RTI") for academic performance
- Implementation of reduced/no fees for Emergent Bilingual Learners, foster and/or homeless youth, and/or free and reduced lunches
- Theatre, band, and a school-sponsored athletics program
- Gay Straight Alliance Club

SOCIAL-EMOTIONAL LEARNING AND POSITIVE RESPONSE TO STUDENT BEHAVIOR

To further support students we have established a Behavior Committee whose goal is to establish universal expectations, common language, and practices for students and adults at CCDS. This committee reviews discipline data, reviews universal behavior expectations, and potential new learning for students and staff. For example, in 2023 the committee noticed a need for all staff training on affective statements which help shape students' positive behavior. All staff participated in [Nurtured Heart Training](#) with a focus on increasing effective statements on campus.

As part of our social-emotional supports, we incorporate student morning check-ins through morning circles in our TK-5 classrooms. Students in 6-8th grade participate in advisory groups to support their social-emotional learning. Any new teachers who are not familiar with circles or restorative practices receive training to ensure continuity of implementation. Additionally, our TK-5th students receive Second Step lessons once a week. Our school social worker also provides targeted friendship circles for students who have been identified as needing support.

We have addressed our student needs with the hiring of a new staff member whose focus is on student social-emotional wellness. We've hired a school social worker, Christina Hudson. She does check-ins with our high-risk students, runs social groups, and presents Second Step lessons in high-need grades. In the fall, Christina partnered with the Stonewall Alliance Center of Chico to start a Gay Straight Alliance (GSA) club on our middle school campus. The group meets weekly during lunch to provide students with a safe, welcoming environment to discuss sexual orientation and gender identity. Additionally, we have continued with advisory groups in our middle school where students engage in topics such as mental health and well-being, nutrition, mindfulness, gratitude, and goal setting.

One of our successes in addressing feelings of connection and community for our students has been our theater and music program. In March of 2022, our well-attended play, Robin Hood and the Wedding of Doom, brought joy and laughter to our community. Elementary students were able to see the play during the day and in the evening we held two showings. Events like these allow for human connection and create a sense of community which are all positive ways to build a system of support. We continue to offer band, choir, and cooking class after school, and art, music, PE, STEM Lab, and library during the school day.

Our Student Success Team (SST) is an excellent example of school and parent engagement and communication. A parent or teacher can request an SST for academic, behavior, and attendance concerns. Teachers, parents, support staff, and at times, students participate in these meetings. During the SST meeting, the Director of Student Affairs facilitates a conversation about student strengths, areas of concern, student history, and data that would help create home and school goals. These goals are monitored and progress is shared at the following meeting. The goal of our SST process is to pinpoint and provide the necessary supports to address student needs. In 2021-22 there were 44 total SSTs. Male students represented the largest group of SST referrals at 28 while 16 females had referrals. Grades second and third had the highest number of students in referrals. These data points help the Director of Student Affairs ensure support systems are in place and anticipate grade level needs. The team determines when and if a student no longer needs monitoring and can be exited from the SST process.

To provide additional academic support, our RTI program continues to support our students in TK-8th grade. Our RTI team helps coordinate the FastBridge benchmarking that is completed three times per year. The results from this assessment, along with teacher collected assessment data and teacher input, is used to identify students who are in need of additional reading and math support. Our RTI program has historically focused on reading intervention, with our students in grades TK-3rd. While this is still a primary focus, it is also beginning to support math by providing in-class support.

This school year, CCDS has also partnered with Ignite! Reading to provide an online reading intervention to 24 students. Students in grades 3rd-5th who were identified through assessments data and teacher input as needing reading support are currently participating in this program. The Ignite! Reading program is a structured series of lessons, where students are assessed at regular intervals. Once a student moves through all the lessons they exit the program.

Our special education program serves students in TK-8th grade by providing the necessary support identified in each student's Individualized Education Plan (IEP). Our special education staff is lead by our Director of Student Support Services and consists of two education specialists (one focused on TK-5th grade and one focused on 6th-8th grade), a speech therapist, a part-time school psychologist, a part-time adapted physical education teacher, and several paraprofessionals (called Academic Coaches). We contract with local agencies for additional support services (like Occupational Therapy) when necessary. Whenever possible, our special

education students participate in the general education environment, with a vast majority of the academic support being provided as a [push in service](#) in the general education classroom.

STAFF AND TEACHER DEMOGRAPHICS

Chico Country Day School teachers are all credentialed, with an average of six years of teaching experience. All meet the NCLB standards for highly-qualified teachers; none teach outside their credentialed areas. All certificated staff members are CLAD-certified, with demographic characteristics that break down as follows:

Academic Year	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total FTE
2021-22	0	0.8	0	0	2	0	22.65	0	25.5
2020-21	0	1.7	0	0	0.7	0	14.6	0	17
2019-20	0	0.9	0	0	1.35	0	17.85	0	20.1
2018-19	0	0.9	0	0	1.7	0.2	8.7	4	15.5

Additional staff include:

- Art Teacher, 0.6 FTE
- Band Teacher, 0.2 FTE
- Education Specialist, 2.0 FTE
- Independent Study Teacher, 0.3 FTE
- Music/Drama/Choir Teacher, 0.9 FTE
- Physical Education Teacher, 1.2 FTE
- RTI Coaches, 4.5 FTE
- RTI Coordinator, 0.4 FTE
- School Psychologist, 0.6 FTE
- Social Worker, 0.6 FTE
- STEM Teacher, 0.7 FTE
- Athletic Director, Stipend

Administrative and support staff includes the following: Executive Director, Director of Student Affairs, Director of Student Support Services, Chief Business Officer, Office Manager, Middle School Office Manager, School Communications, Human Resources, School Nurse, Health Aide, Facilities Manager, Custodian, and IT Technician.

The after-school program is led by a full-time director and several part-time staff members. The Chico Country Day Preschool program employs one director and two teachers.

STAFF AS LEARNERS

CCDS is a community of learners and staff are no exception. When identifying professional development (“PD”) and learning opportunities for an upcoming year, teachers, staff, and administrators review student assessment data, learning needs and survey results, as well as WASC and LCAP goals and charter guidelines. Protocols and collaboration times are designed for newly credentialed and veteran teachers to learn from each other as they grow their practice in the classroom. Teachers have collaborative meetings during PD days to support one another in the implementation of new practices, allowing time to review student data and create plans to address student needs.

Staff participate in the 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 has time to meet and assist one another. Professional development/learning opportunities are available across the staff and include the following:

- Cognitively-Guided Instruction (CGI) in math, Heggerty Phonemic Awareness, and phonics instruction
- Learner-Centered Collaborative in development of the Graduate Profile and learning models and assessments that support those outcomes
- Ongoing work with BCOE on anti-racist, anti-bias practices
- Ongoing conferences, coaching, workshops, webinars, virtual meetings, and site-based trainings
- Ongoing staff training in the practice of deeper learning and project design components for Project-Based Learning
- Curricular support in Cognitively-Guided Instruction in math coaching and training

- Monthly coaching sessions for newly credentialed teachers
- Implementation of Altitude Learning, a new learning-management system, with bi-monthly meetings led by the Executive Director for coaching on the new system
- Additional training for student support in Universal Design for Learning, Visualizing and Verbalizing, Seeing Stars, Social Thinking and autism training, Behavioral Intervention training for special education and resource staff is continuously provided.

PARENT ENGAGEMENT

CCDS is fortunate to have strong parent and community support. 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 utilizes a "parent pledge" to: provide home academic support, ensure each child is ready to learn, read with each child, and follow through with school recommended actions. Included in the pledge, parents will send their child to school on time and ensure their child is not absent from school unnecessarily; they will support and adhere to the school discipline policies.

Parent participation may include attending school exhibitions of student work, attending school PTP meetings, LCAP/WASC stakeholder meetings, or Board of Director meetings, actively collaborating and communicating with teachers to meet their child's learning needs, and reinforcing the CCDS Lifelong Guidelines and Lifeskills. Parents will make positive contributions to the school community by being active members of the community, working continuously to improve CCDS for all students. Parents may volunteer in the classroom, as [field trip](#) chaperones, or may attend Coffee with Administration.

At CCDS the PTP aids students by providing support for their educational experience through fundraising. The PTP is a community of families, encouraging open communications and an avenue for parent participation at the school. PTP membership is open to all CCDS families.

“CCDS administration and their teaching staff have done a tremendous job at keeping us informed of community events, fundraisers, athletics, as well as goals related to their LCAP, WASC action plans, and overall benchmarks the school is striving to achieve. They do this through electronic means, newsletters, ParentSquare emails and direct messages when needed (also through social media posts). The administration hosts coffee mornings with interested parents and are available and approachable if needed.” Travis Bennett, parent

MULTI-YEAR ENROLLMENT

CCDS has focused on diversifying the student body through a lottery process. Families who qualify for free and reduced lunch have a statistical advantage when we run our lottery. In order to educate the community about our school and our educational program, we have advertised heavily on social media and hosted both in-person and zoom info sessions to share about CCDS. The change in enrollment policy required an amendment to the school charter. Impacted enrollment and long waiting lists make it difficult to move the needle on the composition of students; however, with this change the school has seen a growth in the numbers of students from lower socioeconomic levels, from 17% to 25% over the past five years.

Ethnic distribution has shifted slightly in the past six years, though is not representative of California’s population. The student population is 69% White, 14.5% Hispanic/Latino, 9% two or more races, 4% Asian, and 2% African-American. Of the student population, 50% are male and 49% are female. Although the percentage of non-binary students at CCDS is low (.005%) it is important to mention that CCDS is making efforts to change the way we use student information systems to honor how students self identify. We hope that state and local student information systems help support this shift.

After implementing strategies to increase diversity we have seen a growth in our students of color demographics. We continue to look at our school systems and make structural shifts when necessary so that all feel represented and welcome at our school and not disenfranchised by our school systems. One example of this change is having diverse Board members who support our initiative to have a more diverse population at CCDS.

DEMOGRAPHIC TABLE

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2021-22	565	1.9%	0.9%	4.1%	0.2%	14.5%	0.2%	69.0%	9.2%	0.0%
2020-21	572	1.6%	0.7%	4.0%	0.2%	13.6%	0.2%	69.8%	8.4%	1.6%
2019-20	555	1.4%	0.7%	3.6%	0.0%	11.0%	0.2%	74.1%	7.4%	1.6%
2018-19	558	1.8%	0.9%	3.6%	0.2%	9.7%	0.2%	76.2%	6.3%	1.3%
2017-18	557	2.0%	1.3%	3.4%	0.4%	9.5%	0.2%	76.7%	5.4%	1.3%
2016-17	561	1.6%	1.4%	3.7%	0.4%	9.8%	0.2%	76.5%	5.3%	1.1%
2015-16	559	2.3%	1.4%	3.8%	0.4%	10.7%	0.2%	77.5%	3.8%	0.0%

2020-21 SCHOOL YEAR

Subgroup	Enrollment
English Learners	9
Foster Youth	3
Homeless Youth	10
Migrant Education	0
Students with Disabilities	54
Socioeconomically Disadvantaged	135
All Students	565

TECHNOLOGY

Within Business Office operations, CCDS provides a dedicated IT lead, an IT intern from Chico State, and an IT consultant on retainer from our charter authorizing district. Together, they support staff and students, manage school issued devices, oversee networking and accounts on site.

TECHNOLOGY PARTNERSHIP

CCDS partners with Butte County Office of Education (“BCOE”) for server hosting and dark fiber internet services that support the entire campus. Currently, BCOE houses four CCDS dedicated servers, a data server, two domain controllers, and a school applications server where the accounting platform and other services are hosted. While the servers are not onsite, maintenance and general use of the servers is all up to CCDS IT to maintain in compliance with BCOE standards and regulations.

E-RATE

The school takes advantage of E-Rate, a federal funding program that assists public and private education institutions with the purchase of internet access. Currently CCDS is in the process of using E-Rate funding to reconfigure and replace our network router in order to abide by new standards of technology as well as increasing the safety of our network.

TECHNOLOGY PROJECTS

REMOTE MONITORING AND MANAGEMENT OF ASSETS

CCDS works within the Google Chrome suite of applications. User endpoints are managed exclusively through the Google enterprise administrative console which allows fixed, real-time updates on their health, location, resource allocation/utilization, and more. Staff Windows endpoints are managed through onsite Active Directory and a local Microsoft access database. IT staff are working on moving this type of monitoring to a BCOE-hosted server. Once this migration is complete, we will have the same real-time insights for our Windows endpoints that we have in Google Admin, as well as a central inventory to allow remote push out of updates and installs, reducing interruption to the learning environment.

CHROMEBOOK LENDING

CCDS has recently implemented a Chromebook lending system to enable students enrolled in independent study to borrow the same model Chromebooks used in their classrooms. Each device is set up and assigned to the student and a waiver is signed by a guardian.

RADIO REPROGRAMMING

CCDS owns 75 Motorola radios to ensure quick and efficient communications with every member of the CCDS staff. Radios have been reprogrammed to increase range on campus and improve the overall sound and transmission quality. All radios and their corresponding charging stations have been given an asset tag for tracking that matches both the serial number and service number of the radio housing and accompanying battery.

USER AND DEVICE SECURITY

CCDS has made user and device security a top priority for the current year. IT staff utilize the most up-to-date tools to educate CCDS employees on various types of email phishing threats as well as other malicious attacks they may encounter as a member of an organization. Additionally, IT is making changes to the email system through Google Admin to allow for harsher external email filtering and password audits to maximize security. To improve device security, IT has removed admin access for most employees, allowing only approved installs. Higher-level credentials will reduce the likelihood that malicious software is installed. Additionally, to prevent student access to devices outside of class time, Chromebook carts will have a unique pin code known only to the specific teacher, school administrators, and IT.

STUDENTS AND TECHNOLOGY

Students use technology in many ways to bring their learning to life. They have access to Google Drive and all the Google Apps to help support learning, collaboration, and sharing of their work. All students have both tablets and Chromebooks to use for the creation of artifacts, utilization of educational apps, and curation of a digital portfolio. The school has developed a digital literacy and technology continuum to support the California Common Core State Standards at all grade levels. Broad-based investment in hardware and software supports student access to instructional tools. The school is currently a G-Suite school with ample devices for students in each grade span.

BELL SCHEDULE

The school operates a traditional bell schedule, meeting all required minutes. The school day begins at 8:30 am, with two dismissals, one for grades K-3; another for grades 4-8. There is an [early release each Monday](#), providing teachers the

opportunities for project tuning, tier 3 student discussions, anti-racist work with BCOE, and grade level collaboration. The school calendar is Board-approved and closely follows the Chico Unified and Chico State academic calendars to ease scheduling for families who may have students at other schools in the area.

REVENUE/SPENDING

The 2022-23 LCAP projects revenue for CCDS at \$6,477,486.00, of which \$3,818,247.00 is Local Control Funding Formula (LCFF), \$694,793.00 is other state funds, \$1,756,996.00 is local funds, and \$207,450.00 is federal funds. Of the \$3,818,247.00 in LCFF Funds, \$247,615.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). \$2,540,970.00 of the expenditure is tied to actions/services in the LCAP and \$3,977,497.91 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for student intervention, student support services, staff professional development, and technology improvement.

Per pupil expenditures for the 2019-20 school year were lower than Chico Unified yet higher than California. Teacher salaries were significantly lower than district or state comparisons.

2019 EXPENDITURES PER PUPIL & SCHOOL SITE TEACHER SALARIES				
<i>This table displays the 2019-20 expenditures per pupil and the average teacher salary for this school. Cells with N/A values do not require data.</i>				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,612.46	\$1,076.55	\$8,535.91	\$60,139.00
District	N/A	N/A	\$8,789.45	\$75,734.00
Percent Difference - School Site & District	N/A	N/A	-2.9%	-23.0%
State			\$8,444.00	\$86,376.00
Percent Difference - School Site & State	N/A	N/A	1.1%	-35.8%

ENROLLMENT

CCDS is committed to providing the best possible learning environment for students, which includes safe, clean, and updated facilities, as well as relatively low class sizes. Class sizes have remained fairly consistent over time, with incremental changes at the middle school, where there is some movement into and out of the larger middle schools in the Chico Unified School District. With the recent addition of a TK class, there was an increase in Grade K enrollment in 2020-21. Enrollment fluctuated with remote instruction and partial day instruction due to the COVID-19 response, returning to historic enrollment levels in 2021-22.

School Year	Enrollment
2022-23	565
2021-22	565
2020-21	572
2019-20	555
2018-19	558
2017-18	557

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021-22	565	84	62	62	62	62	62	58	56	57
2020-21	572	80	62	63	62	62	62	62	60	59
2019-20	555	62	62	62	62	62	62	62	62	59
2018-19	558	62	63	63	63	62	62	63	61	59
2017-18	557	63	62	62	62	62	62	64	58	62

ATTENDANCE

Attendance is recorded through the Aeries online attendance system. Chronic absenteeism is less of an issue at CCDS than compared to the county and state. In 2000–21 CCDS had a [Chronic Absenteeism](#) rate of 4.8% as compared to 24.9% in Butte County and 14.3% Statewide. Even with the low percentage, the school follows up with families to provide support and ensure improved student attendance. Absenteeism has increased across the state during the COVID-19 response while similarly increasing at CCDS.

Additionally, our Socially Disadvantaged subgroup has a Chronic Absenteeism rate of 13.3%, higher than other groups at CCDS. Compared to the county and state Chronic Absenteeism for the Socially Disadvantaged subgroups which are 31.8% and 19.4%, respectively, our students display better attendance than their counterparts.

As a school we are looking at attendance rates and developing a process to include chronically absent students in our SST process thus ensuring that learning loss is not further impacted by attendance moving forward. We are adjusting our tiered re-engagement strategies to be reflective of family needs, both ongoing and situational, as well as ensuring we have the proper support and expectations in place.

Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2020-21	607	29	4.8%
2019-20	N/A	N/A	N/A
2018-19	572	23	4.0%
2017-18	562	13	2.3%
2016-17	567	13	2.3%

Subgroup	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	*	*	*
Foster Youth	*	*	*
Homeless Youth	*	*	*
Students with Disabilities	62	5	8.1%
Socioeconomically Disadvantaged	166	22	13.3%

Race/Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	24	1	4.2%
Filipino	*	*	*
Hispanic or Latino	89	8	9.0%
Pacific Islander	*	*	*
White	421	13	3.1%
Two or More Races	48	5	10.4%
Not Reported	*	*	*

CREATING A QUALITY AND INCLUSIVE LEARNING ENVIRONMENT

We believe students are entitled to a safe and respectful school environment. The implementation of the Positive Behavior Intervention Support Program provides clear behavior expectations and restorative practices through the identification of 18 positive behaviors related to understanding conflict and how to repair harm. We believe that all students can behave in a school-appropriate manner and that each student can be held accountable for their own behavior.

EXPULSION/SUSPENSION REPORT

The school has not had any expulsions and the suspension rates have stayed below the state suspension rate of 3%. A significant drop was seen during the 2020-21 school year, likely due to the partial-day learning schedule during COVID.

