



Local Control Funding Formula (LCFF)

&

Local Control Accountability Plan (LCAP)

**Meeting 5: Goals and Actions
Important to Student Achievement
in Chico Unified School District**



Welcomes

- Kelly Staley, Superintendent



Norms/Agreements



- *Be present.*
- *Turn off cell phones or switch to vibrate.*
- *Engage each other's thoughts, ideas and opinions.*
- *If in doubt, check it out!*
- *Treat everyone with respect listening first to understand.*
- *Stay focused on the topic under discussion.*
- *Focus on students (Remember LCAP is a budget that supports the Categories identified to improve student achievement.)*



Today's Goals

- Provide an opportunity for CUSD staff and community to combine their input on the LCAP
- Continue to identify the important elements that exist or should be present in CUSD schools to improve student achievement
- Continue to identify gaps and overlaps, and possible deletions in these elements when addressing the 8 LCAP Priorities with the district's populations
- **Begin building the LCAP through goals, outcomes, and actions.**



Table Visitors

Tables will have time with
and Kelly Staley, Superintendent, and
Kevin Bultema,
Assistant
Superintendent,
Business Services,
to ask
questions.





What's our story?

Chico Unified School District's Mission

CUSD mission is to ensure all students achieve high levels of academic and personal success, contribute to the community and confidently compete in a changing global society by engaging in quality educational programs that address diverse student needs and promote learning throughout life.

Skills and confidence to be successful contributing adults.

Intellectual Competence

Highly prepared for college or career programs (nationally competitive)

Responsible

Good citizen (makes good choices)

Self-sufficient

Self-confidence in knowing who they are

Life long love of learning



Chico Unified School District



Global citizen

Ability to apply learning to real life

What will be the characteristics of our children/students when they graduate from a Chico Unified School District High School?

Intellectual curiosity

Lifelong learner

Positive productive citizens in society

At a minimum to be academically and emotionally ready for college

Motivated

Emotional Confidence

Self-Confident (independent)

What's our story?

New Friends at Your Tables!



- *Introduce yourself.*
- *BRIEFLY, in a sentence, share your favorite subject when you were in school.*

My favorite subject was _____ because _____.

Where have we been?

8 priorities-----3 categories -----descriptors.

CATEGORIES	CONDITIONS OF LEARNING			PUPIL OUTCOMES		ENGAGEMENT		
8 GOAL AREAS OF LCFF	Basic Services	Implementation of Common Core State Standards	Course Access	Student Achievement	Other student Outcomes	Parental Involvement	Student Engagement	School Climate
DESCRIPTORS OF GOAL AREAS	Rate of teacher misassignment.	Implementation of CCSS for all students, including EL	Student access & enrollment in all required areas of study	Performance on standardized tests	Other indicators of student performance in required areas of study. May include performance on other exams.	Efforts to seek parent input	School Attendance rates	Student suspension rates
	Student access to standards aligned instructional materials			Score on Academic Performance Index		Promotion of parental participation	Chronic absenteeism rates	Student expulsion rates
	Facilities in good repair			Share of students that are college & career ready			Middle sch dropout rates	Other local measures
				Share of ELs that become English proficient		High sch dropout rates		
				EL reclassification rate		High Sch graduation rates		
				Share of students that pass Advanced Placement exams with 3 or higher.				
				Share of students determined prepared for college by the Early Assessment Program				

Where have we been?

Elements that contribute to ALL students' success

HIGH SCHOOL CATEGORIES	CONDITIONS OF LEARNING			PUPIL OUTCOMES		ENGAGEMENT		
8 GOAL AREAS OF LCFF	Basic Services	Implementation of Common Core State Standards	Course Access	Student Achievement	Other student Outcomes	Parental Involvement	Student Engagement	School Climate
DESCRIPTORS OF GOAL AREAS	Rate of teacher misassignment.	Implementation of CCSS for all students, including EL	Student access & enrollment in all required areas of study	Performance on standardized tests	Other indicators of student performance in required areas of study. May include performance on other exams.	Efforts to seek parent input	School Attendance rates	Student suspension rates
	Facilities in good repair			Score on Academic Performance		Promotion of parental participation	Chronic absenteeism rates	Student expulsion rates
	Student access to standards-aligned instructional materials			Share of students that are college & career ready		Middle sch dropout rates	Other local measures	
				Share of ELs that become English proficient				High sch dropout rates
	EL reclassification rate			High Sch graduation rates				
	Share of students that pass Advanced Placement exams with 3 or higher.							
	Share of students determined prepared for college by the Early							
Quality teachers; technology;								
CTE/ROP;(career technical ed)								
professional development;								
sports/athletics; safety;								
aeries;								
CTE (Ag, Ace, Culinary) – especially in Alt Ed.;								
academic support (targeted case managers);								
athletics/co-curriculum;								
facilities;								
modern/safe restrooms & maintenance;								
course variety;								
strong libraries and library media teams;								

Where have we been?

