

## LCAP Meeting Feedback

December 4, 2014

What worked well in the meeting?	What changes are needed for the next meeting?	What information is needed for the next meeting?	Please submit any questions you would like to have answered at the next meeting?
	Improve the translating devices		I'm worried about students who speak other languages. What is the infrastructure for teachers to help them?
Support from the teacher/ Administrator to explain the goals.	Whisper mics did not work. Our first goal started on a second half, so it was confusing.	Clarification from site on new position.	
Good facilitation.	Can we focus on a specific site we have vested interest?	A realistic estimate of how this funding is divided so we can look realistically at what kinds of things are possible.	Why is there articulation on the LCAP Goals regarding "highly qualified teachers" but then focus (in each sub-goal at the district level as well as all the individual site sub-goals I read over [only 4 distinct ones] only on technology or instructional aides or what not? The only exception is a line about teacher education in CC and testing. That may be the only realistic way to do it. If so, why include that language first and foremost?)
Break-out groups with various community/teacher/administrator levels.	More time informing and discussion time. Written feedback questions on each district goal. Each goal needs ample time.		Where do retaining qualified teachers by putting money into COLA come in? Show the teachers appreciation and that their dedication matters to work morale doesn't drop. Teachers will be more willing to give if they feel appreciated and significant.
	Time – we could not have in-depth discussions about the goals.	Rubrics to see how we are moving forward on goals – stages of implementation for CCSS, etc.	
Assigned groups, walking around and discussing goals/details. Intros at tables.	Better quick intro on goal of meeting, series of these meetings.		
There were great discussion between admintrators, teachers and parents.	We needed a little more time at the rotating groups to ask questions and discuss.	Stages of implementation – where is each site in the stages?	How are teachers receiving professional development in CCSS?

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Having the opportunity to discuss the goals and answer or ask questions with the goals in front of us was very helpful.	I believe the teachers should be involved at every point in the LCAP process.	I think the information is adequate – time to digest it is necessary.	I have no questions at this time.
I appreciated the discussions at the tables.	I would love to hear more about high school level and especially alternative education and support for foster kids.	What are we doing to engage kids who are not heading for college – vocational training?	
For myself personally, I was confused on a lot of the information. A lot of information given in a short period. Overwhelming for a parent.	More detail instead of information being thrown at you.	Longer period to discuss information.	Maybe a list provided of the resources offered to our youth.
Great to have mixed interest tables – very informative, lots of questions answered.	A little more time to hear about schools' progress/plans.		
Good summary of last year's work.	Logistically – spread tables out more so we can hear each other talk. Also, I look forward to being able to put forth input for next year's planning.		What role do school site councils play in distributing money to sites? How are LCAP funds distributed to sites? How are teachers part of this plan? We are major stakeholders, but we do not show up in plan in specific ways.
It was helpful to have site-specific information that was shared.	Small groups – it was echoey and difficult to hear (8 on 1 round table?).	District LCAP budget details and decision making process.	What formula was used to decide the amount of LCAP funds that would be distributed to each site?
Informational on what next steps are for LCAP Goals that district has.	More room to accommodate people.	LCAP Goals – any new information on State budgets that impact LCAP.	What are guidance technicians and elementary guidance aides?
Communicating with other parents, staff and administrators.	Grouping people in like groups. Elementary and high school is a tough mix.	What is needed from us? Where do we go from here?	
The presentation and efficiency of the meeting.		Breakdown and more details about the goals and how they will be implemented.	How do we provide input to the goals? What difference am I able to make in the decisions being made?
Reviewing and discussing the district plans. I like how each packet was laid out.	More information.	The Chico High LCAP Plan needs to be disseminated out to CHS staff.	What is a Guidance Technician?

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Moved along at a good pace. Good grouping of people.	Not sure yet.	Data on Budget – how specifically are funds being designated?	
Location, time, some things were easier to understand.	More explaining for new people, smaller groups.	Maybe a little earlier.	Maybe more Spanish speakers.
Conversation after the walk about was more fluid.	A smaller group would facilitate a better conversation.	More information prior to the meeting regarding the topics to be discussed.	
The presentation of the district goals.	I like the current format.		How can the district provide instructional materials (reading program, math program, etc.) that accurately align with the CC standards?
Three principals linked with school and language theme – Rosedale, CJHS, CHS.	Food available, encouraged earlier.		
Hearing how different schools (elementary, junior high, high school) are using their funds to serve students.	Share what has been implemented within the schools thus far – from principals.		Are schools hiring Case Managers, Techs, etc., or is the district doing the hiring?
It was nice to have administrators from every level to help explain the differences. Great table conversation and questions from parents.	Many Spanish speaking parents could have used table translation.		
The way that conversations were facilitated in stages worked well. Interesting to have parent input.			
Great information from the school. Principals did great informing us of what their schools are doing.	More time – I know it's already long, but so much to discuss.		If LCAP goals are not met, what happens? Who holds district accountable for meeting goals and how? Very impressed with the way CUSD is going about giving this information out to public.
Having elementary, Jr. High and High School administrators in the same group. Makes it easier to follow the flow of students through K-12.	Keep at Lincoln Hall – too crowded at PVHS Library.	See below.	List of acronyms used in all docs, and maybe a brief description.