Academic Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended With One Suspension	Percent of Students Suspended With Multiple Suspensions
2020-21	617	1	1	0.2%	100%	0.0%
2019-20	568	9	9	1.6%	100%	0.0%
2018-19	585	11	11	1.9%	100%	0.0%
2017-18	563	7	5	0.9%	80%	20.0%
2016-17	570	14	11	1.9%	81.8%	18.2%
2015-16	577	17	10	1.7%	60.0%	40.0%
2014-15	585	11	10	1.7%	90.0%	10.0%
2013-14	560	19	9	1.6%	55.6%	44.4%
2012-13	568	12	8	1.4%	62.5%	37.5%
2011-12	577	10	8	1.4%	75.0%	25.0%

CALIFORNIA SCHOOL DASHBOARD REPORT

STUDENT GROUP REPORT 2019

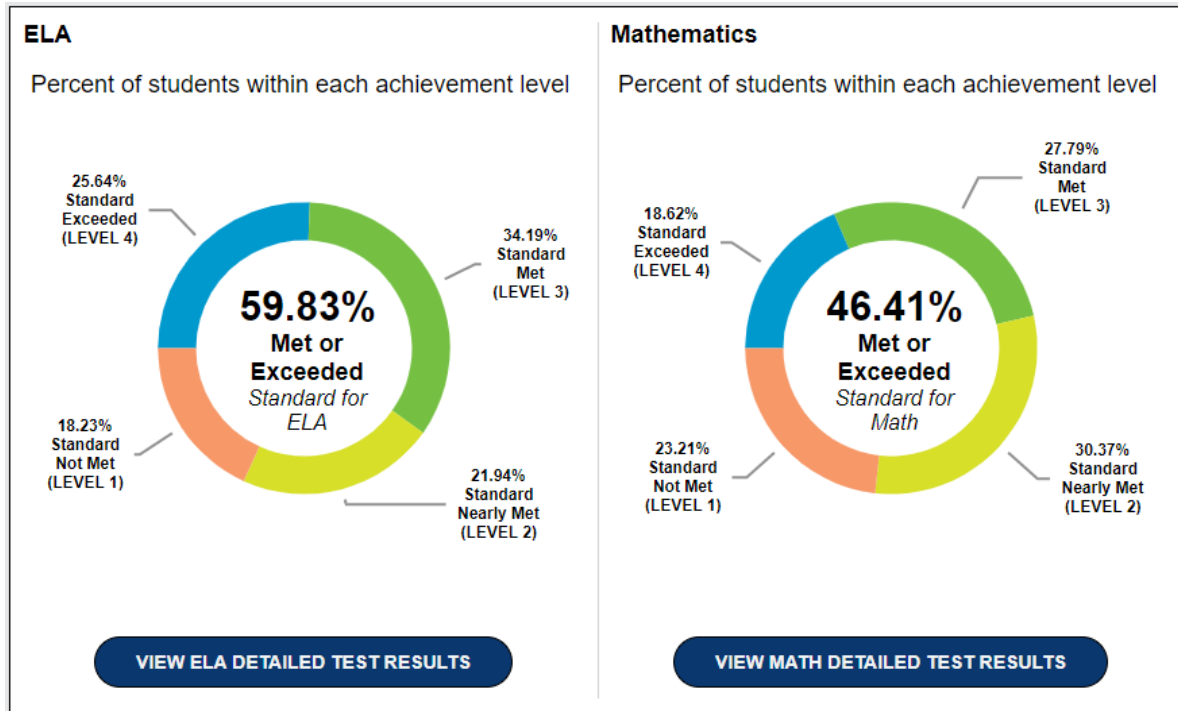
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/ Career	English Language Arts	Mathematics
All Students	Yellow	Orange	None	None	Blue	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Green	None	None	Blue	Green
Students with Disabilities	Orange	Yellow	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Yellow	None	None	Blue	Green
Two or More Races	Yellow	Orange	None	None	None	None

STUDENT PERFORMANCE DATA

CCDS students have displayed steady performance through the COVID-19 school closures and varied attendance plans to meet the protocols for reopening schools. The last statewide collection for CAASPP data was the 2018-19 school year. The 2019-20 CAASPP testing was suspended and CCDS students did take the 2020-21 CAASPP, along with part of the students enrolled in the state. With a return to statewide testing in the 2021-22 school year, we look forward to more consistent data comparisons.

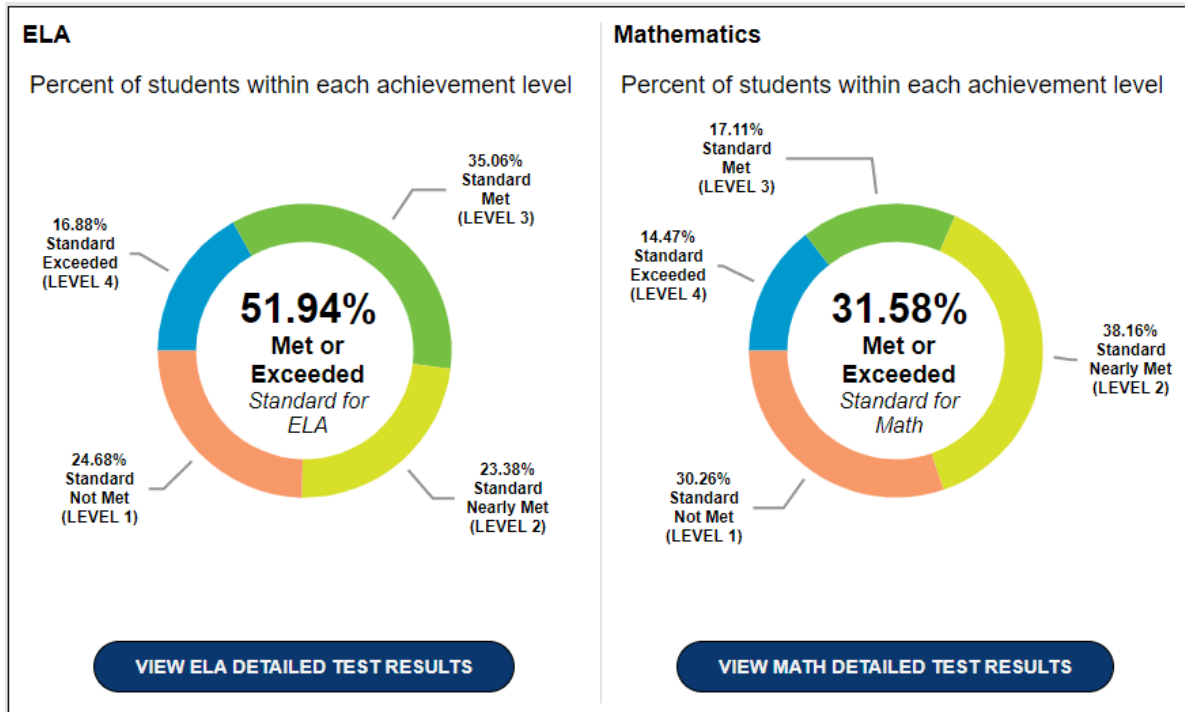
CAASPP 2020-21

ALL STUDENTS

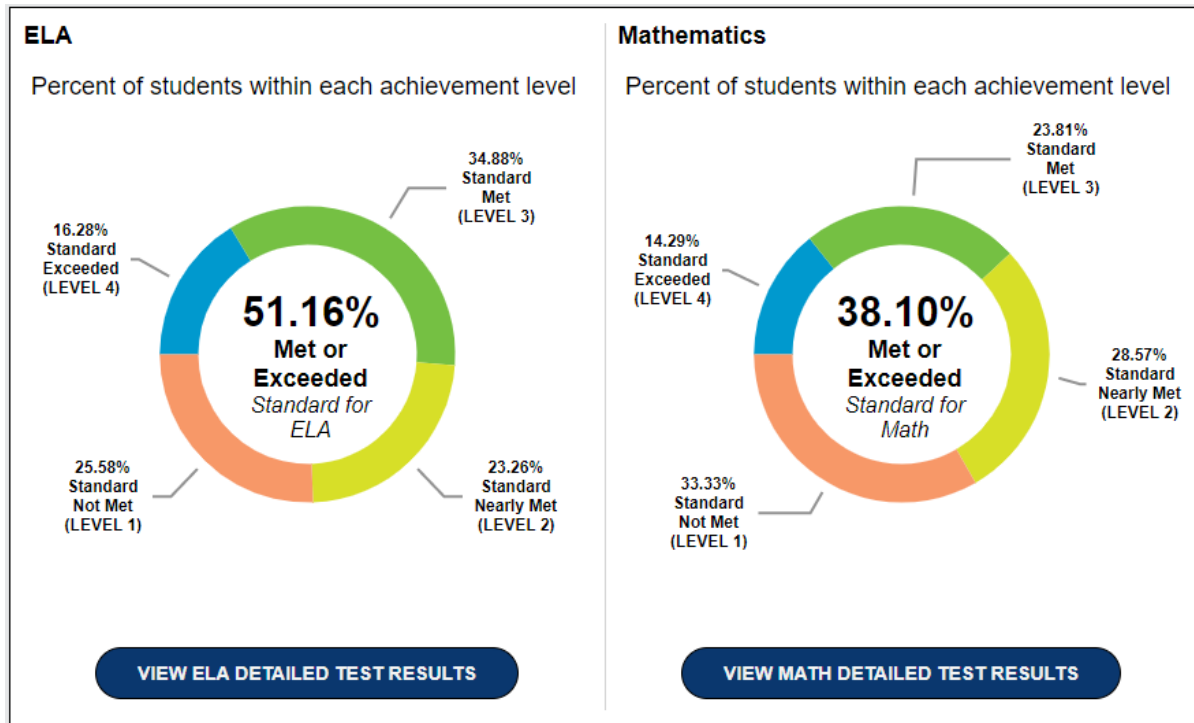


CAASPP 2020-21

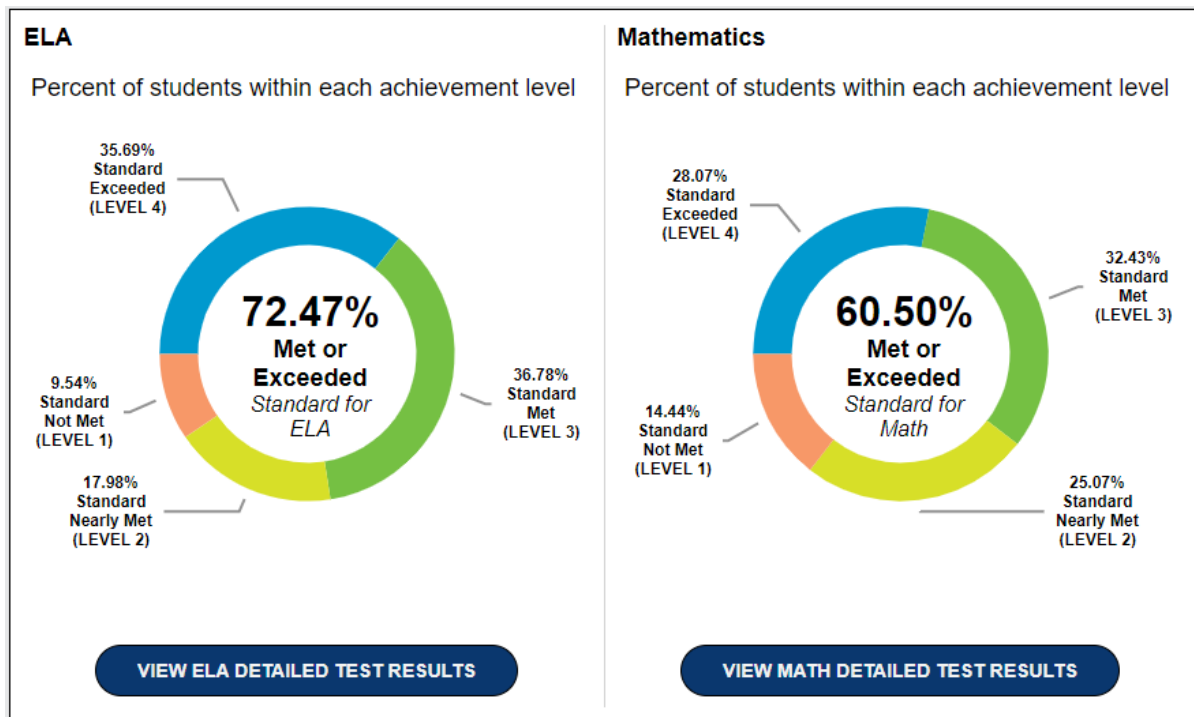
ECONOMICALLY DISADVANTAGED



CAASPP 2020-21
HISPANIC OR LATINO

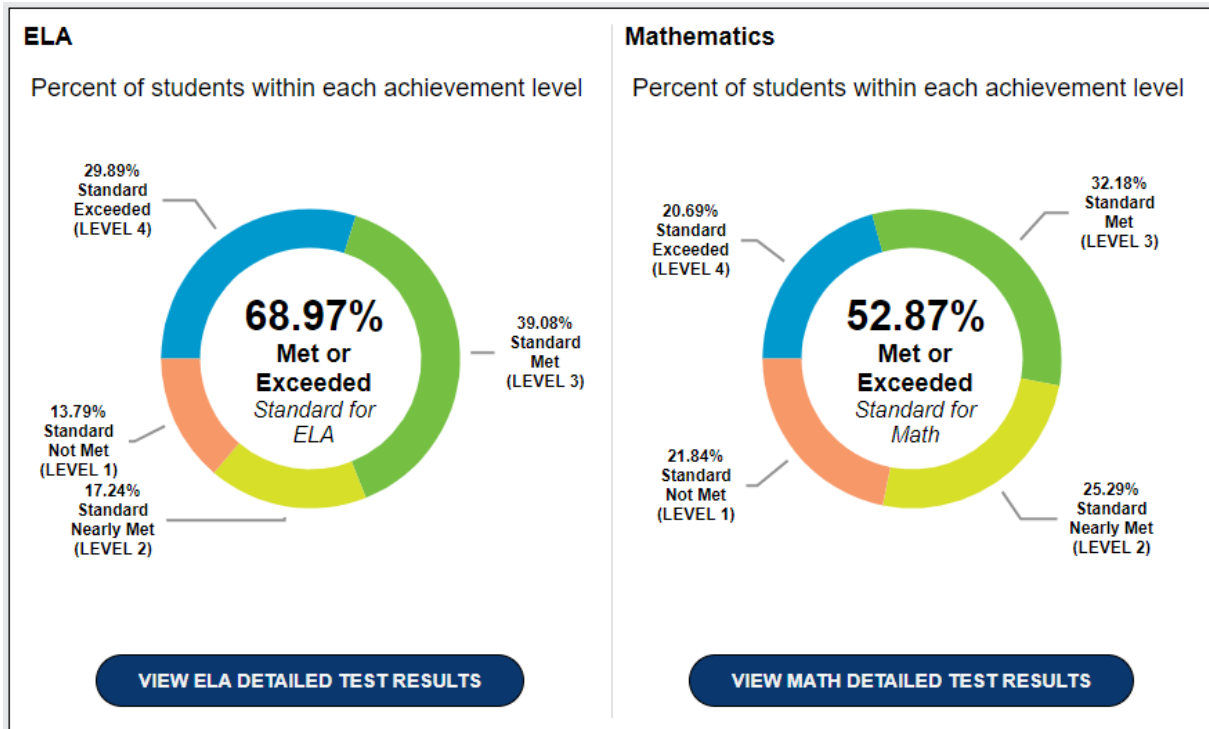


CAASPP 2018-19
ALL STUDENTS



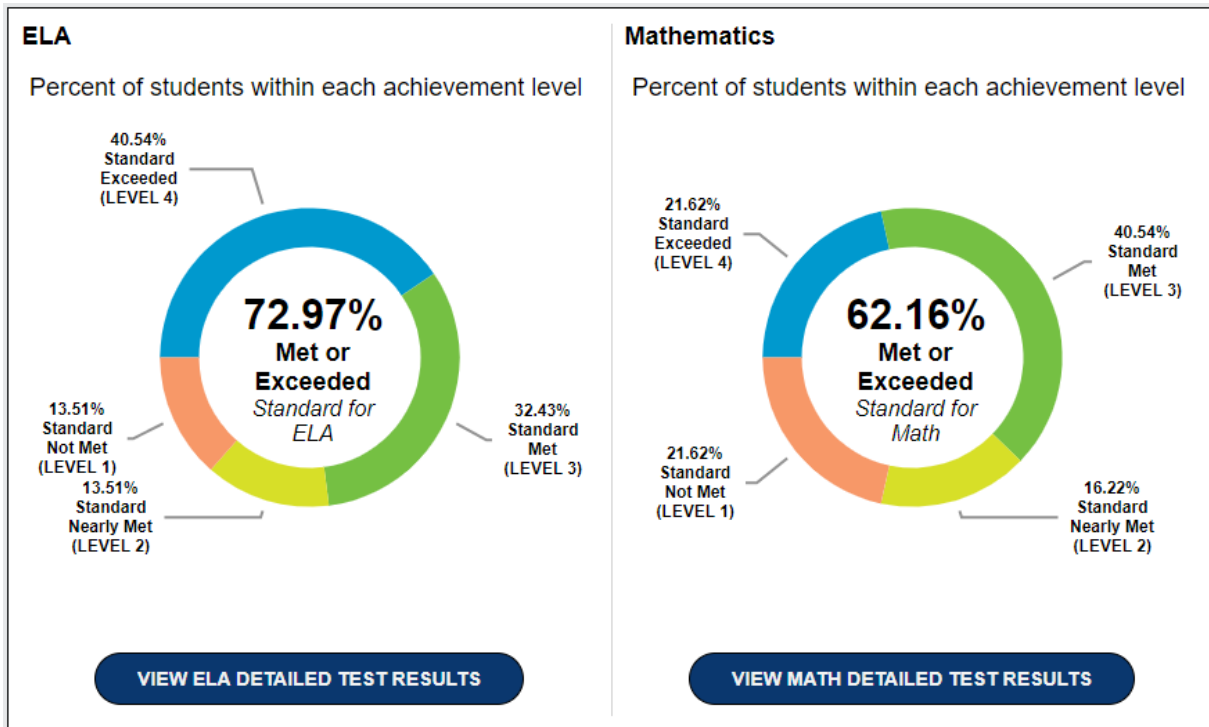
CAASPP 2018-19

ECONOMICALLY DISADVANTAGED



CAASPP 2018-19

HISPANIC OR LATINO



Comparing the last two testing years of 2018-19 and 2020-21, we see a dramatic drop in Met or Exceeded percentages. The ELA "Met or Exceeded" dropped by 12.64% while the Math "Met or Exceeded" dropped by 14.09%. Analysis shows that achievement in Mathematics has consistently been lower over time as compared to ELA with significant disparity in the most recent achievement data. Yet, with more analysis, we see that some grade cohorts managed better than others through remote learning and partial in-person learning during our COVID-19 response.

CAASPP COMPARISON OVERTIME

A comparison of the same group of students before and after remote and partial in person learning is an insight in determining student needs. We find that the older students were able to attain the same or improve their achievement with this comparison. Younger grades display larger learning gaps. The gaps are prevalent in math but can be seen in the ELA levels as well.

Significant data points include Standard Not Met levels in Math for grades 5 and 6. These students missed key in-person learning in their 4th and 5th grade years, respectively. Comparisons are presented for the grades that were tested in the 2018-19 and 2020-21 school years, which is why 3rd and 4th grade is not included.

