

Local Control Accountability Plan Committee Meeting (LCAP) Minutes

Woodland Joint Unified School District
 435 Sixth Street, Woodland, CA 95695
 (530)406-3253

Date: 12/9/19 Time: 6:00 p.m. – 7:30 p.m. No. of Attendees: 6 Parents/Community and 11 District Personnel

SUMMARY OF DISCUSSION / ACTION

Topic: Welcome and Introductions, Update on LEA Family Engagement Plan Input, Review New California School Dashboard Data, Update on LCAP Input Sessions, and Review Community Priorities.	By Whom:
<p>I. Meeting called to order: 6:08 PM</p> <p>II. Attendance: Christina Lambie – Executive Director of Teaching and Learning, parent at Zamora and Woodland High Elodia Ortega-Lampkin – Assistant Superintendent of Educational Services Barbara Herms – Director of Elementary Sites Jacob Holt – Director of Secondary Sites Tina Burkhart – Director of Technology Phillip Pinegar – Principal at Plainfield Elementary Danielle Sharp – Coordinator for State & Federal Programs Stephanie Miller – Parent at Zamora Elementary and Douglass Middle Kristin Silva – Teacher at Spring Lake Elementary Mariza Carson - Teacher at Tafoya Elementary Susan Griffin-McCormick – Community Member Larry Ozeran – Community Member Robert Hurt – Parent at Maxwell Elementary and Lee Middle School Bibiana Garcia – DELAC President Vicki Fu – Teacher at Dingle Elementary Tiffany Radcliff – Teacher at Lee Middle School Tahnee Sweeney – Teacher at Tafoya Elementary Yolanda Rodriguez – Parent at Woodland High and Administrative Secretary, Ed. Service (notetaker)</p> <p>III. <u>New Business / New Topics:</u></p> <p>1. Welcome and Introductions: Attendees took a turn introducing themselves to the group.</p> <p>2. Update on LEA Family Engagement Plan Input: Danielle sent out a Google survey to get input for Title I funds. All schools received the survey. We asked families and the LCAP Collaborative to give their input. Only 10 schools responded and 13 different groups (7 School Site Councils, 5 ELAC’s, and 1 LCAP). The group went over the barriers that parents shared held them back from participating at school sites.</p> <p>1. Barriers to parent involvement: Time of meeting/work conflicts, lack of translation, childcare needed, transportation, trust in school/teacher to handle, locate events in the community, lack of understanding school systems, lack of trust in schools, lack of confidence in helping with ELA or Math, including non-hispanic EL families, declining engagement from HS parents, and CCSS math changes.</p> <p>2. Training recommendations: Parent technology skills, CCSS skills/homework help, technology kids are using for school, CAFÉ with childcare and food, how and why to</p>	<p>Danielle Sharp – Director of State and Federal Funds</p>

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be as a parent and examples, volunteer expectations/training/paperwork night, PIQE, socio-emotional wellness and warning signs.

- 3. Building effective 2 way communication:** Continued and increased translation support, apps school wide paid by DO, translation services, frequent communication from teachers about academics, continue blackboard connect, and training parents on communication methods.

All three of these topics have many more areas that were of concern to families. We will add the presentation to the handouts so you can see what other areas families had concerns about besides these top three.

- 3. Review New California School Dashboard Data:** The dashboard data has not yet been released to the public. We will go over the data at our next meeting in January.
- 4. Update on LCAP Input Session:** We have received input from many school/district committees. Attendees received a handout with the groups that gave input for the new LCAP. On the second page, it shows what the top five priorities for the community.

The top five are;

1. Social-Emotional Supports
2. Academic Intervention and Support
3. English Learners Support
4. College and Career Readiness
5. Special Education Support

We are still in the process of collecting input from other groups that have either not sent in their data or have not presented it to parents/community.

- 5. Review Community Priorities:** Each table received an envelope with one of the top five priorities. Each group was asked to separate the statements from input meetings and organize them by topic. Each group shared what their labels were and what they noticed.
 - 1. Social-Emotional Support:** it consisted of getting more counselors, getting peer support, safe visible spaces, better emotional support, the type of care/counselor that students have access to at school, what type of counselor for elementary and secondary, outside outlets, and district support.
 - 2. Academic Intervention and Support:** GATE students, process to identify students, MTSS, more RTI/afterschool intervention support.
 - 3. English Learner Support:** Program design, social/emotional support increase tutor and para support, parent support and resources and RTI/ELS quality in numbers.

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4. **College and Career Readiness:** Increasing the career pathways, increasing the training for college paperwork, life skills/soft skills, and curriculum to bridge academics.
5. **Special Education Support:** Staff development, engagement to find what motivates students, parent/home support, inclusive practices, reducing class size or adding more paras.

We are hoping to get more input from School Site Council meetings, ELAC meetings, and PTA meetings. The next steps will be our January and February Town Hall meetings. We will be reviewing all of the input from stakeholders.

III. Review Calendar:

The next meeting will be January 27, 2020 at 6pm in the Board Room and childcare in Staff Room.

IV. Adjournment: The meeting was adjourned at 7:05 pm