

**CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

**CUSD Governance Workshop**

**Saturday, April 9, 2011**

**9:00 a.m.**

**District Office Large Conference Room**

**1163 E. 7<sup>th</sup> Street, Chico, CA 95928**

**AGENDA**

- 9:00am 1. **CALL TO ORDER**
- 9:00am 2. **School Board Self-Evaluation**  
2.1 Discussion/Action: Board Self-Evaluation (30 minutes)
- 9:30am 3. **Governance Norms**  
3.1 Discussion/Action: Review Governance Norms (15 minutes)
- 9:45am 4. **Goal Setting for 2011-2012**  
4.1 Discussion/Action: Development of 2011-2012 CUSD Board Goals (45 minutes)
5. **Closed Session**
- 10:30am 5.1 Public Employee Performance Evaluation  
Per Government Code §54957  
Title: Superintendent
- 5.2 Public Employment: Terms of Contract  
Per Government Code §54957  
Title: Superintendent
6. **ADJOURNMENT**

Kathleen Kaiser, President  
Board of Education  
Chico Unified School District

Posted: 4/7/11  
:mm

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

**INFORMATION, PROCEDURES AND CONDUCT  
OF CUSD BOARD OF EDUCATION MEETINGS**

***No disturbance or willful interruption of any Board meeting shall be permitted. Persistence by an individual or group shall be grounds for the Chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared, if necessary. In this case, further Board proceedings shall concern only matters appearing on the agenda.***

**CONSENT CALENDAR**

The items listed on the Consent Calendar may be approved by the Board in one action. However, in accordance with law, the public has a right to comment on any consent item. At the request of a member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Board Bylaw 9322.

**STUDENT PARTICIPATION**

At the discretion of the Board President, student speakers may be given priority to address items to the Board.

**PUBLIC PARTICIPATON FOR ITEMS ON THE AGENDA (Regular and Special Board Meetings)**

The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed three (3) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

**PUBLIC PARTICIPATON FOR ITEMS NOT ON THE AGENDA (Regular Board Meetings only)**

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

- Public comments for items not on the agenda will be limited to one hour in duration (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given three (3) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3<sup>rd</sup> speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

**WRITTEN MATERIAL:**

The Board is unable to read written materials presented during the meeting. If any person intends to appear before the Board with written materials, they should be delivered to the Superintendent's Office or delivered via e-mail to the Board and Superintendent 10 days prior to the meeting date.

**COPIES OF AGENDAS AND RELATED MATERIALS:**

- Available at the meeting
- Available on the website: [www.chicousd.org](http://www.chicousd.org)
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

**AMERICANS WITH DISABILITIES ACT**

Please contact the Superintendent's Office at 891-3000 ext. 149 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent's Office located at 1163 East Seventh Street, Chico, CA 95928 or may be viewed on the website: [www.chicousd.org](http://www.chicousd.org).

AGENDA ITEM: Review Governance Norms

Prepared by: Kelly Staley

Consent

Board Date April 9, 2011

Information Only

Discussion/Action

**Background Information**

Review the CUSD Governance Norms as listed in the Governance Handbook.

**Educational Implications**

n/a

**Fiscal Implications**

n/a

## CUSD GOVERNANCE NORMS

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### **We agree to**

- *focus on students' best interest*
- *respect each other's opinions*
- *listen "actively" to each member's ideas*
- *value each member's point of view*
- *be open to new ideas*
- *exhibit positive body language*
- *not interrupt, nor monopolize*
- *encourage everyone to verbalize*
- *disagree agreeably*
- *recognize the positive*
- *be willing to compromise*
- *focus on process, not personalities*
- *act by building on the thought of a fellow governance team member*
- *commit time necessary to govern effectively*
- *commit to open communication, honesty, no surprises*
- *maintain confidentiality*

AGENDA ITEM: Development of 2011-2012 CUSD Board Goals

Prepared by: Kelly Staley

Consent

Board Date April 9, 2011

Information Only

Discussion/Action

**Background Information**

Each Board member has identified several areas they would like to see as possible Board Goals for the 2011-2012 school year. Board members will discuss these suggestions as well as others brought forward by the community. The Board will set the direction for the District for the upcoming year through the selection of 3-5 goals for primary focus.