(see comparison tables on following page)

ACHIEVEMENT OVER TIME: 8TH GRADE

Level	ELA Grade 6 (2018-19)	ELA Grade 8 (2020-21)	Math Grade 6 (2018-19)	Math Grade 8 (2020-21)
Standard Exceeded	20.97%	29.63%	19.35%	27.78%
Standard Met	37.10%	38.89%	29.03%	18.52%
Standard Nearly Met	27.42%	20.37%	25.81%	24.07%
Standard Not Met	14.52%	11.11%	25.81%	29.53%

ACHIEVEMENT OVER TIME: 7TH GRADE

Level	ELA Grade 5 (2018-19)	ELA Grade 7 (2020-21)	Math Grade 5 (2018-19)	Math Grade 7 (2020-21)
Standard Exceeded	46.77%	26.79%	35.48%	29.09%
Standard Met	35.48%	53.57%	29.03%	32.73%
Standard Nearly Met	11.29%	12.50%	24.19%	25.45%
Standard Not Met	6.45%	7.14%	11.29%	12.73%

ACHIEVEMENT OVER TIME: 6TH GRADE

Level	ELA Grade 4 (2018-19)	ELA Grade 6 (2020-21)	Math Grade 4 (2018-19)	Math Grade 6 (2020-21)
Standard Exceeded	34.43%	21.31%	27.87%	21.31%
Standard Met	36.07%	34.43%	39.34%	24.59%
Standard Nearly Met	18.03%	26.23%	27.87%	27.87%
Standard Not Met	11.48%	18.03%	4.92%	26.23%

ACHIEVEMENT OVER TIME: 5TH GRADE

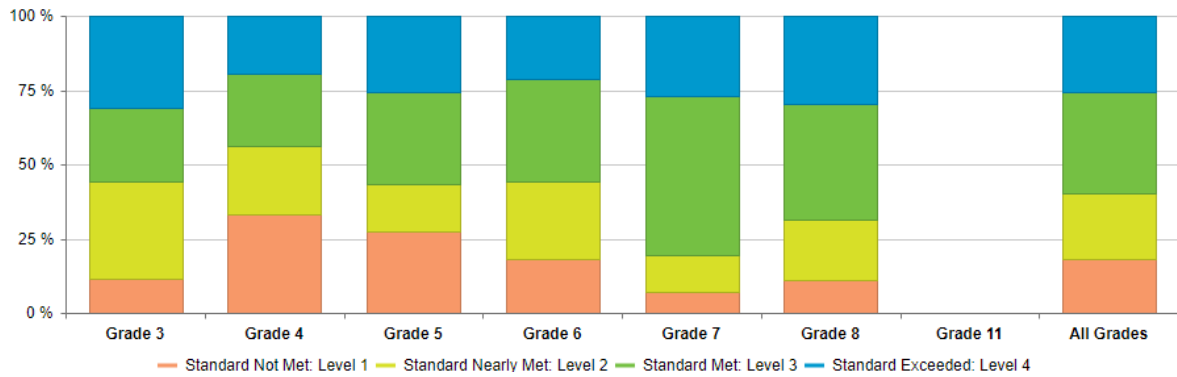
Level	ELA Grade 3 (2018-19)	ELA Grade 5 (2020-21)	Math Grade 3 (2018-19)	Math Grade 5 (2020-21)
Standard Exceeded	38.71%	25.81%	25.81%	9.84%
Standard Met	25.81%	30.65%	38.71%	21.31%
Standard Nearly Met	24.19%	16.13%	24.19%	45.90%
Standard Not Met	11.29%	27.42%	11.29%	22.95%

CAASPP ELA FOR THE 2020-21 SCHOOL YEAR

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution

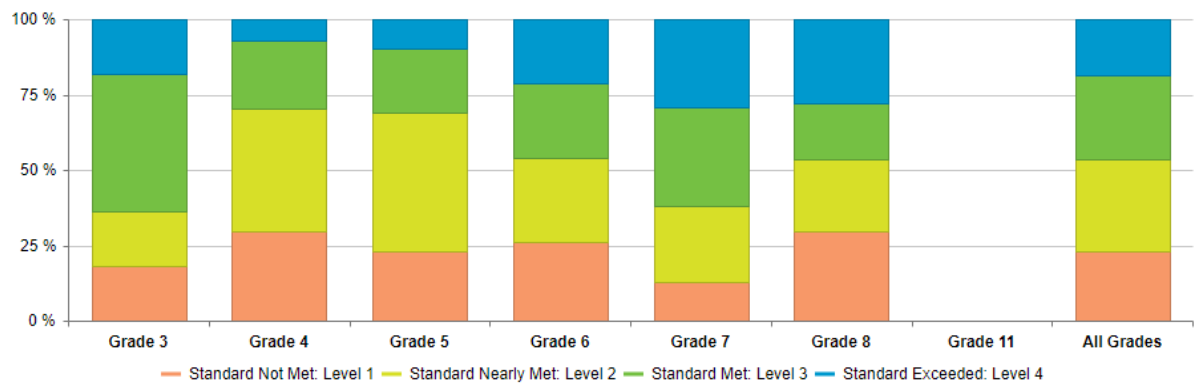


CAASPP MATH FOR THE 2020-21 SCHOOL YEAR

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution

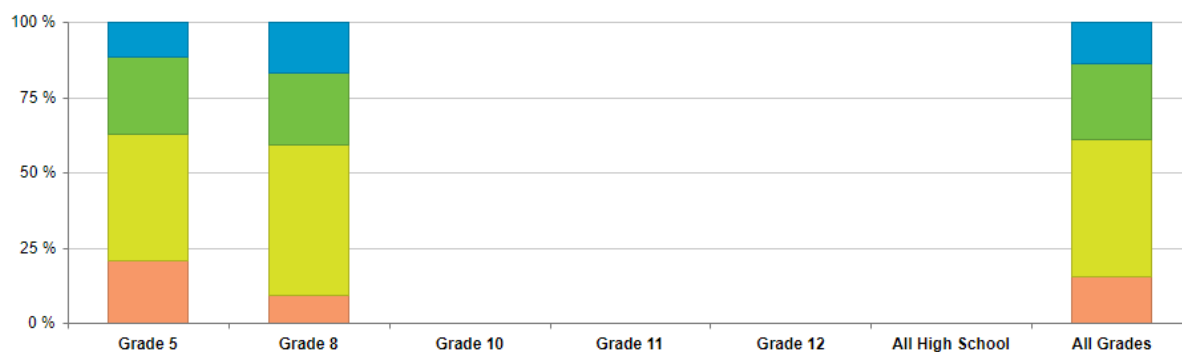


CAASPP SCIENCE FOR THE 2020–21 SCHOOL YEAR

SCIENCE

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



PERCEPTION DATA

Survey data is collected routinely through a consistent, local survey sent to parents and students. This survey is the local equivalent of Healthy Kids Data. CCDS uses the data to guide and monitor the perception regarding climate from stakeholders at the school. [The data included is from the 2021-22 school year.](#)

STUDENT PERCEPTION

There were a total of 273 students who responded to the student climate survey in January 2022. Eighty-five percent of students reported feeling safe at school. When asked whether they enjoy learning at school 79% of students responded positively. The strongest positive response was when students were asked whether “my teachers care about me” with a 92% positive response and “teachers believe in my ability to learn” with a 93% positive response. More than 80% of our students feel they have the support they need to learn successfully and 74% of our students think the curriculum is interesting to them.

PARENT SATISFACTION SURVEY

Parents are surveyed regarding their level of satisfaction on topics, including instruction, safety, technology, facilities, SEL, and communication. Included are highlights from the most recent survey from the 2021-22 school year.

There were a total of 161 parents who responded to the survey. When asked whether CCDS offered a high-quality educational program for students, 87% of parents agreed or strongly agreed. 76% agreed or strongly agreed that CCDS is preparing their child to be successful in high school. Similar to the student surveys, parents respond with a 90% or higher favorability to feeling like their teacher cares about their student's success and feelings of safety, engagement, and connectedness. One hundred percent of those who responded agreed or strongly agreed that the school is clean and in good condition. Regarding school-to-home communication, 86% responded that they feel well-informed of classroom and school happenings and 89% responded that they agree or strongly agree to receive frequent communication from administrators. Lastly, when asked whether parents wanted additional support to address social-emotional challenges their child may be experiencing, 36% were in favor while 38% were neutral.

SUMMARY OF IMPLICATIONS OF DATA

CCDS is a safe and innovative school with a highly qualified staff and many exceptional facilities, and the vast majority of students feel connected and supported. The parent community feels positive about their children's educational experience at CCDS, and as a result they are supportive and involved. On nearly every measurement, our students outperform their county and statewide peers, even through the COVID-19 learning recovery.

PRELIMINARY CRITICAL ACADEMIC NEEDS

Based on the description and data in the profile, the preliminary critical student learning needs have been identified as follows:

- Math achievement for all students
- Additional support for socio-economically disadvantaged students, with emphasis in mathematics
- Watch science progress in grades 5-8
- Address assessment strategies and process for analyzing, monitoring, and sharing data

IMPORTANT QUESTIONS TO BE DISCUSSED IN FOCUS GROUPS

- How do we close the achievement gap between Economically Disadvantaged and Non-Economically Disadvantaged students?
- How will CCDS review student data (SABERS, FastBridge, CAASPP, RTI data, attendance, discipline)?
- How will we measure a sense of belonging among all students at CCDS?

CHAPTER 3

SELF-STUDY FINDINGS

CATEGORY A

ORGANIZATION: VISION AND PURPOSE; GOVERNANCE; LEADERSHIP AND STAFF; AND RESOURCES

Gretchen Bender, Chief Business Officer, Chair
Wendy Fairon, Executive Director
Claudia Trout, Director of Student Affairs
Amie Parent, Director of Student Support Services

VISION AND PURPOSE

Chico Country Day School's purpose is summed up in the school mission statement to "provide a safe and joyful community where all learners are inspired to achieve their personal best." To this end, we foster creativity, teach critical thinking, and promote social skills and mastery of the basic skills necessary to lead healthy, productive lives. Our mission is supported by the Board of Directors and the LCAP; it is based on student needs, current educational research, and the belief that all students can achieve at high academic levels.

This statement has remained relatively constant since its creation in 2010. It was reviewed in 2012 and again during this 2016-2022+ WASC cycle. Over the next few years, the school plans to engage staff, students, the Board, and educational partners in updating the current mission, vision, and purpose statements to better reflect our growing focus on inclusion and belonging. While the school has always cared about building a joyful and safe community, our deeper understanding of the key role "belonging" plays in creating a safe, equitable, and inclusive learning environment is reshaping our focus, practices, and policies.

CCDS is an independent charter operating as a 501(c)(3) organization governed by a 7-person Board of Directors. The Board has a set of approved Board Policies and Board Bylaws. CCDS annually submits its LCAP for review and approval by the Board; such approval ensures that CCDS programs are aligned with Board/Schoolwide policies and support the achievement of the graduate profile, academic standards, and college-and career- readiness standards. Community members and members of the parent-teacher partnership (PTP) are invited to attend via open meeting notices. The CCDS Board meets monthly at which time information about programs as well as school business is put on the agenda. The school programs are WASC accredited. State-mandated SBAC assessments are given to CCDS students just as they are given to students in the surrounding districts; data is reviewed and progress is annually reported to the Board.

Over the past few years, the CCDS curriculum incorporates more books, stories, and activities from a variety of places around the world. Not only do these more worldly resources get kids thinking about how other people live, but they also reflect a diverse human experience, which makes them more relatable to everyone. As expectations for attracting more diverse families continue to grow, we want to deliver a broader learning experience, with the support structure in place to help all kids thrive. Our goal is to move forward in a world where our students become adults who demonstrate empathy, acceptance, and respect and are a regular part of the global conversation. Mirroring this goal in our mission, vision, and purpose statements is a crucial next step.

In reference to “New Leadership Structure” in Chapter 1, the school has recently transitioned away from the flat organizational structure adopted around the time of the 2016 WASC visit. This shift to a more vertical reporting structure has generated a lot of discussion around the school’s purpose and vision. Through a series of staff retreats in 2021, facilitated by consultant Greg Carlson, also referenced in Chapter 1, the leadership team undertook several steps to unpack the school’s vision. They also analyzed coded interview data to shed light on the ways in which team members advocated for divergent views of the organization. Additionally, the administrators undertook a group read of *Design for Belonging* by Susie Wise. Dr. Wise offers a framework to support educators in building greater belonging and reducing “othering” in your community. The book has generated productive discussions around long-range and short-term goals as they relate to building belonging at CCDS.

The conversations that arose from the reading, training, and examination of related data led to the realization that the flat organizational chart, with each administrator reporting separately to the Board, had created communication silos and was hindering productivity. The staff retreats with Greg, which included group and one-on-one training, were generating more collaborative conversations, leading to new team goals and team processes that helped the group get “unstuck.” As a result, the administrative team developed a shared vocabulary for talking more openly about the changes that were taking place and rebuilding trust moving forward. These steps forward, along with lessons learned in Dr. Wise’s book, provided more clarity around the subject of the school’s purpose, leading to the creation of policies and practices that are contributing to a stronger framework for belonging. The work the school is doing around the topics of belonging and inclusion are also being incorporated into the LCAP goals and related actions.

It can be difficult to gather significant participation and contribution from a large number of stakeholders when we ask for formal contribution through groups such as WASC committees or parent and/or community focus groups. While these face-to-face meetings, even in small numbers, are key to building community and a sense of belonging, we also use portals to garner feedback. We gather and use data from students and parents through Kelvin surveys. The Parent Teacher Partnership (PTP) meets monthly to reinforce their understanding of our vision/mission and to review current data that shows progress made (CA DashBoard, CAASPP data, FastBridge). We have a close and positive relationship as well as open access to administration through established check in systems, support group Thursdays, and a walkie call away.

Faculty and staff are surveyed through the School Climate Staff Survey and participate in WASC focus groups and on LCAP, WASC, and the Charter Renewal teams. Ongoing decision-making around student learning is the primary conversation in regularly grade level collaborative meetings held weekly and monthly throughout the school year.

On a monthly basis, the Guiding Coalition meets and is representative of teachers, administrators, and staff. This team consistently discusses items and issues that are inherently connected to our Graduate Profile. We meet onsite with our PTP to review ways to build community and belonging. The Safety Committee meets three times a

year to update site [safety plans](#). We have focus groups of parents, students, and educational partners who provide input to build the LCAP. This group is connected directly to district mission/vision which feeds the site action goals.

GOVERNANCE AND STAKEHOLDER INVOLVEMENT

The CCDS Governing Board's policies and bylaws, combined with the school's purpose and the Graduate Profile, align to support achievement of academic and college- and career-readiness standards.

Governing Board overview: The Governing Board plays an active role in setting the policies of the school, and plays a more hands-on role with shifting the organizational structure to a single administrator. This change removed the Board from any day-to-day operational decision-making to a more role-appropriate advisory and governing capacity. As a result, lines of communication about day-to-day operations are more direct and the decision-making processes are faster and less encumbered by the requirements and limitations that accompany Board decision-making requirements. Board members continue to participate in the ongoing review of the organization's mission and vision as well as action steps related to the Schoolwide Action Plan and LCAP goals.

The school clearly outlines the selection, composition, and duties of its Board members in the charter and Board bylaws. When a Board position opens, the Board Development Committee invites educational partners to apply through the school's e-flier. Applications are submitted to the chair of the committee. The Board Development Committee then nominates a candidate for approval from the rest of the Board. The committee reviews a matrix of Board experience, with emphasis on building a dynamic and diverse group who possess broad educational experience that can help advance the school towards its mission and purpose.

The Board typically consists of parents and community members. At the first Board meeting of the school 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, with meetings published in the school calendar, posted on the CCDS website, and displayed in the window of the elementary and middle school offices.

Meeting reminders are posted on the homepage of the CCDS website and weekly e-fliers, as well as in teacher-parent newsletters. Printed copies of the agenda and minutes are also available.

Following the Board meetings, the Executive Director or designee sends out a recap of the board meeting to all staff. Priorities in this recap include sharing results of decision-making at the board level, informing staff of any newly adopted policies, and an overall interest in keeping staff informed of the processes of the school that take place at a board-level. As much as possible, the administrative team strives to provide the context around the decision-making and the multiple layers within the operational decision-making of the school.

The LCAP has been monitored in the previous structure by the Chief Business Officer for the funding impacts and the Director of Student Affairs, previously the Dean of Students, for the listed goals. The administrators would meet regularly and align toward the goals, ensuring resources were going toward meeting the LCAP goals.

As the new LCAP goals are created, all four administrators share input toward goals and outcomes. Parents are asked to engage in the process through Family Collaborative Meetings and focus groups. In the beginning years of the LCAP, we would meet with families and divide into different focus areas, all led by one of the administrators. We would share the results to the wider community from those meetings. In the past three years or so, possibly prompted by the limits of gathering in-person by the pandemic, we held meetings focused on each of the LCAP goals. These meetings were a deep dive into the goals and provided a more focused look at each one. It's been a preferred structure and one that we've seen increased parent participation around.

The CCDS Directors are briefed regularly in meetings about the LCAP process and progress; ultimately, they finalize the plan. They receive updates regularly so they are able to absorb all of the details of the document in small pieces, allowing for greater overall understanding.

DISTRICT ADMINISTRATION

The Board of Directors is governed by a set of Board policies that are posted on the district website. By law, the district is mandated to adopt policies and works closely with the California School Boards Association (CSBA) Policy Services to ensure compliance. The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the District reviews the petition by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605.

In determining whether to grant a charter renewal, the District shall review both schoolwide performance and the performance of numerically significant student subgroups on state and local indicators in the California School Dashboard. Following the District's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance. Chico Country Day School's last petition for renewal was approved in the summer of 2019 for a period of five years, from 2020-2025, and extended to 2027 in response to COVID-19.

ONLINE INSTRUCTION

District policies are in place that ensure that school site technologies are continually being considered, evaluated, and updated. CCDS enlists the help of a contracted IT expert who assists with systems-level technology and hardware such as the wifi switches and access points, the cabling and access during construction, E-Rate funding, and the annual device leasing contracts. A part-time technology assistant provides day-to-day technology needs, device deployment, school-wide learning account set up, and Google Suite monitoring. We are fortunate to have an intern this year as well, allowing for additional time to organize and record IT processes. This department has faced a lot of turnover during the past few years as well as a tremendous demand for devices and support through COVID. The part-time nature of this position makes it difficult to recruit and challenging to keep good employees.

UNIFORM COMPLAINT PROCEDURES

The school follows clear complaint processes for both families (“Uniform Complaint Policy”) and staff (“Personnel Policy Manual”, p10). These policies were originally created with input from staff and legal counsel and are reviewed by the Board of Director annually. In the past 20 years, there have been only three formal complaints filed by staff members. In that same time, only one formal complaint was filed by a family. This shows that early communication and resolution efforts are working. Due to the confidential nature of the complaint process, evidence is unavailable to share. Information on formal complaints filed comes from the school’s CBO and Human Resources Office.