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I accidentally sat at the Rosedale table. That was great since that is where my granddaughter goes to school!	More time is needed to discuss items. What was accomplished with discussions?		I am a grandparent and guardian for my granddaughter. There are 2 other grandparents in my class raising their grandchildren. Are we included in the foster care youth or economic socially disadvantaged youth?
I liked the district goals poster rotation. It's good to move around and not just sit at the tables to discuss. The principals' presentation was informational and understandable.			
The ability to speak with stakeholders across grade levels was valuable.	Perhaps a Q&A time at each table.		
Lots of sharing of progress of district LCAP. I think it's extremely important to share what our LCAP plan dollars are being spent on. Like the mixed groups – admin/parents/teachers at elementary/JHS/HS levels.		Update on progress again – I'd like to see updates towards goals when data is available.	
Stations worked well. Each table had many professionals to answer questions.	District goals should also be in Spanish for each station.	I would like to hear from more teachers on how this is working in the classroom.	Are we going over budget?
Good to know what schools are doing and how they are using LCAP funds.			After 3 years?
Focus on school level (elementary in my case) but inclusion of JHS for a "look forward." Being able to hear what other sites are doing. Inviting community members to fill empty seats.	We were missing a teacher or two – need that viewpoint.		
I liked the group/table discussions. It was nice to hear how schools are using funding. Some similarities and some that was unique to school.	Group by Elem/JHS/HS so you can see how each area is using funding. Recap on common areas that funding is used at end.		

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	Timer for share out so it is equal.		
Lots of opportunity for small group discussion that invited questions.	A short LCAP-related glossary might be useful defining terms such as TCM, RTI, Common Core, etc.		
Liked listening to the leads on where the money was going.	Unknown at this time. This was my first time.		
Group meetings around each goal was helpful.	It would be nice to have each group present one outstanding goal's top "point of interest."		
Enjoyed hearing how money is being spent at schools. Liked the posters.	Room arrangement with round tables to facilitate group involvement was awkward along with noise and the dark campus is scary.		Was employee, groups concerns solicited and addressed, and where can they be found in the LCAP Plan? When does employee compensation get addressed in LCAP?
Well organized, move through topics was timely.		A balanced approach: as in what are the struggle points?	How does the process of site approval of budget items work in regards to site council? Is it the same? Has it changed? What are legal requirements to each site? How can the district improve information provided as to when sites will have infrastructure improved? What is the timeline? How are priorities decided? Can it happen faster? What improvements can be made in the LCAP to retain highly qualified teachers?
Small group discussion – great to have an opportunity to talk.	I really liked this format; I'd like a hard copy of agenda to write my notes – thoughts on.	How can I as an educator make an impact in helping create LCAP goals – talking points – so I can relay to community I'm in touch with?	
Important to hear about information from last year. Elementary & secondary at all tables.	Want to know what changes are being made and how.	How long does it take to implement new goals at school sites? Explain the process.	Where does special education fit into this plan?

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Small group discussion, printout of plans to view.			
Very cooperative group – Judi Roth is an outstanding presenter – keep her.		Tech Plan.	How will the district inform teachers of the technology infrastructure needed to implement technology (i.e. Chromebooks)?
The grouping of different administrators worked well – elementary, Jr. High, and High School. Great location – more space.			Questions came up at our table about infrastructure improvement timelines so schools could implement Chromebooks.
We know more about what we are doing! Great room choice. Good questions by participants.	Teacher, classified – outline dollars – clearly!	None – keep up the good work.	None – thank you! Judi Roth
Small groups with multiple advisors to give information.	Please send topics to be reviewed prior to meeting (email?). That way we would not have to review for such a lengthy time.		
	Send reports/documentation out via email prior (to save time in meeting).	Greater discussion on status in achieving goals, next steps, impediments.	
Varied groups of people at tables.	The acoustics in this room make it challenging to hear at table groups.	Email topic/agenda/key information before the meeting, please.	
The overview and the grade level overview.	Detailed agenda on website before meeting.		What happens if we don't spend all the money that was allotted in specific categories?
Great succinct slides.	It would be useful to have each table know exactly who the facilitator is. More activities for children in child care area.	What “In Progress” actually means – an appendix of sorts would be great.	
Kept a timeline. Accessible information.	Time for input.		
It was helpful to see the district goals. The conversation about site LCAP spending sparked more conversation	It would be nice to see the district goals in an electronic format and to be able to click through for more	See above.	

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than other topics.	information about the progress that's being made.		
Assigned seating was good for facilitating a good mix.	Walk about was a little long.	What is the topic?	
Good meeting. I liked the relevant and focused information. Facilitator and staff were well prepared.	I'm not sure this was actually part of tonight's planned meeting, but I'm not sure I understand what the goal is of this year's LCAP meetings (maybe this will be outlined next time?).	Direction on how to improve or add value to existing LCAP plan.	How can you (the district) optimize this group – what can we do to help effect positive change.
Leader of groups did good job – especially with set up of tables. Principals from Parkview/Shasta did good job talking and with materials.	Flow of groups around room was not well thought out. Position of screen was not good as larger number of people had back to screen.		What is basic formula for LCAP money for each group by student? What is amount district gets for ADA since unified district?
It was very well put, and to know how schools programs worked is great. Bruce did a great job.			
			What improvements could be made to ensure that the district is attracting and retaining highly qualified educators in every classroom.
Staff of district office was very welcoming and added me ASAP to become part of process. I am a parent.	More give and take; opportunities for input.	Overview of process that will allow input and change.	
I liked the informal setting. Parents and teachers being involved was great! It was very informative.			