**Educational Implications**

The Board Goals will set the educational direction for the upcoming school year.

**Fiscal Implications**

The Board Goals will be reflected in fiscal decisions in the upcoming school year.

## BOARD SUGGESTED GOALS

### A. Academic Achievement

1. New standards from CSU and closing the achievement gap means that the alignment of K-12 standards needs to recognize and dovetail what the higher education expectations are, especially in math and English. Starting in 2012 all students who are college eligible but still remedial will start to be identified back to their communities and their high schools for remediation while in high school – critical that we are following these standards at least starting in eighth grade, formal beginning of the pathway to college.
2. Identify and support K through 12 the areas of curriculum we value (i.e., music, education, technology). Encourage the fullness of the curriculum to reflect broad areas of student, teacher, community interest, so language skills would include foreign languages and related cultural components.
3. Look at what skills need to be taught in the 21<sup>st</sup> century and revise strategies to address using new technologies. (Whole Brain approach):
  - a. Solution fluency – problem solving – divergent thinking
  - b. Information fluency – how to get needed information – assess its value
  - c. Collaboration fluency
  - d. Creative fluency
  - e. Media fluency – analyze communication – create and publish same
  - f. Good digital citizenship
4. Continue to develop educational strategies for EL and SWD which include impact of diversion of funds to other areas of operation.
5. Move the review and assessment of magnet schools and programs to a more transparent and prominent role.
6. Beyond Intervention: PLC strategies for enhancing performance for all students. We have Title One monies for intervention at several of our schools. Has that created a less than fair playing ground for students who are not attending Title One Schools? Comprehensive high schools redesigned their lunch periods and now offer intervention classes for those students who are failing at least one academic course. What opportunities has the new lunch schedule offered to the remaining high school population (maybe 80% or more of the student body)? Similarly after school programs and summer programs of study now focus almost entirely on low achieving students. Make no mistake, I applaud our intervention efforts in assuring that all children have the required skills for success.

Expand our efforts to take a more focused look on creating opportunities for improvement and even enrichment for students who are passing their courses. As I see it, our efforts should be focused in two directions: a) For students who are passing but not excelling- are there PLC strategies we might put in place to help students increase their skills and performance? I think here of the adage of taking the C student and better equipping her to reach the B category, and the B student moving into the A category. So many of our students, particularly in the secondary schools, seem "stuck" in adequate levels of performance. How do we as a district move to help each progress to their potential? b) The second part of this is examining the opportunities for students who are high achievers. While it is true we do have AP and IB courses as well as some opportunities to enroll in a university or community college course, as a whole, are we

offering the best programs and opportunities for our high achieving students? A few ideas along these lines would include the possibility of offering more online courses that would create additional opportunities for our students to progress. In this way students might study foreign languages that we no longer offer or take courses of interest that are no available including anthropology, political geography, classics, religion, ethnic literature, etc. Another component could be a thorough examination of the opportunities we provide our students already enrolled in AP and IB courses. How successful have our students been in pass rates for AP credit as well as earning the IB diploma? etc. Succinctly put, this goal suggests we move beyond intervention strategies to create opportunities for every child in our District to grow and to excel.