CONTINUOUS PLANNING AND MONITORING

As stated in greater depth in the Preface of this report, the *Focus on Learning* self-study process continues to provide a road map for CCDS to grow, discover, and improve since the school’s first WASC report, published more than a decade ago. Over the years, we’ve integrated other benchmarking reports into the self-study cycle, streamlining annual planning and goal-setting processes, for example, and engaging campus and community partners across disciplines, rather than approaching each performance report separately.

At the writing of this report, CCDS is mid-way through reporting on the 2023 Local Control Accountability Plan (LCAP). Through more than 30 meetings, 10 surveys, and 44 digital flyers addressing progress on critical learner needs, CCDS has engaged with staff, students, administrators, and educational partners in an ongoing dialogue about where we are and where we’re going. These LCAP conversations simultaneously inform our WASC self-study process, with many of the same people participating in benchmarking the school’s performance against external criteria, updating action plans, and monitoring performance outcomes in contribution to the final WASC report.

Recruiting a more representational group of leaders has been a goal of the CCDS leadership team since the last WASC visit in 2019. Several members of the leadership team were specifically recruited to reflect the school’s commitment to diversity, equity, and inclusion. Two Spanish-speaking parents and a parent of Middle Eastern descent attended an orientation meeting in May 2022. Our efforts to diversify at

leadership levels are now evident in the composition of the Board of Directors and administration, as well as in expanded outreach and recruitment efforts detailed in this report.

While assessment data and test scores provide important feedback on achievement and inform school goals, CCDS is most proud of the broad involvement of teachers and students in planning meetings, enabling these voices to be reflected in the decision-making processes at the administrative and board levels. Our Deeper Learning Collaboratives are a specific example of how teacher participation informs successful practices. The collaborative groups consist of teachers from mixed grades and mixed programs, with each team developing goals in support of the school's overall program goals and vision. Throughout the year, collaboratives meet to check on goal progress and teachers are held accountable for their participation.

INTERNAL COMMUNICATION AND PLANNING

Communication between teachers and administrators is open and accessible. Communication guidelines are outlined in Board Policy #14 and available on the district website. All four administrators have an open door policy for students, parents, teachers, and staff. In addition, they are frequently out on campus before school and during breaks, and they visit classrooms on a regular basis.

Teachers and staff can also communicate with administration via email. Formal communication flows to teachers either directly via a monthly staff meeting, the Executive Director's Sunday staff newsletter called the News and Notes, group email, or as needed when issues arise. Administrators are also a part of the weekly Support Group meeting offered each Thursday for any staff who would like to stop in and discuss any dilemmas or questions that may be on their minds.

The Design Team, our four school administrators, meet weekly to discuss items of importance. The information discussed at these meetings is then disseminated to teachers and staff via email updates.

Prior to the start of each year, the Executive Director sends out a schedule of all calendared meetings for the year, including full staff/teacher retreats, Site Leadership meetings, and weekly collaboration. This schedule is also pushed out to the staff's shared Google calendar. Included in the News and Notes is a weekly calendar of important staff events, including meetings, staff absences, professional

learning, and any other items of note. Collaboration is generally scheduled twice a month for teachers to work on predetermined goals as Professional Learning Communities.

In the flat leadership model CCDS explored between 2016–2022, a significant challenge was the difference of leadership style and priorities between the educators and non-educators on that team. While there was much to learn from each others' different perspectives, a dynamic occurred where the educational program was not centered in the decisions of the organization. An example would be the most recent facilities planning. The Director of Education was not allocated an office in the original plans, leaving a key decision maker without a space to conduct their work. With the [Board decision](#) in 2022 to restructure the reporting structure, the Board doubled-down on the educational model of CCDS and the focus on student learning. All staff play an important role in the support of student learning: some do that in student-facing ways and some in support ways, but all functions of the organization exist to support student learning.

QUALIFIED AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All CCDS teachers are properly assigned based on their credentials and certification (*CCDS Charter*, p41). 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 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 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 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.

New teachers participate in an [orientation program](#) relating to both curriculum goals and cultural elements of the school. For example, they learn restorative practices used at CCDS, [project tuning protocols](#), and schedules for the year. For all professional learning at CCDS, our goal is to mirror the experiences we target when designing learning for students. To this end, we prepare time for the new staff to connect with each other, with veteran staff, and build in time for reflection. We have independent time, group time, and time with outside trainers for the EL Curriculum and CGI Math framework. For our middle school teachers who do not have the same curriculum needs, we set up project development time for them with their teaching team. Our goal for this time is to introduce new-to-CCDS teachers with the elements they'll need to be successful, match them up with veteran teachers, and establish a foundational understanding of what teaching and learning looks like at CCDS.

The school supports a robust system for [Professional Development \(PD\)](#) beginning with a journey of professional learning and reflection. Because the trip from traditional instruction to PBL can feel like a winding, uncertain path for many, CCDS provides peer-led support and professional training. Every year we take a group of teachers to the Deeper Learning Conference where they experience and create projects. This is an excellent time for teachers to come back with ideas, resources, and personal experience about project based learning. This experience has been helpful in the implementation of PBL in the EL curriculum for grades K-6. Additionally, this year CCDS is partnering with BetterLesson one-on-one instructional coaching to create student centered classrooms as they receive personalized professional learning. Administrators, yard duties, after school program staff, and teachers in Kindergarten through fifth grade are engaged in this coaching experience to support continuous learning for all.

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 include teacher-generated goals that are connected to the Schoolwide Action Plan. In this informal process, teams of teachers develop goals for each other and evaluate progress toward these goals.

MATERIAL AND FINANCIAL RESOURCES

School leadership collects information from all stakeholders and works with staff to develop the LCAP. The Administrative Leadership Team reviews the Goals and Actions of the LCAP and identifies the financial resources available for inclusion in the

District budget. The CBO and Executive Director work together to develop a fiscally sound annual budget. The budget is presented to the board and the CBO follows generally accepted school accounting principles to maintain the budget.

In order to stay within the projected annual budget each year, the CCDS Business Office has developed several successful procedures that allow teachers to pick the educational materials and class supplies they need to be effective throughout the year. Each teacher and grade-level team is given a specific budget amount at the beginning of the year to use on instructional materials, special curriculum, and classroom supplies of their choosing. To place an order, teachers must fill out a requisition form with the items they are requesting to be purchased. An administrator must approve the item(s) and total cost and then the order is placed by the accounting tech. A purchase order is generated and, once the entire order is received, the invoice is paid. CCDS is exploring ways to reflect and improve on clarity about how resources are accessed and allocated. This most likely will require a system to be coordinated by the business office and communicated to staff.

If a teacher prefers to source their own materials, they can choose to be reimbursed. A two-sided reimbursement form must be filled out. One side is the pre-authorization, which should include a description of the item(s), estimated cost, and vendor name. An administrator must approve before the purchase is made. Once the teacher has purchased their materials, they fill out the other side of the Reimbursement Form, also requiring an administrator's signature. The completed form, with receipt, is turned into the Business Office for payment.

The last part of the above processes is paying the vendor or reimbursing the teacher for materials received. Invoices or reimbursement forms are entered into the accounting program, where they are applied to the specific budget, allowing the Business Officer to control spending, as well as ensure all teachers have what they need in the classroom. These two forms have all the checks and balances required, giving our teachers the freedom to order necessary instructional materials throughout the year.

Equipment, curriculum, and technology have their own total budget lines. Orders for these items come from the school IT department or administration using the same processes stated above.

Resources are available to provide professional development opportunities to staff. Requests are provided to department chairs and approved by the CEO as described above.

The School Business Office is audited by an external audit service every year, following FCMAT (Fiscal Crisis & Management Assistance Team) guidelines. This includes a multi-level review and approval of spending. The audit report identifies any findings and corrective action necessary. The board reviews and certifies the audit results and the school implements changes when suggestions are made.

Administration is conscious of supporting teachers and providing effective, constructive feedback to encourage positive professional growth and development in all departments.

SUMMARY OF FINDINGS

Chico Country Day School's current program and organizational systems are designed and implemented to promote improvement in all aspects of a student's education. The mission is aligned to create a cohesive message in support of all learners reaching their full potential. The school is already engaging staff, students, the Board, and educational partners in a conversation about updating the current mission, vision, and purpose statements to better reflect our growing focus on inclusion and belonging.

The alignment of our WASC, LCAP, and Charter Renewal Petition to our district and site goals focuses on collective intent to meet the needs of all of our students and engage them in learning. With specific attention to the integration of planning, resource allocation, and data driven decisions, we are working to sustainably close the achievement gap between economically disadvantaged students in meeting state standards on CAASPP.

The school has systems in place to ensure community participation in the governance and ongoing improvement to the school that align to the district goals. The overall vision of the district and our school have established goals to address the health and wellness of students and we are anticipating the needs of our students versus reacting.

AREAS OF STRENGTH

- Clear organizational structure and communication procedures
- Parental outreach and communication
- Inclusive system involving diverse educational partners in the adoption of plans, policies, and procedures

- Commitment of staff to vision and mission
- 100% of teachers properly assigned based on credentials and certification
- Strong support for professional development
- Collaborative meetings
- Involvement of all stakeholders in major decision-making and policy development
- New facilities

GROWTH NEEDS

- Embrace new relational dynamics in new leadership structure
- Systematize and coordinate budget processes and timelines across departments
- Provide more clarity around access to resources
- Consistent team meeting across the school
- Explore the creation of the LCAP advisory committee
- Develop an updated strategic plan

CATEGORY B

STUDENT LEARNING: CURRICULUM

Karin Daverson, First Grade, Co-Chair
Susan Effseaf, First Grade, Co-Chair

CURRENT EDUCATIONAL RESEARCH

Current educational research is at the forefront of all decisions in adopting curriculum and practices at CCDS, driven by alignment to the Common Core standards. The school's student-centered pedagogy, Project-Based Learning, which has been fully-implemented across grade levels since 2016, involves a dynamic classroom approach based on the belief that students acquire a deeper knowledge through active exploration of real-world challenges and problems. PBL supports teaching without an adopted curriculum, while using the standards to build lessons. For example, artifacts from the Anthropology Museum at Chico State are analyzed by sixth-graders to help them make connections to history lessons. These students also read *The Omnivore's Dilemma* by Michael Pollon to further learn about the hunter gatherers and to support the understanding of the California Social Studies Standard HSS.WH.6.1: "Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution."

In 2018, the standard-based EL Education - a school reform model that emphasizes high achievement through active learning - was adopted for Kindergarten through fifth grade (and later by the sixth-grade ELA teacher). CCDS uses the EL Education language arts curriculum in the elementary classrooms. This curriculum is rigorous for students and provides many opportunities for authentic learning experiences as well as implementing project-based learning within the performance tasks of every module. EL Education is inquiry-based, with open-ended questions that allow students from all backgrounds and levels of understanding to access the content. Challenging core texts for all students, with teacher support for maximum access, are also an important design element of the curriculum.

Every module in EL Education ends with a performance task that is enhanced for inclusion as a final project for the culminating Exhibition of Learning. Over the years, teachers have taken these performance tasks and created larger projects for school-wide, grade-level, and community exhibitions of student learning. These performance tasks allow students to access the content from their level of understanding to exhibit what they're learning in a way that best suits their needs. This allows an equitable learning experience for students because of EL's built-in structure of multimodal learning.

Teachers receive training in EL Education, which includes content-rich literature across the disciplines. Through [BetterLesson, teachers receive personalized coaching](#) on the [EL modules](#), how to use and navigate the curriculum, plus assessments. The primary teachers receive structured phonics professional development, a foundational-skills program based on the Science of Reading. Because the coaching is personalized, teachers schedule one-on-one sessions with their coach over six months, with a total of eight sessions and more if needed.

Also considered a knowledge-base for reform, the Cognitively Guided Instruction (CGI) framework is transforming the ways in which math is taught (and learned) in K-6. With CGI, an understanding of students' typical understanding - rather than just what teachers know - provides a basis for understanding students' thinking, as well as a framework for teachers' knowledge of mathematics and curriculum. CGI is helping teachers understand how students' mathematical ideas develop, and it provides an opportunity to build on a child's own thinking and understanding.

Teachers use the California Common Core Math Standards and the Mathematical Practices to create problems for students to solve built on natural number sense and intuitive approaches to problem solving. Teachers focus on listening to students, targeted questioning, and engaging with student thinking, with the goal of uncovering and expanding every student's mathematical understanding. Students are encouraged to use and develop a variety of self-selected strategies and models to solve problems. Students share their strategies and thinking with the class which exposes all students to a variety of ways to solve a single problem. As a result, students develop skills as competent communicators because they are accountable for explaining how they solve problems. Teachers then use this information to drive classroom instruction.

Math teachers in transitional kindergarten through eighth grade receive ongoing training and support in CGI practices, including a week-long, summer-intensive program. This professional learning is supplemented by two texts, [Children's Mathematics and Young Children's Mathematics](#), as well as by a four-day training for TK-5 teachers and support staff led by CGI-trained math coach Susan Gehn (2021 and 2022-23). As someone who has taught all of the elementary grade levels, Susan has a unique skill-set for training our staff. She is one of the initial teachers involved in the CGI research out of University of Wisconsin in the mid-1990s with Dr. Tom Carpenter and Dr. Linda Levi.

Through their research, Susan observed the impact of CGI on her own students, which led her to become involved in the training of other teachers while still working in the classroom. CGI training at CCDS provides teachers with an introduction to the CGI framework and a researched-driven way of thinking about how children learn math. The training also includes ways to identify and write math problems that align with Common Core standards based on supporting students in developing more sophisticated mathematical thinking. It demonstrates ways to identify and apply resources and procedures to best facilitate a CGI classroom and how these resources and routines align with the Standards for Mathematical Practice.

Teachers were provided with the book [Children's Mathematics: Cognitively Guided Instruction](#) as a reference with links to more than 90 online video episodes showing interactions between students and teachers in the classroom. After having had the opportunity to launch and apply the CGI program in the classrooms, additional one-day trainings with Susan Gehn were attended in grade-level bands, where teachers and staff created grade-level, [standards-based word problems](#), interviewed students about their math strategies, then assessed student work. In addition, teachers observed the math coach teach a CGI lesson in a classroom setting and were given time to reflect and discuss the outcomes.

In middle school, the student-centered, problem-based College Preparatory Math (CPM) curriculum is used. This program is based on the concept of "mastery learning" through collaboration. CPM has been in place at CCDS since 2006 and, as of the writing of this report, teachers are exploring alternative frameworks that better align to more current research. Strengths of the CPM curriculum include engaging group work that has students grappling with problems rather than note-taking solely based on teacher examples. At CCDS, teachers are facilitators through CPM, ensuring the curriculum aligns with the local high schools. As we [review and evaluate](#) whether this curriculum is best for our students and their mathematical growth, we will work

closely with our educational partners, including high school math departments. The current math continuum allows for students to accelerate into Integrated Math 1 as eighth-graders so they are able to begin Integrated Math 2 as high school freshmen.

Two unique opportunities to support math growth have come up over the past few years. We had a student in 2nd grade who was identified as needing an accelerated math option. He began attending math with the third-graders instead of second. He was later able to progress into 6th grade math as a fourth-grader and, by the time he was in middle school, we were able to offer him junior level math courses by eighth grade. Another student was showing an interest in accelerated math in his 6th-grade year, where he was offered more challenging math problems. In the spring before his seventh-grade year, he tested out of seventh grade and was permitted to join the eighth grade advanced math group, where he completed 8th, 9th, and 10th-grade level math. By 8th grade, he attended a year-long college algebra class through BYU online, with exams proctored through the local university. There were logistical challenges to supporting this coursework, but it was a priority to support his academic growth. That student is now a junior at Chico High and dual enrolled in Linear Algebra at Chico State, after completing AP Calculus as a high school freshman and Calc 2 and 3 as a sophomore.

ACADEMIC READINESS

Conceptual fluency and real-world problem-solving skills are essential for readiness in today's world. Chico Country Day School excels in this area, having historically incorporated real-world experiences into the curriculum across grade levels as part of the mission and vision of the school. The PBL curriculum, through its engaging instructional framework, is a prime example of the school's commitment to readiness. PBL offers students a chance to prepare for their futures by taking ownership of their own learning. By giving students the chance to authentically practice skills necessary for the opportunities awaiting them, we prepare them for a future filled with unlimited possibilities.

One [seventh-grade project](#) uses the Socratic seminar method to reflect on group reading of the modern classic *The Giver*. By looking at the community in *The Giver*, they come to understand how our own community controls us—or offers us choices. Students used [this document](#) to prepare and learn about the purpose of a Socratic seminar. Our eighth grade English teacher, with the support of our Executive Director, coordinates with high school English teachers and integrates books and learning experiences to build a connection with what students will experience in high school.

One example of this is the book *Notice and Note*. Since we know this book is used in high school English classes, our eighth grade teachers use the [strategies](#) in the book for note-taking as a way to ensure continuity and [academic readiness](#). A [fourth-grade project](#) uses original poetry to help learners develop an understanding of the structural and linguistic differences of poetry versus prose.

CONGRUENCE WITH OUTCOMES AND STANDARDS

To ensure that curriculum and teaching practices are aligned to standards, teachers use a collaborative Project [tuning protocol](#) to support each other in making needed adjustments to their projects. These tuning exercises are a [regular practice at CCDS](#), encouraging a team approach to continuous improvement and targeted work, and they help ensure congruence between the actual concepts and skills taught, Graduate Profile (formerly SLOs), academic standards, and academic readiness.

Participation in ongoing planning cycles, like LCAP, Charter Renewal, and WASC, keep alignment of curriculum, teaching practices, and learning outcomes in focus. These cyclical reports also bring teams of people together in focus groups, where feedback and input are encouraged within and across disciplines. These collaborative experiences keep work from being done in silos and deepen understanding of the school's student-centered values and how best to serve them.

This focus on continuity was evident during the pandemic as well. In the spring of 2020, the school adopted the Altitude Learning Platform, enabling teachers to create and assign lessons that included instructional videos and interactive assignments. Students, teachers, and parents can interact on the platform. As a result, and under extraordinary circumstances, this platform became a valuable tool for online and hybrid learning and successfully looped parents into the work being done by students. Since the implementation of Altitude, 89% of [parents agreed](#) that CCDS curriculum prepares students to be successful in high school and beyond.

INTEGRATION

A hallmark of PBL is the ways in which curriculum is integrated across disciplines. This integration is a key ingredient to deeper learning for students. Deeper Learning is student-centered and promotes collaboration and higher-order thinking, and it allows students to apply these skills to real-world situations. Additionally, the new Graduate Profile was created with today's learner in mind and reflects the school's

new aspirational and inspirational goal of belonging. [Box City](#) is a CCDS classic and a favorite example of how the curriculum is integrated among disciplines. It is also a prime example of academic readiness. Box City is literally a room full of giant oven and refrigerator boxes transformed into places of business and government agencies. Students write job applications and receive a placement, along with \$200 to bid on land, which becomes the site of their box. Local community leaders and elected officials help provide background for running a small city. Students themselves then run for city council and integrate their lessons in local and federal government to create a Box City Constitution. *“It’s hard to get business. But then you just have to persevere and advertise yourself instead of sitting in the corner pouting because you have no customers.”* Anjali, Grade 3.