Elements that support the goals of LCFF

ELEMENTARY

CATEGORIES	CONDITIONS OF LEARNING		
8 GOAL AREAS OF LCFF	Basic Services	Implementation of Common Core State Standards	Course Access
librarians/teacher librarian, books, media center (4)	✓		
technology that fits the time; (4)	✓	✓	✓
intra-mural sports program for elementary students; (2)		✓	
behavior intervention aides at elementary schools; (3)	✓		
band/music programs restored at the elementary schools; (2)		✓	
before/after school programs (3) <i>(classify ASEs/21st century vs. Title I etc.)</i>	✓		✓

Where have we been?

GAPS

ELEMENTARY

CATEGORIES

CONDITIONS OF LEARNING

8 GOAL AREAS OF LCFF

Basic Services

Implementation of Common Core State Standards

Course Access

librarians/teacher librarian, books, media center (4)



technology that fits the time; (4)



intra-mural sports program for elementary students; (2)



behavior intervention aides at elementary schools; (3)



band/music programs restored at the elementary schools; (2)



before/after school programs (3)
(classify ASEs/21st century vs. Title I etc.)



GAPS?



Where have we been?

Overlaps

ELEMENTARY

CATEGORIES

CONDITIONS OF LEARNING

8 GOAL AREAS OF LCFF

Basic Services

Implementation of Common Core State Standards

Course Access

librarians/teacher librarian, books, media center (4)

technology that fits the time; (4)

intra-mural sports program for elementary students; (2)

behavior intervention aides at elementary schools; (3)

band/music programs restored at the elementary schools; (2)

before/after school programs (3)
(classify ASEs/21st century vs. Title I etc.)

OVERLAPS?



Where have we been?

New or Not LCFF Funded

ELEMENTARY

CATEGORIES

CONDITIONS OF LEARNING

8 GOAL AREAS OF LCFF

Basic Services

Implementation of Common Core State Standards

Course Access

librarians/teacher librarian, books, media center (4)



technology that fits the time; (4)



intra-mural sports program for elementary students; (2)

Willing to delete!

behavior intervention aides at elementary schools; (3)



band/music programs restored at the elementary schools; (2)

NEW?



before/after school programs (3)
(classify ASEs/21st century vs. Title I etc.)





Where are we going?

Time to work!














Table Time!

1. Identify **GOAL/S** for your table assigned State Priority.
2. Document **DATA** that suggests the need for the goal or that will support the goal.
3. Identify what **SUBGROUPS AND SCHOOLS** will be addressed in the goal.
4. Break the goal into **THREE YEAR EXPECTATIONS.**
5. Discuss **ACTIONS** to achieve the goal
6. **SHARE YOUR PROGRESS** with the whole group



Table Time



CATEGORIES	CONDITIONS OF LEARNING			PUPIL OUTCOMES		ENGAGEMENT		
Chico Unified School District Goals	Basic Services (State Priority 1)	Implementation of Common Core State Standards (State Priority 2)	Course Access (State Priority 7)	Student Achievement (State Priority 4)	Other student Outcomes (State Priority 8)	Parental Involvement (State Priority 3)	Student Engagement (State Priority 5)	School Climate (State Priority 6)
#1 : To provide every student with the opportunity to attain increasing levels of individual achievement that prepares them for success in the 21st Century								
#2: To provide a safe, healthy, and engaging environment for learning to take place								
#3: To build effective partnerships with our constituents								
#4: To monitor and adjust our district budget to ensure solvency and to ensure local control of our schools.								

Whole group closure

- Share out Progress
- Questions
- Parting words from Superintendent Kelly Staley
 - What's next?
 - Many thanks.



Thank you for coming and participating today. Your input is appreciated and invaluable.