7. **Creating a District wide focus on literacy--and here I mean specifically enhancing the writing and critical thinking skills of our students.** As class size increases how are we addressing our students' writing skills? What opportunities for writing instruction and mastery are provided, and how might we enhance them? At the junior & senior high level, is there a sequenced approach to writing instruction: for example, in junior high we focus on the personal essay and the persuasive essay? In 9th grade we learn to use argument and logic along with secondary sources, in 10th grade we....???? In other words, how might we better define our sequence of writing instruction to best prepare our students to be highly literate? Again our larger class sizes have created tremendous workload issues for English teachers who wish to have their students focus on writing and rewriting. To what degree do we support writing in other core courses and provide opportunities for students to write in science classes, social studies, etc.? Are there ways teachers might work together--almost in a team teaching model--to insure that writing has a valued place across the curriculum? (One possible direction is to explore linked classes where English teachers would team up with a teacher in a related discipline and perhaps the students would work on their history essays in the English class, and perhaps the papers could be graded by both teachers--one for content, one for presentation... Or course linked curricula might allow English classes to read literature related to a scientific dilemma or a historical period, and both teachers could work with the students on writing assignments that bridged the courses. I know initially we would think of such efforts as creating even more work for our teachers, but are there ways we can re-structure what we do to allow such efforts to succeed? While this goal essentially is about literacy, in fact, it is also about innovation and encouraging educational practices to shift and grow... There is no reason that our high schools today (or junior highs or elementary schools) should look like the ones we attended as children. If we believe enhanced communication skills--writing and critical thinking in particular--are crucial for our students' success in the 21st century, how are we as a District accommodating our practices and realigning our vision?
8. Another goal is to **focus our attention on the importance of sustainability and environmental awareness both in our curriculum and in our District practices.** A district wide recycling effort, an attempt to cut down on paper, energy and waste is an important complement to coursework which highlights conservation, awareness and sustainability. In some ways this is almost a matter of teaching our students to think of themselves as global citizens.

## **B. Career Technical Education**

1. Establish career tech opportunities and show we value this path as much as college prep.
2. We need to move our career tech (CTE) to a more aggressive match with A-G requirements via applying to Board of Admissions and Relations with Schools (BOARS) for A-G recognition. Many of our CTE would readily fit the revamped BOARS requirements (forced by recent legislation) but the faculty do not seek formal recognition.

## **C. Community and Communication**

1. Improve parental participation in meaningful ways so they have greater ownership of schools. Sierra View had a good contractual example – this should clearly state an exchange of responsibility and investment in the whole health of the school and the child.
2. Establish detailed process for internal and external communication. Said process should be designed to include direction for donations of time, services and monetary contributions to support programs within CUSD.
3. Develop strategies for creating greater opportunities for community members to volunteer their expertise in the areas of fine arts, music and student wellness. This is a legal area and must be negotiated very carefully.
4. Establish more opportunities to showcase the district's offerings for kids (and its successes).
5. Work on charter school relations. Establish a more transparent assessment model for all charters following our legal mandates and obligations. Make clear that district response to charters is both a legal and health of the district assessment – including fiscal.
6. Look for new avenues of communication which encourage students and families to look for programs which entice their child's interest and family investment in CUSD.

## **D. Labor Relations**

1. Improve working relationship between district and labor groups to explore areas of common interest and improve morale. Talk about teacher evaluation and seniority. Place open negotiations on the table for both sides so that the community has a greater understanding and investment in CUSD.
2. Teacher and staff morale. As a District we are committed to hold our teachers and staff in high regard as they implement the vision and carry out the practices defined by our leadership teams. Despite the financial woes, are there ways to encourage teachers or to better support them? Would more decision making at the site level help? Are there ways of utilizing the resources that we have to better address the concerns of staff and teachers?

## **E. Budget**

1. Explore Parcel Tax potential.

## **F. Other**

1. Semi-annual review of compliance with implementation of District policy.



2. The impact of absences on student achievement, fiscal stability of the district and the ability to provide consistent, progressive lesson continuums are adversely effected when students are absent from school.

Providing early identification of students with a negative absence pattern is essential. Communicating the importance of regular school attendance to parents must be a priority in our attempts to increase parent involvement in their student's educational progress.

I believe there is a need to examine this district's programs to decrease the number of student absences. I believe it must be a total commitment of supporting regular student attendance. Support for resolution of health issues, behavioral issues, transportation and other circumstances that impact regular school attendance must be explored.

In testimony before the Assembly Select Committee on the drop-out rate in California, a consultant with the CDE testified students who end up dropping out of school have begun to fall behind their peers in reading and language arts by the third grade. The study also showed that student's whose attendance issues are not successfully mitigated by the sixth grade are more likely not to graduate on time or at all.

Examination of district wide absences for the week of 1/24/11 – 1/28/11 reports 1,637 all day elementary and 1,689 secondary absences. These totals do not include tardies or partial day absences.