There are multiple instances in which teachers work together to integrate the curriculum from their respective disciplines. In middle school science, students incorporate design thinking as a part of their project work. The English and science teachers planned a project together where students read *The Martian* in English and incorporated learnings to [develop solutions](#) to the challenges we would face if inhabiting Mars. Feedback from students and parents during Exhibition Night was exhilarating. Because of the [depth](#) to which the students were able to showcase their learning, enthusiasm for their work was powerfully evident to the community.

COMMUNITY RESOURCES

Living in the North State provides many opportunities to access experiences for learning and exploration within our local communities. California State University, Chico, named a [Top 10 public university in the West](#) by *U.S. News & World Report*, is less than two miles from CCDS. Having a large university in our backyard is an invaluable resource for CCDS students, staff, and teachers. Access to professional development opportunities, like Math Instructional Grant and Lesson Study, [Hands on Math Lab](#), visits to the [Anthropology](#) and [Gateway Science](#) museums, and [Kinesiology lessons in physical education](#), among other experiences, exposes kids to a college campus and creates authentic learning opportunities for students, teachers, and staff. Connections to community and “leaving to learn” experiences are foundational elements to successful Project-Based Learning.

Local and regional parks, museums, stage theaters, bird sanctuaries, and public service agencies also factor into students’ off-campus, active-learning experiences. Teachers also benefit. In 2022 and 2023, second and fourth-grade teachers attended

the [Mount Lassen Mathematics Council](#), a one-day virtual conference founded by a former Chico State math professor for the purpose of supporting efforts of teachers seeking to improve instruction in their classrooms.

EQUITY AND ACCESS

At CCDS there has always been a commitment to enrichment programs, ensuring that variety and choice are accessible for all students at all grade levels. K-5 students experience a rotation of enrichment classes led by specialists in areas of music, art, science, and physical education. At the middle school level, these and other enrichment classes are offered as electives.

MUSIC

In classroom music, students are introduced to many different families of musical instruments. Beginning with percussion instruments, students learn beat and rhythm concepts. Introduction to keyboard instruction, recorder, and ukulele are later vehicles for learning music literacy and expression. Students are also given time to explore and compose on their own and to collaborate with other students in the musical context. The natural ensemble created by a class of children making music together is a powerful way to teach the art of collaboration. Students are also given the opportunity to perform for audiences. Sometimes this is as simple as sharing a song they've mastered with another class; sometimes it is a performance for families and the wider community.

Through our extracurricular choir and band programs (grades 2+), students further explore performance and theory of music, with a goal of developing the ability to engage in music dynamically as a group. Middle school students have the opportunity to choose music and [theater electives](#) in the fall and spring, tackling [challenging](#) projects, like [Shakespeare's As You Like It](#), and modern classics, like *Into the Woods* and *West Side Story*. Along with providing students with the musical skills and abilities necessary to continue on into their next endeavors, the specialists strive to build a [sense of joy](#) around learning new kinds of diverse, enriching, challenging –and sometimes just fun–music. After school concert band and concert choir provide more specialized opportunities for students. To reduce barriers to access, these programs are funded by suggested donations only.

ART

Chico Country Day School recently completed construction of a permanent kindergarten wing that allowed for an art specialist program in a portable classroom previously used by a kindergarten class. Prior to the addition, an art specialist traveled from classroom to classroom, pushing a mobile art cart of supplies. Having a permanent space for an art studio has opened up new opportunities for art exploration at the school. A single-subject, credentialed teacher was then hired to operate the program, using the [Teaching for Artistic Behavior \(TAB\)](#) modality, where “the child is the artist.” The teacher’s role [in this model](#) is to create a studio community, giving student artists choice in their assignments. The specialist can respond to emergent needs and interests of each individual student artist, providing individualized support and feedback. This model fully supports the goals of creating, presenting, responding, and connecting in California standards for the visual arts.

Student artists share their art informally during the period, during gallery walks, and at Exhibition of Learning. They are encouraged to find inspiration in the creations of their peers, creating a more collaborative experience for everyone. Student art at CCDS is regularly admired hanging in classrooms outside the studio, as well as in staff offices.

SCIENCE

Students in grades K-3 receive two hours of NGSS-aligned instruction weekly, focused on hands-on projects incorporating crosscutting concepts, such as system and system models. Science students are encouraged to be critical thinkers as they imagine and compose new ideas, like the Kindness Mural. This project allowed students to think about ways in which they can improve or help their school or community, using science as their guide. A group of students created a mural of a female astronaut in space. Others created murals illustrating recycling and its benefits. These kinds of projects promote student agency. At the end of this project, students had a closing discussion and reflection allowing students to share their designs and thoughts.

The NGSS standards allow for easy integration with math, reading, and writing. When working on the moon project with K-3 grade students, the specialist differentiated the writing component. This kind of sensitivity to the needs of all students helps

ensure access to the curriculum, promotes confidence, and engages everyone. The use of a mixed variety of materials also creates access points for students, no matter their educational needs.

[Imagineerz Learning](#) provides design challenges for students in grades K-5 that address fundamental science concepts, while also incorporating [social-emotional skills](#) that help students learn to solve problems through collaboration, creativity, and resilience.

[Mystery Science](#) is a project-based program with many [opportunities for hands-on learning](#), which supports the school's PBL curriculum.

[Tech Trek](#) is a week-long STEM program for incoming eighth-grade girls sponsored by a local chapter of the American Association of University Women (AAUW). For the past several years, two of the six Butte County students selected were from CCDS. This residential experience takes place at UC Davis and exposes kids to a wide-range of math, science, and technology classes and labs led by women professionals, paid for by AAUW. CCDS students return to campus supercharged about their experience, inspiring the next group of seventh graders to apply. Several of our students have gone on to be counselors for the event as high schoolers.

SOCIAL STUDIES

In the fourth-grade classroom, social studies standards focus on the history, economy, and founding of the state of California. Due to the lack of an official curriculum in social studies, not all standards are taught each year; however, deep dives into particular standard areas each year are a highlight of the classroom experience. One such project was inquiry-based research on [California missions using primary and secondary documents](#) to determine whether indigenous people of the area were positively or negatively impacted by colonization. The value of a project such as this allows students to employ critical thinking and sharpen their skills as citizens of California and the United States.

Third-grade students also dig deep in their exploration and understanding of [pioneers](#) and the indigenous [Maidu people of California](#). CCDS teachers started this project by first going to the Mechoopda Tribal Council meetings for guidance and support in developing an authentic, historically-accurate curriculum. They also met with tribal leaders to further enrich programming with resources from the tribe.

Visits to a local museum and presentations by ecologists and a local firefighter help inspire a series of writing assignments, as well as hands-on crafts opportunities that help inform students about Maidu clothing, cooking, language, and culture. *“Because when we get older it’s good to know about our history. It’s so different now and all the natural resources they used. When they found a natural resource they didn’t waste it they used all of it. They used it for what they needed. Baskets for their food were made from a natural resource and baskets were very important. My poster was my favorite because I got to be hands-on with the project.”* Maria, grade 3.

“My favorite social studies project was when we were asked to draw [political cartoons](#) based on a historical issue.” Greta Nikolai, grade 8. Drawing forces a person to process information in multiple ways. Eighth-graders in Mr. Norton’s history class delve into U.S. History. But beyond the litany of facts, dates, and historic figures, the students were tasked to draw cartoons taking a position on a historical issue they had studied.

PHYSICAL EDUCATION

Students in grades 4-8 receive weekly PE instruction from the PE Specialist Michael Armenta, along with the support of student teachers and a university professor. Younger students receive PE instruction one day a week, in conjunction with Second Step social-emotional curriculum. Classroom teachers also provide opportunities for physical education in grades TK-5. The school also partners with Chico State’s Physical Education Teacher Education program (PETE) to bring future PE educators to our [campus for lessons](#) with TK-5 grade students. A Chico State dance professor brings her university students to share the love of dance with elementary students. These collaborations offer exposure to CCDS students in myriad ways including art, culture, and physical health, inspiring kinesthetic confidence through being active.

CCDS provides health and sex education to our fifth and eighth-grade students. Eighth graders participate in a week of [Teen Talk](#), where they learn and discuss topics such as healthy relationships, human trafficking, family communication, sexual identity, and media literacy. In [fifth grade](#) students learn about puberty and the human body. Students use a survey tool to ask questions anonymously and those questions are answered during a guided discussion. The school also partners with a health scientist from Chico State on the topic of sexual and relationship health to ensure we are meeting the needs of our non-binary and LGBTQ+ students as part of these important conversations—yet another example of the ways in which the school is dedicated to making space for all students to feel safe and experience belonging.

MIDDLE SCHOOL ELECTIVES

Middle school students at CCDS have six periods a day. Through the course of each day, students have English, math, science, history, and PE. Students also take an elective class, and they are assigned (as incoming sixth-graders) to an advisory group in which they'll participate with the same advisor through graduation. As students move into middle school, they face increased academic rigor increases, while seeing a high degree of support.

ELECTIVES: Students have a choice of [electives](#) for the 55-minute period at the end of the day on Tuesdays, Wednesdays, and Thursdays. We offer one of the most varied and dynamic elective programs in the area, including courses in robotics, improv, cooking, engineering design, creative writing, entrepreneurship, fitness, civic engagement, mountain biking, gardening, theater, 3-D computer design, art, sewing, science lab, yearbook, teaching assistant, and leadership. We typically offer 9-10 choices per quarter, with a class size between 17-23 students on average.

ADVISORY: On Fridays before lunch, students in grades 6-8 meet in advisory groups, with roughly 15 students in each group composed of five students per grade level. Students stay with their group for all three middle school years. The purpose behind advisory is for students to connect across grade levels in meaningful ways and to have an adult on campus who knows them well. Activities include team-building, discussion of life skills, connecting across grade levels about the middle school experience, support of one another, occasional downtown outings for lunch, an advisory-wide kickball tournament, and other [connection-building activities](#).

MIDDLE SCHOOL SPORTS

CCDS is proud to offer an athletic program for students in grades 6-8. The CCDS Eagles compete in volleyball, basketball, and cross country, holding their own in a competitive league including much larger middle school athletic programs across the Chico Unified School District and other local districts and charter schools.

A three-person coaching team leads volleyball in the fall. This is run as a co-ed team, fostering inclusion, respect, and confidence across genders. The cross-country team is also co-ed, coached by a former high school coach, who incorporates

health and wellness lessons into practice sessions, with the goal of preventing injury and instilling healthy practices for an active lifestyle. Parents have been a great support in Cross Country, stepping up when the coach has been out and helping along the route during meets. Both teams have been recognized for their sportsmanship at competitions, cheering each other on. It is a tradition for the frontrunners on the cross-country team to return to the race course to run alongside slower competitors, sometimes retracing a quarter of the race distance just to cheer on teammates.

Our Athletic Director assistant coaches both the boys' and girls' basketball program at CCDS. We are proud to field four teams each year, two for the girls season and two for the boys season, with a 6th/7th and 8th grade team for each gender. Our sports programs have a strong reputation in the area and this year, a former CCDS student-athlete is now the head coach of our 8th grade boys team. Both boys and girls teams have won local tournaments. CCDS has brought the community onto our campus by hosting intramural tournaments.

ACCESS TO REAL-WORLD EXPERIENCES

The PBL curriculum encourages out-of-the-box thinking and allows students to develop [problem-solving skills, a sense of collaboration](#), and a deeper understanding of whatever content they are studying. With PBL, our students can explore the [real-life application of concepts](#) presented through our active-learning curriculum. EL Education, with its protocols and diverse module topics, allows teachers to promote diverse and equitable learning experiences for all students through their teaching.

Transitioning to the [EL modules](#) is not the only shift by the school to better align curriculum to our Graduate Profile and standards, with an emphasis on access, inclusion, and real-world application. Adopting the CGI framework in math has given students (and teachers) greater access to mathematical understanding. Equitable practice in teaching math must involve all students in making sense of their mathematical learning in classroom communities that are respectful of differences. Cognitively-guided math is an inclusive pedagogy because it follows a student-centered approach to teaching. Teachers meet students at their level with active listening and engagement, guiding them toward constructing meaning through mathematical activity. Because students aren't experiencing instruction as the acquisition of discrete facts, students feel empowered to share ideas through

active participation. With CGI, students don't have to rely on the teacher to tell them what to do. Instead, their learning is dependent on their own strategies, observations, questions, and explanations.

Based on Common Core Standards, teachers design [word problems](#) from the concepts they want students to learn. With teachers as designers, [the problems](#) become immediately relevant to their students' experiences, providing space for their experiences to be reflected in their learning. Teachers can easily differentiate the concepts within these story problems by providing multiple number sets that are appropriate for students learning at different grade levels of ability.

Students then share the strategies they used to solve story problems, and in doing so are teaching each other new problem solving methods. The teacher can then document the students' different strategies and track progress within the standards. The teacher can also develop many different concepts based on what the story problem is asking and can assess different areas of mathematics within that one problem. For example, a problem asking students to perform a two-by-two digit multiplication problem can show a teacher how well their student understands place value, multiplication, and math properties such as associative or distributive property. CGI also allows teachers to continuously reference standards in order to provide a curriculum in alignment with both academic standards and student needs. [Assessments](#) further reflect such alignment.

Academic coaches from the RTI program are available to assist classroom teachers with small group instruction for certain students a few days per week. The academic coaches, working closely with classroom teachers, have received professional development in CGI and are familiar with the implementation of the program in kindergarten through fifth grades.

When students can successfully describe, explain, and justify their mathematical thinking, all students benefit. English Language Learners and Special Education students benefit from the interactions and often find success when learning new strategies during mathematical discourse with peers. Students at all levels develop a perspective that mathematics should make sense and that they are capable of making sense of it, helping to develop both cognitive and language skills.

Shortly after CGI was implemented, CCDS hosted Family Math Night to introduce families to the new math curriculum. Teachers offered engaging activities for students and their families and attendees were encouraged to visit other classrooms to see how CGI is being implemented.

As teachers and students utilize the new curriculum, areas for improvement are being identified. For example, the need for personalization of lessons targeted to students requires teachers to more effectively track the concepts they are teaching within a given year. The lessons could be flexible based on students' needs and do not have to follow the more traditional scope and sequence. This allows for targeted teaching and feedback.

The full burden of CGI curriculum organization, creation, and implementation fell on the teachers, which has been particularly challenging (See 2023 WASC Goal 1). While CGI provides teachers with much freedom and autonomy in supporting students, the lack of an organizational system of support adds to existing workloads. CCDS is currently exploring ways to systematically provide support for teachers, including plans to hire a math coach. The extensive professional development for CGI was referenced earlier in this report.

The middle school College Preparatory Mathematics (CPM) curriculum closely [mirrors CGI](#) used for elementary grades. CPM curriculum focuses on direct modeling of situations that are then scaffolded by students into more advanced problem-solving strategies. The text is available in both Spanish and English language versions.

Through the self-study process, we have determined that a closer examination of CPM and its impact on middle school students' achievement in math is needed. In response, a design team of math teachers, two administrators, and a special education teacher was created in 2022 to explore changes to our middle school math model.

COLLABORATION

Student agency is an important part of the student experience at Chico Country Day School. Implemented in 2018, Student-Led Conferences are a prime example of active, hands-on learning that is directed by students themselves. In this student-led model, the teacher's role is mostly limited to that of a guide, providing prompts and encouragement, as needed, throughout the process. The process leading up to the

conference is as important as the conference itself, challenging students to prepare in advance, which helps develop planning and organizational skills. For example, using a checklist as a guide, students may assemble individual binders, with work samples and [reflection forms](#). They also create their own unique slideshows. In the conference, students demonstrate what they've learned, using the materials they've assembled as exhibits of learning. To demonstrate their mathematical thinking, third graders wrote their own word problems and demonstrated their process for solving them.

Each grade level, from TK-8, participates. The eighth-grade conference culminates in a Capstone Presentation, highlighting the student's growth throughout their time at the school. They also talk about their goals moving forward into high school. As students progress, they become more confident and comfortable with preparing and presenting their work. The preparation leading up to the conference and the conference itself provides students with an authentic experience in which to practice and demonstrate their communication and organizational skills. Since students are able to choose what they will share, they demonstrate high engagement. They also demonstrate vulnerability, sharing areas for growth. Feedback and reflection are cornerstone elements in a successful PBL environment.

We believe that our own site and teachers here are home to some of the best professional learning possible. Teachers regularly observe other teachers' classrooms, meet to discuss problems of practice, surface their own dilemmas, and seek out support from one another. We also gather regularly to tune projects using the Project Tuning Protocol before each project cycle. Specialist teachers offer their expertise to support teachers and students; for example, by adding elements such as additional science lessons in preparation for the Bird Exhibition in 1st grade.

Our TK class is the only stand-alone classroom on our campus. The teacher is able to collaborate with our K teachers, but we're also inspired by the outreach she has done to the local school district to be included in their monthly TK Club meetings. From this group, she is able to gain additional insight and community while she supports our youngest learners.

TRANSITION TO HIGH SCHOOL

Ensuring that all students feel supported in the transition from our small school community to several high school options is a high priority for the director of Student Support Services. Regular communications to parents and guardians about high school options start a year ahead of time. High School counselors visit CCDS to talk about their unique high school offerings and experience. In the spring of their transitional year, CCDS students participate in one or more high school visitation days, after which high school counselors from those schools return to CCDS to share information about course selection and to collect related paperwork so students can be placed in their classes. Parents are also invited to attend Freshman Visitation Night at the local high schools to learn more about their programs and courses of study. This process helps to ensure our students are enrolled in the proper classes at the right school, and that they feel prepared for the next step in their education. Students with an Individualized Education Plan (“IEP”) also participate in a transition IEP with staff from the high school they plan to attend. This transition IEP ensures they are placed in the proper classes and receive the appropriate amount of special education support.

SUMMARY OF FINDINGS

Through the implementations of research-based and pedagogically-aligned instruction, CCDS students are primed to engage in rigorous and relevant content and curriculum. The school provides an equitable and rigorous learning environment, with a strong focus on access, belonging, and inclusion in everyday lessons and assignments, both indoors and on the playground. They have a variety of choices at every stage of their CCDS journey, and they have agency over their own learning, demonstrated by their capacity to set goals and reflect and act responsibly to effect change. The school curriculum is geared to active learning: students act rather than being acted upon; they shape rather than being shaped; and they make responsible decisions and choices rather than accepting those determined by others. As our students grow throughout their years at CCDS, opportunities shift appropriately. Students are encouraged to engage in different subjects and challenge themselves by trying something new in a safe environment, where they feel supported and where they feel like they belong.

AREAS OF STRENGTH

- Implementation of CGI
- Three year plan for professional development in CGI
- EL Education Modules
- EL Foundational Reading Skills Block
- PBL
- Exhibitions of Learning
- Student Led Conferences
- Electives
- Field work opportunities
- Advisory
- Art, Music, and Science specialists

GROWTH NEEDS

- Create sustainable systems for CGI implementation
- Increase collaboration between classroom and specialist teachers in supporting project work
- Continue to monitor and evaluate the effectiveness of middle school math program
- Support families with CGI math
- Project outcomes to show lasting impact on school campus and community
- Additional use of protocols to facilitate a streamlined collaboration process

CATEGORY C

STUDENT LEARNING: INSTRUCTION

STUDENT ENGAGEMENT IN CHALLENGING & RELEVANT LEARNING EXPERIENCES

Students are involved in challenging and relevant learning at all grade levels at CCDS, whether building and programming a robot, crushing acorns to make “cornmeal” like the local Mechoopda Indian Tribe, or [learning cooperative skills](#) by going to the Chico State ropes course, led by undergraduate students on the Chico State campus. Teachers strive to make learning not just rigorous but also relevant by making real-world connections. As highlighted earlier in this report, there has been a shift away from “sit and get” direct instruction toward a more student-centered, self-directed, collaborative model featuring PBL to engage students in relevant learning.

Teachers regularly discuss instructional strategies in their grade-level teams and undertake a targeted examination of student work as part of ongoing improvement processes, like LCAP and WASC. Teachers follow a *Looking as Student Work* protocol to see student work at greater depth. Through this process, teachers share what they were hoping to see, and the group digs deeper into how projects may shift in order to achieve desired outcomes.

STUDENT UNDERSTANDING OF LEARNING EXPECTATIONS

Students demonstrate understanding of learning expectations in a variety of ways. At the beginning of the school year, teachers provide an overview of their discipline and talk about goals and expectations for the year. Middle schoolers participate in an “Elective Slam,” in which students attend short presentations about each elective before choosing their top three. A back-to-school information night – for all grade levels – is designed to give parents further information about the CCDS experience. Twice yearly Exhibitions of Learning then showcase the work and knowledge students are gaining in front of an audience of parents, families, friends, and the wider community. As has been mentioned previously in the report, students also have the opportunity to share their understanding of the curriculum during Student-Led Conferences.

ELA

English Language Arts classes are aligned with the Common Core State Standards and teachers use these to frame Learning Targets posted in the classroom each day. Teachers use common [rubrics](#) for [assessing writing](#), which are aligned to the [Smarter Balanced Assessment](#). These are housed in our Altitude Learning Platform, and teachers are able to tag these rubrics for each assignment to be graded. Students are familiar with these rubrics, see them frequently, and use them to examine model essays and to conduct [self-assessment](#) and [peer-assessment](#) using the rubrics.

MATH

Teachers have a strong depth of knowledge of the State Standards and use these to develop their CGI Math problems. Teachers share the [math priorities with parents in their weekly newsletters](#). Student learning targets are used in math as well. Teachers use [rubrics](#) to identify the math strategies used and the precision in which students solve problems.

SCIENCE

Science lessons are aligned with the Next Generation Science Standards (“NGSS”) and many teachers reference these phenomena, disciplinary core ideas, engineering practices, and crosscutting concepts as part of their daily lessons, labs, and assignments. For example, [third grade](#) students learned about [force in motion](#) and watched a video demonstration of a table cloth being pulled out from under place settings which remained in the same place even though the tablecloth moved. This phenomena helped launch their [exploration](#) of this topic.

SOCIAL STUDIES

Students have a clear understanding of the standards/expected performance levels because teachers have rubrics for writing assignments and other assessments and tasks. Teachers also make clear the standards and expectations through conversations with students at the start of the year and when introducing new skills and tasks.

PHYSICAL EDUCATION

At all grade levels, the curriculum is aligned with the California state PE standards. Teachers explain each activity and related objectives. There are occasional strength and endurance tests to measure growth.

DIFFERENTIATION OF INSTRUCTION

CCDS has a strong emphasis on inclusion of all students in the general education classroom. Our EL Education curriculum is embedded with various scaffolds that [promote accessibility](#) and learning for all students. In addition, it is easily modified by the education specialist teachers so that all students, regardless of ability, can participate in the curriculum.

All CCDS teachers are CLAD certified and meet NCLB requirements for highly-qualified teachers. Teachers at CCDS address the needs of all learners by differentiating instruction in a variety of ways, including the use of multimedia and technology. The school provides Chromebooks on a 1:1 basis, and there has been a significant shift toward a more technology-based curriculum, instruction, and assessments. Each teacher is also issued a Chromebook, which they use as an instructional tool to post calendars, curriculum, and other course materials on Altitude Learning pages. Teachers also use [Aeries](#) online attendance and gradebook so that students and parents can monitor work-in-progress. In this way, all students have access to class materials and additional supports at any time.

Directions are given to students by teachers in a variety of ways, both written and verbal. Some teachers use [Google Slides](#) to project written instructions to students in class. They also assign “cards” via Altitude Learning with homework prompts and reminders. These cards can be organized by students in priority order based on due dates, level of difficulty, or personal preference.

Teachers meet in grade-level teams to create common assessments, differentiate instruction for diverse populations, and review common learning targets. Teachers also conduct frequent checks for understanding and formative assessments such as tests, quizzes, essays, and discussions. They employ interactive technology, such as [Kahoot](#), to flip their classroom instruction, customize the learning experience for students, and check for understanding.

Push-in support is provided to students in the general education classroom during a designated time when core instruction is taking place. When pull-out support is necessary to further a student's educational progress, our education specialists plan for students to first receive core instruction in the classroom with their peers, before moving to a one-on-one capacity for guided support through project completion. Small group learning is encouraged across grade levels, where students have the opportunity to learn from one another and deepen their understanding of the curriculum through diverse points of view.

STRATEGIES TO ENGAGE STUDENTS

The ELA and math curricula adopted since the last full self-study report (and reviewed in depth in Standard B) are designed to actively engage students, emphasize higher order thinking skills, and help students succeed at high levels. The pedagogy of these curricula complement the school's PBL focus and provide access to high quality professional development. While EL Education is an ELA curriculum, the structure of the modules and topics they cover are often aligned with science and social studies standards, integrating project development in those areas. The curriculum has provided a bridge into PBL for our youngest students.

During our first years of implementation, staff chose to focus efforts on the new curriculum shift and the ELA modules. At that time the Foundational [Skills Block](#) or A.L.L. Block Modules were not fully implemented due to time constraints, although they were available for teachers to use. Rather, each grade level team continued to create and implement an instructional reading block that addressed foundational skills in reading. These activities and lessons included [Lexia Core 5](#), guided reading groups, literacy stations, [phonemic awareness](#), and phonics lessons.

In 2020, a 4th grade teacher trained in EL Education modules moved up to 6th grade. As she was planning out her curriculum for the year, she noticed that [EL modules](#) were available for middle school grades and decided to incorporate EL into her year-long scope. This teacher is now included in the module trainings with K-5, and her students are benefitting from the EL lessons.

One area for growth in terms of strategies for engagement is phonemic awareness. This became especially apparent during COVID, when teachers and students were masked. The need for students to see words spoken and hear sounds clearly was especially evident when masks made seeing and hearing sounds harder. In response, the school adopted and started implementing the [Heggerty Phonemic](#)

[Awareness Program](#) in 2021. The Heggerty curriculum is based on the Science of Reading and is an essential part of our language arts curriculum in grades K-3. An intervention module is also available and is utilized when student outcomes indicate additional support is needed. This curriculum provides an opportunity for students to develop an understanding of sounds as they develop as readers and writers. Teachers encourage students to be active listeners before the beginning of these lessons so students understand expectations. This program takes about 7-10 minutes per day to implement and is part of the routine in the youngest grades at CCDS for all students. Intervention strategies with Heggerty Phonemic Awareness begins in grade 3, when student assessment indicates additional support is needed.

As noted earlier in Standard C findings, the extra burden of time on teachers to fully implement the EL Education modules and Foundational Reading [Skills Block](#) has slowed the process of fully integrating the robust curriculum. CCDS teachers aspire to keep this work joyful and sustainable, meaning we simply cannot do everything all at once and do it well. Trainings have been strategic and layered to support a sustainable implementation of these new efforts, leading to an in-person [Skills Block](#) training this past fall, when teachers and support staff shared they were ready to dive into this work with students.

APPLICATION OF LEARNING AND REAL-WORLD EXPERIENCE

We believe in students applying their knowledge and articulating their growth over the school year. Through our Exhibitions of Learning and Student-Led Conferences, all students share their learning with a wider audience. Both experiences, described in more detail in Standard B, [promote student engagement](#) and expression of knowledge. Using [real-world applications](#) to showcase their work, students use [Podcasts](#), collaborative art pieces, original plays, [websites](#) and other compositions to demonstrate agency in learning keystone PBL elements.

Providing [real world experiences](#) and field work opportunities give all students equitable footing to develop a foundation on which to build their learning. As referenced earlier in Standard B, Chico's proximity to the art and cultural bounty of the North State provides easy access to Sacramento, Oroville, Redding, Sacramento, and even Ashland, Oregon: an overnight field trip to Ashland, where eighth-graders enjoy two plays at the Shakespeare Festival tied to their reading lessons; three days deep in the local ecosystem at [Camp Lassen](#), where sixth-graders participate in a learning experience rich in real-life experiences to deepen their understanding of NGSS Science Standards; and for fifth graders, civics and current events lessons

come to life at the California State Capitol. Other traditional outings include trips to Angel Island and Fort Point in San Francisco, Turtle Bay Museum in Redding, and the [Monterey Bay Aquarium](#) and John Steinbeck Museum.

The Camp Lassen ecological experience is a student favorite, offering more than just science lessons. While there, students participate in six different one-hour field studies, some led by Lassen Park naturalists, where they apply (and enhance) their knowledge of NGSS-aligned topics. Forest and creek ecology, outdoor survival, and fire awareness are on the agenda, as well as a presentation on animals' night adaptations, viewed as part of a night hike, where students seek out animals like bats, owls, and scorpions, all of whom have recognizable nighttime characteristics. Parent-led hiking and fishing expeditions are also options for all students. These outdoor experiences follow a series of classroom lessons, reinforcing what students are learning at school.

Team-building activities, like the low ropes course, for example, encourage students to support each other and improve fitness skills, like balance and hand-eye coordination. During recreational time, students played games such as camouflage, volleyball, baseball, chess, cards, etc. Parents, teachers and students develop theatrical skills at the campfire, entertaining everyone with short comedic skits and sing-alongs. Less obvious are the social-emotional skills learned at this event, when communication with peers and adults must be sustained for the duration of the camp experience. Treating others with respect; taking personal responsibility for their actions, belongings, and impact on the environment, and an expectation to participate in clean-up, set-up, and food service duties all challenge kids to be their personal best for the duration of the field experience. Parents, teachers, and staff provide a safe and loving environment for everyone, helping some kids confront homesickness for the first time (no cell reception, so no contact with home), bugs, shared spaces, etc. Many CCDS alumni tell us that the Lassen Camp was the highlight of their CCDS experience!

TEACHER AS FACILITATOR

CCDS Teachers believe in letting students take the lead on projects, providing them with the tools, resources, and sense of belonging necessary to be vulnerable and confident at the same time. CCDS graduates have gone on to play leadership roles in public and private industry and place competitively in state and national academic competitions. Teachers make themselves available to students and parents for before- and/or after-school study hours based on need and interest. An

educational specialist is available five days a week for homework support at our middle school. Along with [special accommodations](#) on a need-be basis, teachers are available either before school, at lunch, or after school to work with students.

ELA

Teachers work with students on the writing process through direct instruction, scaffolds ([graphic organizers](#), [outline templates](#), [sentence frames](#), [revision guidelines](#)), [individual conferences](#), and also customized feedback both during the writing process and on final drafts. They use mentor texts as examples of high-quality work and establish criteria for effective writing in each genre. This allows the instructor to monitor the writing process and give valuable feedback over the course of the assignments. Students also engage in Peer Critique, a structured method for giving and receiving feedback in writing. In grades 5 and up, teachers facilitate Socratic seminars on novels and other literary or nonfiction texts.

MATH

CCDS students have opportunities to share their mathematical thinking and receive in-the-moment-coaching to help bring them to more sophisticated mathematical thinking strategies. The level of discourse in classes allows for students to get and receive feedback and grow their thinking regularly. In middle school, there are common grading policies regarding homework, which allows for students to achieve full credit on homework assignments if they show effort or completion. As a result of this policy, students are not losing points while attempting to understand the new material that is being covered. This demonstrates that CCDS teachers personalize instruction and accommodate students at all levels.

SCIENCE

Student work is based on the students using the science and engineering practices aligned with NGSS performance expectations. The science teacher assesses these skills frequently and then assists individual students as they work towards competency. The thrill of doing science projects in middle school also means many students choose to spend their lunch break with the teacher. The support this and other teachers show for students' love of learning builds a deep appreciation for learning at CCDS—a gift that lasts a lifetime for most students.

SOCIAL STUDIES

Students dive into current events and tie those to CA Standards-aligned history lessons. Social studies offers extra time at lunch for test corrections, essay mentoring, and assisting students with any issues they might be having with course material.

SPECIAL EDUCATION

Special Education teachers coach students by explaining and demonstrating a concept in a variety of ways. SPED teachers regularly verbalize a concept, demonstrate it in writing and/or with a visual and then follow up with a short video to reinforce the concept. Students are expected to try and solve problems with the guidance of a SPED teacher. Once a student is close to mastery, the next step is to have the student practice the concept with a partner or small group. If a student is comfortable, they will often demonstrate learning in front of the entire class while the SPED teacher coaches and reinforces each step along the way.

PHYSICAL EDUCATION

Teachers act as coaches in the teaching/instruction of new games and skills, allowing for continual growth and modifying the program based on weekly data.

SUMMARY OF FINDINGS

Students at CCDS are involved in challenging work and they are exposed to a wide range of real-world experiences. Students are consistently asked to think critically and analyze information. There is a lot of academic support for students who are struggling, as well as opportunities for students to excel. Teachers work with students before school, at lunch, and after school if they need support. There are many different instructional strategies that teachers use to meet the needs of all students. These include direct instruction, use of technology, projects, and hands-on experiences. Teachers at CCDS continuously receive training through professional development that helps them stay current in content and best teaching practices. This allows them to better meet the needs of all students.

AREAS OF STRENGTH

- Qualified and caring teachers
- Differentiated instruction
- Learning experiences that challenge the students to think critically
- Opportunities for students to have real-world experiences and to make connections within the community
- Programs such as Camp Lassen ecological field study
- EL Curriculum
- Fieldwork: real-life learning experiences
- Exhibition of Learning
- Student-Led conferences
- Inclusive learning opportunities for all students

GROWTH NEEDS

- Foundational [Skills Block](#) implementation
- [Skills Block](#) support with RTI
- Use data to drive instructional decisions
- Science of Reading Training for TK-2 teachers
- Project integration with middle school math

CATEGORY D

STUDENT LEARNING: ASSESSMENT & ACCOUNTABILITY

USING ASSESSMENT TO ANALYZE AND REPORT STUDENT PROGRESS

Through Project Based Learning, feedback, revision, and [authentic assessment](#) drive the steps of each project. This can be seen in the multiple drafts students make of poetry they are writing, podcasts they produce, or iterations of toys they are constructing. Students learn to [share their learning](#) and become a part of the [assessment process](#), showcasing [their work](#) before an audience through our Exhibitions of Learning. Students also showcase their learning through [Student Led Conferences](#) and are aware of their assessment outcomes, as shown in the [Competency Based Assessment](#) model adopted by CCDS in the fall of 2020.

Benchmark testing of skills is also an important part of the work and student experience at CCDS. We utilize FastBridge in grades TK-8 so we are able to see student progress over time. This data is used in a variety of ways: teachers use it to see gaps in student learning for their class or grade level, our intervention coordinator uses it to determine needs for additional support, and our administrative team utilizes it to look at overall progress across the school. This data is used to help inform school-wide priorities, to look at the effectiveness of our programs, and to determine professional learning needs of our instructors.

In the 2021-22 school year, we had a part-time Response to Intervention Coordinator who was also a credentialed teacher. This coordinator would dive into the data and use it to facilitate meetings with teachers, and use it to assign intervention staff to work with students in assessed areas for growth. In the 2022-23 school year, this teacher moved into a classroom teaching position and we were unable to backfill this role. We continue to have our Response to Intervention Supervisor who does much of this coordination work. In the absence of a credentialed teacher leading this team, the Director of Student Support Services and Director of Student Affairs have stepped into this role.

The new [California School Dashboard](#) publishes and disaggregates both test performance and other important metrics, such as English Learner progress. All CCDS teachers are familiar with the Dashboard and the Director Student Affairs [makes periodic presentations](#) about the Dashboard to parents, guardians, and other educational partners to help them understand the state's accountability and continuous improvement tools and reports. The Dashboard is reviewed periodically by site/district administrators and the information is shared with other CCDS staff.

The California Assessment of Student Performance and Progress (CAASPP) system replaced the Standardized Testing and Reporting (STAR) program and with it the new Smarter Balanced assessments in ELA and math. The summative assessment results are mailed to parents/guardians by the school district after results are published in August and made available through Aeries. This program has helped make student performance data available to students, parents, and staff since 2005 and is important in providing awareness of assessment at all levels and encourages involvement by students/parents in ongoing assessment dialogue.

BASIS FOR DETERMINATION OF PERFORMANCE LEVEL

Since our 2016 WASC Report and our 2019 Mid-Cycle Progress Report, CCDS has worked to implement new systems and improve the current systems. At the 2016 WASC site visit, several areas of strength were identified for Standard D, including the school's [PBL-embedded assessments](#) and collaboration within grade-levels. Areas for growth were also identified, expressly to implement a universal screener in math and ELA, enhance middle school RTI, and close the achievement gap between socioeconomically advantaged and disadvantaged students.

In 2021, CCDS implemented the computer-adapted [FastBridge Universal Screener](#) in math and ELA. The test, administered three times a year, tracks growth across all grade levels. Using these progress data, along with other classroom assessment data, grade-level teams are able to monitor and determine performance levels. These data are collected and monitored in the online [Altitude Learning platform](#), where teachers are able to select [rubrics](#) and assess student mastery toward standards, which is then reported in our [competency-based progress report](#).

Through [Competency Based Assessment](#), all educational partners can see the actual achievement students are making toward meeting grade level standards. In some reporting systems, effort and homework completion, class participation, or extra credit points can skew the overall grade away from being a true reflection of

student learning. Students are a part of this process, accessing their Altitude Platform regularly and monitoring their progress. CBA also allows for additional vertical alignment because we can see progress toward meeting the standards and gradebook weighting and personal preferences for gradebook set-up are no longer impacting the scores across grade levels. This gives a truer picture of student achievement.

Within our curriculum and practices, we have further alignment. This has been a strong benefit of adopting a consistent ELA curriculum. The EL Curriculum, for example, has a set of rubrics that align each assessment in the modules to Common Core assessments. Assessments and rubrics can be linked in the [Altitude Learning Platform](#) and are used to drive grade-level conversations about progress toward meeting standards. In addition to meeting standards, teachers are also able to see who is exceeding grade-level standards, and they can provide enhanced learning opportunities for those students.

The EL Curriculum includes an additional component for grades K-2 called [Reading Foundation Skills Block](#). The [Skills Block](#) uses a structured phonics approach to assist students in making letter sound connections to help develop their reading and writing skills. This program includes regular benchmark assessments throughout the lessons and assists teachers in assessing student performance level.

Following Exhibitions of Learning, we engage in a [Looking at Student Work protocol](#), where teachers are able to share student work and receive feedback toward continued growth. [Student-Led Conferences](#) are another tool where teachers, students, and families review and analyze student data together. These twice-annual events are held in grades TK-7, with a Capstone Presentation occurring for grade eight. With practice of leading these conferences every year, students grow in their confidence of articulating their learning accomplishments and growth areas.

STUDENT GROWTH MONITORING

CCDS monitors student growth through a variety of systems. With the development of the [CCDS Graduate Profile](#), the schoolwide learner outcomes are now clearly defined and shared with the school community. Our local assessment measure, FastBridge, monitors student growth and progress for students in grades TK-8. CAASPP data for students in grades 3-8 is an additional measure of student progress. The school uses Altitude Learning for students to create [Digital Portfolios](#), as well as to monitor and assess student progress towards grade-level standards.

Competency-based grading for all levels is used to track and monitor student progress with the marks of “emerging,” “practicing,” “meeting,” and “surpassing” used to indicate student performance on both academic standards and [Graduate Profile Indicators](#).

In regard to a system site level approach to monitoring student progress, the Response to Intervention team lead and the director of student support services meet monthly to discuss and monitor student progress in the RTI program. The RTI team lead also meets with the rest of the RTI team to monitor current interventions and discuss student growth. The director of student support services meets monthly with our Ignite! Reading literacy specialist to review student progress data.

Students who need additional support with academics, behavior, or attendance can participate in the [Student Success Team \(SST\) process](#). As part of this process, student goals are developed to target areas of need and then progress on these goals is monitored by the SST. Additional interventions and supports may also be put in place during the SST process, including additional academic tutoring with RTI staff or classroom teachers.

The 2019 WASC visiting team also recommended a structured plan to support students who are socioeconomically disadvantaged in an effort to close the achievement gap in mathematics. In response, CCDS began implementing a student-centered approach to teaching math: [Cognitively-Guided Instruction](#), TK-5 in August 2021. This shift to CGI is a major step toward helping close the achievement gap. To help ensure we get the most out of this tool, teachers and support staff have been given the opportunity to receive approximately 55 hours of professional development in CGI per school year. The Response to Intervention support team is also working to identify additional ways to support math intervention during (and after) the school day. While a full plan is not yet complete, the beginning stages are in place.

ASSESSMENT OF PROGRAM AREAS

TK-8 school promotion requirements are based on progress toward the grade level standards. Our competency-based policies have been stable over the past six years. CCDS does not have a homework policy in grades TK-5, with the exception of a [nightly reading requirement](#). Middle school students are expected to work in class,

with little to no homework outside regular school hours. These practices have been successful in helping the students to make continued academic growth, while managing outside extracurricular activities at CCDS and beyond.

CCDS has a high level of student academic success, as evidenced by the 2018-19 CAASPP data which shows all students in ELA meeting or exceeding the standard at 68.97% and 52.87% meeting or exceeding in Math. One area CCDS decided needed more attention was the social and emotional well-being of students, especially due to the stress of recent fires and the pandemic. In 2020, CCDS began administering Kelvin Education Pulse surveys in order to assess student satisfaction levels and the extent to which they feel like they belong and are supported.

SCHOOLWIDE MODIFICATIONS

Based on student assessment data from the CAASPP, FastBridge, student progress reports, other standards-based classroom assessments, and data collected from students and families, the support services, professional development, and interventions provided for students are adjusted and modified for the upcoming school year.

As CCDS moved out of the COVID-19 pandemic, additional needs have been identified in the areas of counseling and social-emotional support. The district hired a part-time school social worker, and has provided additional training opportunities to staff in the areas of social-emotional learning and restorative practices. The district is in the process of researching and purchasing a new social-emotional learning curriculum for the 2023-24 school year. The [Social-Emotional Learning team](#) will work with additional interested staff to make a curriculum decision later this school year.

Another identified area of need was additional support for struggling readers, due to missed in-person instruction during the early grades. Additional RTI staff were hired to help provide more support to students identified as struggling readers. In grades 3, 4, and 5, struggling readers were enrolled in the online *Ignite! High-Dosage Reading* intervention program to address their needs.

ASSESSING CURRICULUM AND INSTRUCTION

The school is very responsive to feedback on its academic programs, Graduate Profile, Schoolwide Action Plan, and the social-emotional learning supports offered on the site. This was especially true throughout the pandemic, when learning formats were changing and students and families were often stressed. The executive director provided weekly, short, [video updates](#) to families, teachers, and staff. Computers were distributed to all students, as well as necessary class materials. Food was available to students through safe, socially-distanced drop-off and pick-up stations. Administrative staff began planning for the soft reopening of school and presented a plan to the [School Board on July of 2020](#). Implementation of the [plan began](#) soon after and by December we welcomed back 256 students in cohort A; 213 students in cohort B; 32 students in cohort A and B; and 103 students in the fulltime distance learning model.

Focus groups are held throughout the school year to gather feedback from stakeholders on important aspects of curriculum and instruction. Students, staff, families, and educational partners are regularly surveyed using Kelvin Education to assess how the school is doing with learner outcomes and social-emotional support. In addition, staff members receive regular professional development in the area of CGI, and coaching from BetterLesson, part of the EL Curriculum used by the district.

USING STUDENT ASSESSMENT STRATEGIES TO MODIFY LEARNING IN THE CLASSROOM

Teachers use a variety of regular assessments of student work. Each grade level team aligns their assessments to the identified learning targets and they discuss the results with their grade-level partners (and, at times, cross-grade level partners). The Aeries online gradebook ensures that students and parents can see their progress and helps encourage teachers to regularly assess students using both formative and summative assessments. Every teacher uses a mix of tests, quizzes, projects, homework, and classwork to monitor student progress. Assessments range from teacher-designed and teacher-assembled from adopted texts to assessments designed by textbook publishers.

DEMONSTRATION OF STUDENT ACHIEVEMENT

Teachers at CCDS use assessment data to [analyze student learning](#) and achievement by standard and skill level. This data is used to evaluate the effectiveness of instruction and to [make adjustments](#) to instructional design, strategies, and curriculum pacing. In core subjects, common benchmarks are given and data used to update assessment questions, to share instructional strategies, and make adjustments collectively, as well as individually, to instruction. Exhibitions also offer a real-world opportunity for students to showcase their learning and for us to receive feedback about the process and products students share.

TEACHER AND STUDENT FEEDBACK

Students are well-informed of the progress they are making in class. Teachers evaluate work and post progress in our Altitude Learning Platform. This is a Competency Based model that showcases learning and progress toward meeting standards. In a recent Kelvin survey 85% of students who responded agreed they had the supports they needed to be successful at school. There is also some evidence that teachers use more complex, [non-traditional assessments](#) to evaluate student progress. These types of performance-based [assessments](#) provide better alignment with CAASPP assessments and the school's Graduate Profile than traditional multiple choice tests.

SUMMARY OF FINDINGS

Assessment and data use at CCDS ranges from using the statewide assessment system (CAASPP) to daily, formative assessments in the classroom. Benchmark assessments are completed with the local assessment system selected by the district (FastBridge), while regular summative assessments are collected by teachers, who share progress with students and families through the online Altitude Learning platform. Bi-annual Exhibitions of Learning showcase student work and engage families, friends, and educational partners in student-led presentations and demonstrations of their work and what they've learned.

AREAS OF STRENGTH

- Implementation of universal screener (FastBridge) for Math and ELA
- Digital Portfolio with Altitude Learning to share progress and assessment data
- Implementation of EL Curriculum and CGI Math
- Exhibition Nights to highlight project work
- Student-Led Conferences

GROWTH NEEDS

- Develop a more predictable system to share and discuss assessment data with grade level and cross grade level teams
- Continue to work with the Response to Intervention program to provide more robust support in the area of math
- Explore NGSS assessment and current implementation
- Move back to whole school Exhibition night to build school community
- Continue education for parents/guardians on Competency Based Assessment
- Continued partnership between teaching staff and school leadership to support best student outcomes

CATEGORY E

STUDENT CULTURE & STUDENT ACHIEVEMENT

PARENT AND COMMUNITY ENGAGEMENT CRITERION

Our core values at CCDS include creating an atmosphere of joyful learning and community connection, with many traditions and activities that foster these values for students, families, staff, and educational partners. Chico Country Day is a desired “school of choice” in the community, in part because of the high level of parent involvement.

The school offers many ways for parents and community members to engage in the day to day operation of its school. [Parent volunteers](#) play a large role at CCDS, often found volunteering in classrooms. Parents volunteer on committees for event planning. They organize, orchestrate, and execute events like the annual Auction For Excellence, Jog-a-thon, Harvest Fair, and All-School Skate events. They also serve as drivers and chaperones for field trips, and they take projects home to assist classroom teachers. Parents are offered many other ways to contribute, such as donating classroom supplies from teachers’ Amazon wish lists or [taking part in extensive exhibition programs](#) that are the backbone of the school’s PBL approach.

Weekly events—such as [Monday Morning Community Meeting](#), where all students, teachers, and parents gather on the blacktop for celebrations and announcements, and to recite the Pledge of Allegiance (often led by students)—bring the community together at the beginning of each week. These traditions bring families together and build community. After pausing the flag salute during the early days of the pandemic, families enthusiastically welcomed it back when we resumed in-person activities.

We end our week again as a school community with [All School Sing](#), a time where students of varying grades [sing songs](#) together led by our music teacher and the support of upper elementary students. At All School Sing, classes often share what they’ve been learning in a variety of ways, while many parents come to watch and sing along. Engagement of all students is prevalent as students sing, dance in their seats, and clap to the music with bright smiles on their faces. The weekly event offers parents the opportunity to see their students interact with their peers and provides

an inside look at their students' school life. We also recently modified All School Sing from one large group to three smaller groups, allowing older students more opportunities to assist the music teacher in leading songs by playing instruments and managing participation.

[Exhibitions of Learning](#) take place twice a year across grade levels. Once in the fall and again in spring, the entire school community comes together to celebrate and learn from each other. Exhibitions are not only unique learning opportunities for student exhibitors, they also provide ways in which to use cross-curricular methods of learning in one culminating project. The project presentations allow families to observe their child's command of knowledge. It also lets them see how their child works with other students.

Another activity that brings students together as a community and engages parents and students across grade levels is [March Book Madness](#). Based on the yearly college basketball event "March Madness," a bracket is created with 16 picture books curated around a theme. Past themes have included Power of Community; Families, Families, Families; and Resilience and Growth. Teachers and administrators are deliberate when choosing a theme that is relevant to students, their lives, and the surrounding community. Teachers and staff members [create videos](#) where they read a book for students. Those videos are then played in class for students to enjoy. Students vote for their favorite book each day, narrowing the original 16 down to the final "Book of the Year." All 16 books are then placed in the school library and made available for all students to borrow and further enjoy.

[The Book of the Year](#) is announced at the [Storybook Character Parade](#), which is well attended by students and families. The parade replaces the traditional Halloween parade, providing a more inclusive experience. This is a deliberate effort to include all members of our community and be more culturally sensitive. This yearly tradition fosters a love of reading, connects us all through common experiences, and brings joy when we share books we love.

Chico Country Day School is committed to [cultural sensitivity](#): providing a safe place where all students feel included and enjoy a [sense of belonging](#). Curriculum across grade levels provides space in which to address current events that may involve challenging conversations about topics like racism, bigotry, social injustice, and school violence. Professional development provided by the BCOE in antiracist

teaching and workshops on gender inclusion help [educate teachers](#), staff, and administrators and provide critical tools for recognizing our own biases and prejudices.

At the conclusion of each school year, all students participate in an event created in 2017 called Fly Up Day. During [Fly Up Day](#), time is set aside for students to visit their teacher(s) for the upcoming school year, along with their new classmates. This tradition is intended to ease anxiety and build excitement for the coming year. The event leads to another favorite year-end experience, the Bridging Ceremony, which occurs on the last day of school. During this well-attended ceremony, students cross over a wooden footbridge to symbolize the transition from one grade to the next. Parents, friends, and alumni are on hand, helping to foster a sense of connection and celebration for the entire school community.

A benefit of being a TK-8 school is the strong relationships that students develop with their peers, teachers, and staff over the years. While Middle School is traditionally a vulnerable time for many students, the school's close connection to the elementary branch offers a sense of security, with familiar faces just across the street. The Middle School Advisory program is designed to help middle school students feel supported and heard. The consistency of the advisory groups helps to ensure that at least one adult, the advisor, knows each student well, as the groups tackle a wide range of topics and issues in a safe environment.

A new addition to our school this year is the Gay Straight Alliance, run by the school social worker. In order to support our LGBTQ+ students and their allies, the Gay Straight Alliance ("GSA") club meets weekly to help students identify their supporters on campus. Stonewall Alliance, a local LGBTQ+ organization, made a presentation to parents and staff in the fall, providing education and resources on how best to support students who identify as LGBTQ+. Chico Country Day School strives to support students and their individual needs by providing trainings in sensitive areas, including suicide prevention, anger management lessons, and tobacco education.

As part of a WASC focus group, one parent said "I appreciate the CCDS staff for keeping an open mind and encouraging students to share their thoughts and provide additional support for those that may need it. They truly walk the walk, and I couldn't be more pleased with my children's growth since they've been at this school." Travis Bennett, parent.

SCHOOL ENVIRONMENT

The CCDS campus has gone through a major overhaul over the past eight years. It has grown from a cluster of portable classrooms to a state-of-the-art campus, with the addition of a separate middle school building. The entire TK-8 campus is clean and beautifully landscaped. Over the years, construction has occurred in segments as funding became available. Most recently, [construction](#) of the main office buildings, Kindergarten wing, and the covered area, known as the Party Patio, have expanded the look and feel of a high-quality school. In 2020, the school obtained a large play structure from a recently-closed school. It is now installed in the lower campus for all students to enjoy. Students have recreational equipment available to them as well. Staff and students alike have a sense of ownership and pride in our campus and work hard to maintain its beauty by caring for the equipment and learning spaces.

School safety is of vital importance to the CCDS community and it was listed as a recommendation in the 2016 Self-Study Report. The school is located in the Barber neighborhood, which is an urban and lower socio-economic neighborhood of Chico. Measures and procedures implemented over the past several years alleviate worry about the safety of the students. In 2019, CCDS was commended by the WASC team for addressing safety issues, having added locked gates and tall fences around the entire perimeter of the school. The gates are open in two locations when school starts, with staff positioned to ensure students safely enter and exit campus. During school hours, the gates are locked and entry is controlled. This sense of safety is extended to the school's after school program as well, and parents have expressed full confidence that their children will be safe.

We have developed strong procedures for safety drills and practice them regularly. At the beginning of each year, we host Safety Week, where all drills are practiced school wide and Universal Expectations for Behavior stations are conducted. Each month we practice a fire drill. Staff is trained in the system "Catapult" used to report any incidents or suspicious activity on campus. Catapult was first implemented in the 2021-22 school year. Catapult provides an easy way for staff to report an incident. In the event of an emergency, Catapult can account for present students, communicate with other staff members, and locate students who are not where they are supposed to be.

Parents are allowed to walk their students to the classroom, allowing parents to experience how clean and inviting the school is for students. Once school begins,

school staff are thorough in making sure parents are off campus, with the gates locked behind them. After the gates are locked, guests are only allowed to enter campus through the front office. The front office staff has protocols they follow before letting parents on campus. Office manager Stacy Ferguson explains it this way:

"I have an alarm that goes off at 7:45am to unlock the main gate to allow students to enter campus, an 8:30am alarm for lock up of the main gate, and a 2:20pm alarm to open the main gate for dismissal. Anytime between 8:30-2:20, visitors must sign in on the [attached document](#) if they are going to be on campus. They must also be cleared with the above mentioned clearances to volunteer inside a classroom. They are also asked to sign out when they leave campus. All visitors wear a visitor sticker or lanyard so teachers and staff can see that they have checked in with the office."

Attached is the copy of the [email](#) detailing requirements to [volunteer](#) at CCDS (also available on the website). Teachers distribute it to their classroom parents throughout the year and the office staff use this template to provide guidance to parent volunteers. All volunteers who have been cleared are tracked on spreadsheets that can be accessed on an as-needed basis, allowing teachers to see which parents have been cleared to volunteer.

HIGH EXPECTATIONS AND CONCERN FOR ALL STUDENTS

CCDS works tirelessly to provide a caring, nurturing environment wherein the whole child is educated. We believe this is only possible in a setting that celebrates individual and cultural differences while maintaining high expectations. In such an environment, students can achieve their personal best. The effects of the pandemic on students' social and emotional well-being became clear as we began the 2021-22 school year in-person. In order for students to achieve their highest academic potential, we needed to address the social-emotional needs of all students. Tools like Second Step Curriculum and Restorative Practices were provided, in addition to the ready support of our school social worker and PE specialist.

The school social worker, hired in 2021, provides individual counseling support to students who are identified by teachers, caregivers, or self-referral. Counseling is also provided for students who have it listed as a support need on their IEP or 504 plan. In addition to individual counseling, the social worker provides support for students in small social groups using Social and Emotional (SEL) lessons provided in the Second Step Curriculum. CCDS provides SEL lessons for all grade levels from TK-8.

Grades TK-5 utilize the Second Step Program. In middle school, as referenced earlier, Advisory groups facilitate conversation around social-emotional well-being and life skills. Small groups are provided for students needing additional support and cover a variety of topics including but not limited to friendship skills, teamwork, and problem-solving. The social worker also connects with local services to provide resources and training for students and their families.

We are fortunate to have Mike Armenta, the TK-8 Physical Education Specialist who teaches the social and emotional learning program, Second Step. Second Step is a curriculum that teaches five tenets of social and emotional health: skills for learning, empathy, how to calm down, problem-solving, and fair ways to play. He was able to incorporate these lessons into physical education classes, where we found that most students were able to make the connection of the Second Step Curriculum when given real-time experience. At CCDS, we give real-life practical experiences in our daily quest to enrich the lives of our students and guide them toward success.

AN ATMOSPHERE OF RESPECT

Even through a leadership transition from a flat model (implemented after the 2019 WASC Mid-Cycle visit) to a more traditional, hierarchical model (referenced in Chapter 1), the administrators were able to communicate necessary information professionally, demonstrating availability to discuss staff and family concerns. Focus groups were held with parents regarding issues around equity and inclusion. At staff meetings and in emails, leadership addressed concerns of the staff openly. Staff members are encouraged to participate in hiring processes for open positions. All of this demonstrates the trust among staff and administration.

Executive Director Wendy Fairon emphasizes that we are all learners at CCDS, and she supports teachers' continued growth as educators by providing access to ongoing coaching, professional development, books and materials and other resources. For instance, teachers will be receiving individual coaching around fully implementing the EL curriculum this year. Wendy trusts her teachers and respects them as professionals, allowing teachers to navigate best practices and prepare for milestones.

Claudia Trout has taken the lead with our Student Success Team process. Before a teacher refers a student for an SST, Claudia discusses the teacher's concerns, connects with the student, and provides support where needed. She facilitates these meetings with teachers and parents professionally and compassionately. She

encourages parents to commit to working with their student at home to reinforce what is happening at school. She treats teachers as professionals by allowing them to take the lead in defining the goals and parameters for student support. When students are struggling, become dysregulated, need a break or someone to talk to, Claudia is just a call away. Teachers are encouraged to seek additional support for students, setting the students and teachers up for success and growth.

SUMMARY OF FINDINGS

Chico Country Day School has a strong and supportive school culture for students, both personally and academically. CCDS students and parents are highly engaged in the school and active in the school's programs. Over the years, the school has created and maintained various supportive structures to help students academically, emotionally, and behaviorally. The [school safety plan](#) has been examined thoroughly by faculty, administration, and first-responding agencies, and is continually updated.

STRENGTHS

- Confidence in leadership and a strong sense of respect and professionalism
- Catapult EMS emergency communication system implementation
- Implementation of Restorative Practices
- Student Ambassadors
- Educator Partner focus groups
- Community events (Harvest Fair, Parade of Lights, Spring fundraiser)
- Increased custodial staff
- Strong theater, choir, and band programs
- Student Success Teams

GROWTH NEEDS

- Increase support for social emotional learning and families social support services
- Support staff trained in Catapult EMS
- Tools and training in an the SEL framework

CHAPTER 4

MAJOR STUDENT LEARNER NEEDS

1. *MATH ACHIEVEMENT GAPS BETWEEN STUDENTS WILL BE NARROWED*

Aligns with LCAP Goal 2: Enhance Student-Centered Instruction

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

Academic performance data from 2018-19 shows that CCDS students are achieving and outperforming their peers at the county and state level. Still, achievement gaps exist. We can celebrate that our Hispanic/Latino students are slightly outperforming other students in mathematics and are testing similarly to other students in ELA. We do continue to see an achievement gap in math between our overall student population and socioeconomically disadvantaged students. On the CAASPP ELA exam, for example, 72% of all students met or exceeded the standards, compared to 69% of socioeconomically-disadvantaged students. On the CAASPP math exam, 61% of all students met or exceeded the standard compared to only 53% of socioeconomically-disadvantaged students. While the gap is closing compared to findings in the 2016 Self-Study Reports, there is still work to be done.

CCDS is exploring the impact of the CPM middle school math curriculum, where the achievement gap is more apparent. We have a curriculum design team composed of two middle school teachers, the special education teacher, the executive director, and the director of student affairs. This collaborative team is reading the book [*Building Thinking Classrooms in Mathematics*](#) and meets to discuss ways to implement different strategies shared in the book, as well as the groups own observations about student needs. As the design team grapples with what needs to be adjusted, communication to the greater community about our middle school students will be shared.

2. INCREASE SOCIAL-EMOTIONAL AND FAMILY SUPPORT SERVICES

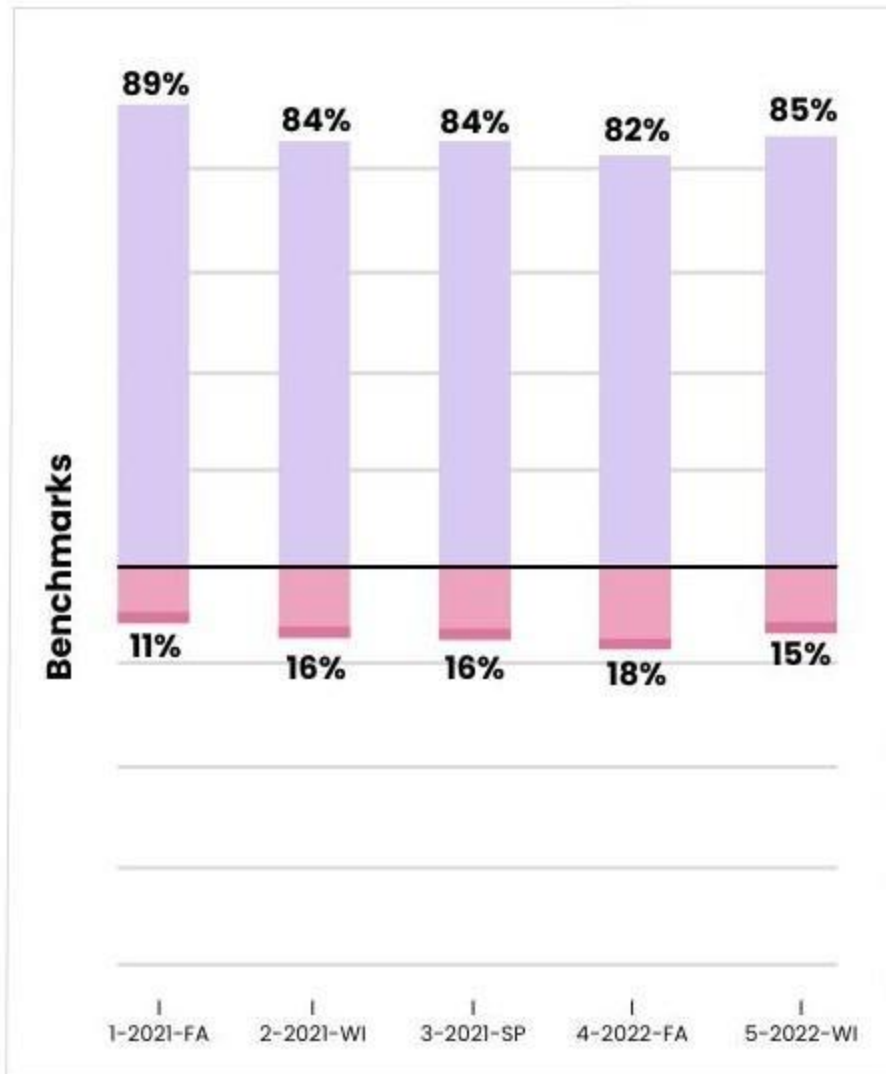
Aligns with LCAP goal 3: Nurture a Culture of Belonging and Connection

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.

Chico Country Day School continues to provide professional development for teachers in Restorative Practices and other areas that support trauma-informed practices, such as sending a group of teachers to the *Learning and the Brain* conference. A part-time social worker was hired in 2021 to provide support through Second Step lessons and friendship circles on the elementary campus. She also helps coordinate and plan social-emotional lessons for the middle school advisory groups. Additionally in the Fall of 2021, she started a Gay Straight Alliance club on campus to help promote inclusion and belonging in our school community. More than 20 students attended the first meeting in fall 2021, and the club now averages about 15 students per meeting. This is just the beginning of what the school hopes to accomplish in creating safe spaces for students and a sense of belonging.

As a result of a number of natural disasters locally and the COVID-19 pandemic, students have experienced an inordinate amount of stress and emotional turmoil. In response, CCDS is implementing a social-emotional screener called *Social, Academic, and Emotional Behavior Risk Screener ("SAEBRS")*. This assessment is completed by the classroom teacher for students in Kindergarten through eighth grade three times per year, and the data is reviewed by the Social-Emotional and Behavior Committee ("SEB"), as well as by administrators. This tool is used to identify students who are at risk for academic, social or emotional behavior challenges. There is also an additional component of this screening tool called MySAEBRS, which is a self-report tool CCDS hopes to begin implementing next school year.

CCDS began using SAEBRS in the fall of 2021. The table below shows the five benchmark windows since implementation and the number of students in grades Kindergarten through 8th grade (indicated by the pink color on the bottom of the graph) that have been rated with some level of risk in their social emotional well-being. The data shows CCDS students are experiencing a need for social emotional support, which makes this a critical area of focus for the school.



Regarding family support, CCDS is exploring ways of creating a more meaningful home to school connection between families and support services, both inside and outside the school site. Leadership meets weekly with our Parent Teacher Partnership to plan community events at the school. CCDS has also brought in speakers to help parents navigate difficult conversations around race, belonging, and sex education.

3. IDENTIFY, ANALYZE, AND INCORPORATE WIDER USE OF DATA TO INFORM INSTRUCTION AND SCHOOL PROGRAMS

Aligns with LCAP 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.

Aligns with LCAP goal 4: Support For Struggling Students

CCDS schools provide targeted interventions to students in need of additional support.

Chico Country Day School uses data to guide programs and instruction. After the passing of AB1505, the school formed a committee to select one of the 15 verified data assessments selected by the State Board of Education (“SBE”). Now in the second year of implementing the local assessment FastBridge, all grades (TK-8) take this assessment in ELA and Math three times a year. The school’s teachers, directors, and school social worker use this data to address learning loss and other social-emotional needs.

During grade-level meetings, Student Success Team meetings, Social-Emotional Learning team meetings, and RTI team meetings, we discuss progress-monitoring data, and we adjust intervention plans accordingly. Through the use of this data we saw a need to expand our intervention services to include math. To support this transition we have included classified staff in our CGI Math training. Our next step with FastBridge is to review district data by demographic groups.

Like all schools in the state, CCDS uses CAASPP assessment data to inform our LCAP. We share our test results with families and our educational partners. As we strive for more data-driven planning, there is an opportunity for CCDS to expand protocols for using FastBridge data so there is greater transparency across constituencies and more places for application of the data. As we think through this particular growth need, we will begin discussions with teachers about identifying the most helpful data to inform instruction. We’ll research what actions to consider when interpreting the data, and how data can be better used to monitor student growth. Although much of these practices were in place prior to the pandemic, we plan to prioritize them going forward.

Attendance rates are another key way to stay informed about instruction, programming, and student/family behavior. The school is currently working on a process to include chronically-absent students in the SST agendas to mitigate the impact of absences on learning by raising awareness of the long-term impacts. The tiered re-engagement strategies are also being adjusted to be more responsive to families' needs, both ongoing and situational, and to ensure we have the proper supports and expectations in place.

We have continued our core practices of Student-Led Conferences and Exhibitions of Learning, both of which support student voice and agency and thus create ownership of learning. These events allow students to establish academic goals and take ownership of their learning. They also provide an access point for regular formative assessments in the classroom and a process for individualized feedback to students. An authentic audience and meaningful work also helps elevate achievement and connection with our community.

IMPORTANT QUESTIONS RAISED BY THE PROFILE DATA AND SUMMARY OF FINDINGS

- What assessment data does CCDS want to analyze that would support project based learning?
- How do we close the achievement gap for our socioeconomically disadvantaged students?
- How do we measure a sense of belonging?
- How do we better promote a sense of belonging at CCDS?
- What are the math gaps for our middle schoolers?
- What insights can we gain about student thinking and understanding from the data?

CHAPTER 5

SCHOOLWIDE ACTION PLAN

Over the past several years, Chico Country Day School has been transitioning to a Project-Based Learning curriculum, with the goals of the 2016 and 2019 WASC reports reflecting this shift in the form of research-driven professional development for staff and the acquisition of new technology to support students' project work. In the 2023-29 report, the [Schoolwide Action Plan](#) shows how far we've come, from a focus on building PBL capacity across the curriculum to a much narrower emphasis on student achievement and their overall social-emotional well-being.

The [Schoolwide Action Plan](#) continues to be a touchstone for the school community, where staff and the Board of Directors, in particular, can review progress in critical areas of need and celebrate milestones. Most importantly, the action plan is a living document, expanding and contracting to respond to the realities of our times and our abilities to meet targeted expectations. It makes u/s stretch, and it perpetuates self-reflection.

While the WASC 2019 mid-cycle goals gave equal weight to student achievement, staff support, and community engagement, the 2023-29 goals all highlight the critical learner needs of our students both academically and emotionally. Staff support and community involvement are both key components of each new goal, but they play support roles to the main characters: CCDS students. Having coordinated all major reporting efforts of the school into one planning framework, the 2023-29 WASC goals are also reflected in the Charter Petition for Renewal, as well as the Local Control & Accountability Plan. This collaborative approach to planning brings staff, families, educational partners, and the Board together in addressing CCDS priorities and has greatly streamlined and simplified the work required for each individual report.



CHICO COUNTRY DAY SCHOOL

CHAPTER 5: ACTION PLAN (2023-2029)

GOAL 1: MATH ACHIEVEMENT GAPS BETWEEN STUDENTS WILL BE NARROWED					
MEASURABLE OUTCOMES	CAASPP scores, FastBrigde assessment, student work samples, student perception of their math abilities, teacher confidence in CGI/CPM implementation, number of TK-5th grade staff members fully trained in CGI.				
RATIONALE	While this critical academic need is based primarily on observation and anecdotal evidence, the teachers and staff felt that it should rise to the status of a critical academic need because we believe it is crucial that every student who attends Chico Country Day School feel valued and be provided with an academic program, extracurricular offerings, and services that support them to achieve post-secondary goals.				
GPs ADDRESSED	Advocacy, Curiosity, Integrity, Creativity, Community				
CRITICAL ACADEMIC NEEDS ADDRESSED	Common Core Mathematical Practices: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; 8) Look for and express regularity in repeated reasoning.				
STRATEGY	Continue professional development in cognitively-guided instruction for all staff at the start of the year, throughout the year, including training for any new teachers onboarded. Implementation of CGI for TK-5, with coaching throughout the year to support implementation. Sixth through eighth grade will continue to use CPM math, bringing in CGI strategies as applicable. Support ongoing teacher knowledge of math pedagogy, with team teaching format that includes substitute time to observe other teachers. Early-release Mondays provide additional hours for teacher teams to plan and development personalized math experiences for students.				
ACTION STEPS					
	Action Item	Responsible Person	Means to Monitor Progress	Resources/ Proposed Expenditures	Timeline
STEP 1.1	Planning time feedback during specials and some early dismissal Mondays, and data review. Built-in time to review student progress to ensure growth is taking place. Creating a process of continuous improvement/feedback loop	Wendy/CEO - Director of Education	Teacher survey to measure confidence in CGI/CPM Implementation; student work samples	Training on reading data, interpretation, planning, and progress monitoring. Substitute teachers \$200 a day	3 x year/2022-23
STEP 1.2	4 days of content-specific training each summer for 3 years Math professional development for Tk-8 centered around the Mathematical Framework	Wendy/CEO-Director of Education and CGI facilitator	Teacher survey to measure confidence in CGI/CPM Implementation; student work samples	Stipends (\$250/day/teacher) lunches	Annually
STEP 1.3	8 days of follow up training that includes classroom observations, model lessons, and continued content knowledge learning	Wendy/CEO-Director of Education and CGI facilitator	Teacher survey to measure confidence in CGI/CPM Implementation; student work samples	Facilitators (\$32,000) Substitute teachers (\$200/day/teacher)	Twice a year
STEP 1.4	Tuesday afternoon Math Club and extend math support	Math Coach	Student work, student perception of math abilities	Stipend (\$5,000/year)	Tuesdays 2022-23
STEP 1.5	System for onboarding new staff for CGI framework: on site CGI trainer	Design Team including teacher	Number of staff members that are fully trained	Unrestricted funds	Ongoing and have something in place by 2026

GOAL 2: ALL STUDENTS, STAFF, AND EDUCATIONAL PARTNERS WILL FEEL A SENSE OF BELONGING AT CCDS					
MEASURABLE OUTCOMES	Use Kelvin Pulse Surveys, as well as student and parent Climate Survey, to measure "belonging" and identify barriers throughout the year. Attendance and discipline data are also useful indicators.				
RATIONALE	Develop authentic school family-community partnerships; collaborative relationships; help develop knowledge, skills, and attitudes to foster healthy identities, manage emotions, and achieve personal and collective goals. Establish and maintain supportive relationships and make responsible and caring decisions (CASEL Framework, "CASEL Wheel").				
GPs ADDRESSED	Community, Curiosity, Advocacy				
CRITICAL ACADEMIC NEEDS ADDRESSED	Address systemic and structural inequities; establish equitable learning environments wherein students and staff feel like they belong; foster youth voice and agency through engagement (CASEL).				
STRATEGY	Anti-bias training for all staff; partnership with Butte County Office of Education (BCOE), through grant funding as a Social Emotional Learning Focal School. As one of only three SEL focal schools in Butte County, CCDS will be supported with strategic planning implementation and continuous improvement practices. Technical assistance and ongoing data reviews will also support this effort.				
ACTION STEPS					
	Action Item	Responsible Person	Means to Monitor Progress	Resources/ Proposed Expenditures	Timeline
STEP 2.1	Utilize schoolwide communication tools (e-flyer, ParentSquare, student-led conferences)	Teachers, students, staff, admin	Survey and system metrics	Unrestricted funds	Ongoing
STEP 2.2	Engage families in developing and participating in community events and activities (picnic, movies, park days, communication resource connections)	Design Team, Parent Teacher Partnership (PTP), teachers	Attendance at events	No additional cost	Ongoing
STEP 2.3	Professional learning opportunities for all staff members to share learning opportunities	Wendy Fairon, Director of Education/Executive Director	Staff survey for participants	\$5,000 per participant	March of each year at High Tech High
STEP 2.4	Development of school wellness team	Amie Parent, Director of Student Support and Claudia Trout, Director of Student Affairs	Kelvin Surveys: Culture and Climate data	No additional cost	Ongoing and implemented by 2024
STEP 2.5	Explore and implement new social emotional learning curriculum	Amie Parent, Director of Student Support and SEL Focal School Team	Attendance and discipline data	Included in SEL focal school	2022-23 school year
STEP 2.6	Development of attendance team	Claudia Trout, Director of Student Affairs	Attendance data	No additional cost	Monthly attendance meetings, ongoing
GOAL 3: DEVELOP ASSESSMENT STRATEGIES/PROCESSES AND DEEP KNOWLEDGE OF EVERY STUDENTS' STRENGTH, ACADEMIC NEEDS, AND PROVIDE SUPPORT TO ENSURE SUCCESS					
MEASURABLE OUTCOMES	FastBridge math and reading scores improve; progress-monitoring data tells us if students are improving in targeted areas; reduction in SSTs and Special Education referrals, student exiting from intervention.				
RATIONALE	Ensure students have access to rigorous academic programs with necessary supports for all students and interventions in place for struggling students.				
GPs ADDRESSED	Creativity, Curiosity, Community				
CRITICAL ACADEMIC NEEDS ADDRESSED	Provide support for struggling students to ameliorate learning loss and lack of foundational skills.				

STRATEGY	Hire a highly-qualified teacher to oversee implementation of intervention systems; provide research-based professional development for all staff who engage with Tier 3 students; utilize local resources (County Office of Education/Chico State) for insight and plan development; explore creative ways to utilize time outside the standard school day to support students.				
ACTION STEPS					
	Action Item	Responsible Person	Means to Monitor Progress	Resources/ Proposed Expenditures	Timeline
STEP 3.1	Hire highly-qualified teacher to oversee implementation of intervention systems	Amie Parent, Director of Student Support and Claudia Trout, Director of Student Affairs	Number of students participating in and exiting from intervention program	Teacher salary/benefits \$80,000/year	By start of 2023-24 school year
STEP 3.2	Expeditionary Learning curriculum coaching and professional development for curriculum implementation	Wendy Fairon, Director of Education/Executive Director	FastBridge assessment data	\$38,000 per year	Ongoing beginning 2022-23 school year
STEP 3.3	Provide learning supports across the curriculum, with an emphasis on ELA and Math, beyond standard school hours/calendar	Wendy Fairon, Director of Education/Executive Director and Angela Cherry, After School Program Coordinator	Number of students receiving learning supports	After-School Academic support and associated technology/supplies funded by \$100,000 Extended Learning Opportunities Program (ELOP) Funds	Beginning 2023-24 school year
STEP 3.4	Data meetings with grade-level teams to review FastBridge and Expeditionary Learning Skills Block progress monitoring	Amie Parent, Director of Student Support and Claudia Trout, Director of Student Affairs	FastBridge assessment data	No additional costs	Monthly