



# Local Control and Accountability Plan: Fall Update

December 2022

# Local Control and Accountability Plan Goals

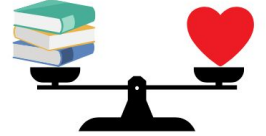


## **Goal 1: College and Career Ready**

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

## **Goal 2: Meet Social-Emotional and Academic Needs**

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.



## **Goal 3: Accelerate English Learner Achievement**

Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach, and standards-based instruction.

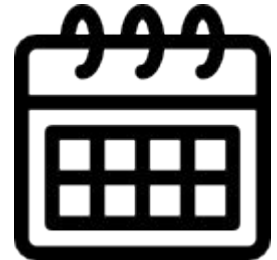
## **Goal 4: Engagement and Leadership Opportunities for Youth**

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.



# Agenda

1. Welcome
2. Member Topic Request: Graduate Profile
3. LCAP Fall Update
  - a. Review metrics updates for goals 1 - 4
4. Data Dashboard Overview and Demonstration
5. Member Topic Requests



# Graduate Profile Update: Director Carrillo

- Developed by collaborative team with representatives from each of our educational partner groups
- Defines the characteristics and abilities we intend for each of our graduates to possess by the time they graduate.
- Adopted by the Board of Education in March, 2020
- Added to our graduation requirements in Fall, 2021

## GRADUATE PROFILE

*WJUSD will graduate students who are...*



### CRITICAL THINKERS & PROBLEM SOLVERS

Students reason to understand complex issues with the ability to form questions and construct solutions.



### COMMUNICATORS

Students seek to understand and be understood through clear, concise writing and collaborative, respectful, open minded articulation and discussion.



### ACADEMICALLY LITERATE

Students possess a base of knowledge requisite for college and career readiness through a rigorous offering of ethnically sensitive, standards-based classes and courses



### CIVIC-MINDED & CULTURALLY AWARE

Students develop and demonstrate an awareness of their responsibility to contribute to a diverse society. They recognize and respect the differences of people from other ethnic and cultural backgrounds by celebrating diversity and individuality, including students of varying social, emotional, and physical abilities.



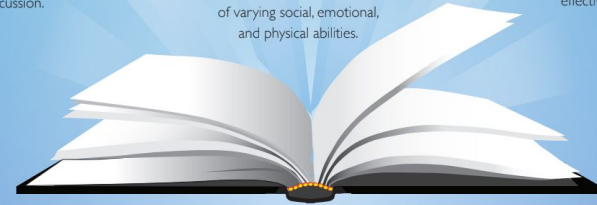
### CREATIVE

Students explore multiple possibilities and use originality of thought to produce or express themselves through different modalities and discussion.



### RESPONSIBLE & PRODUCTIVE

Students demonstrate a strong work ethic; complete tasks on time; utilize resources to get assistance when needed; prioritize attendance; and contribute effectively to society.



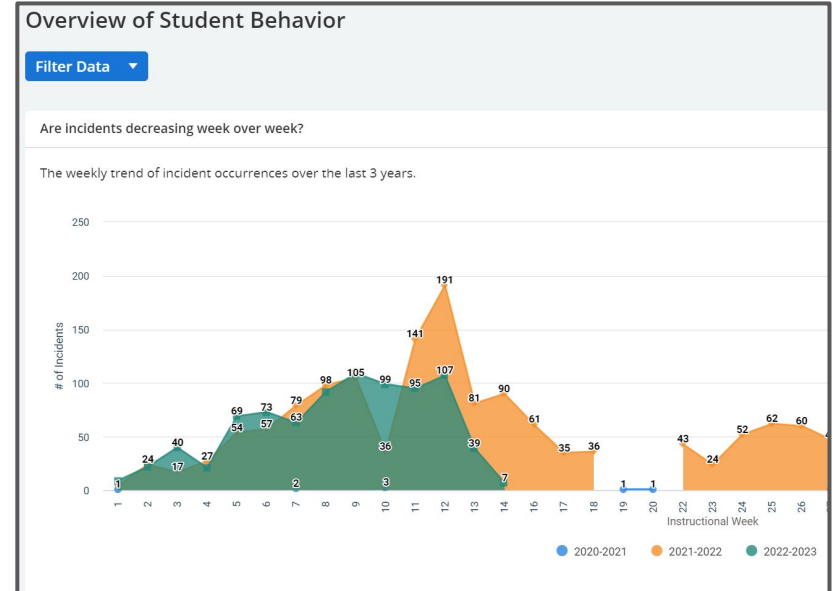
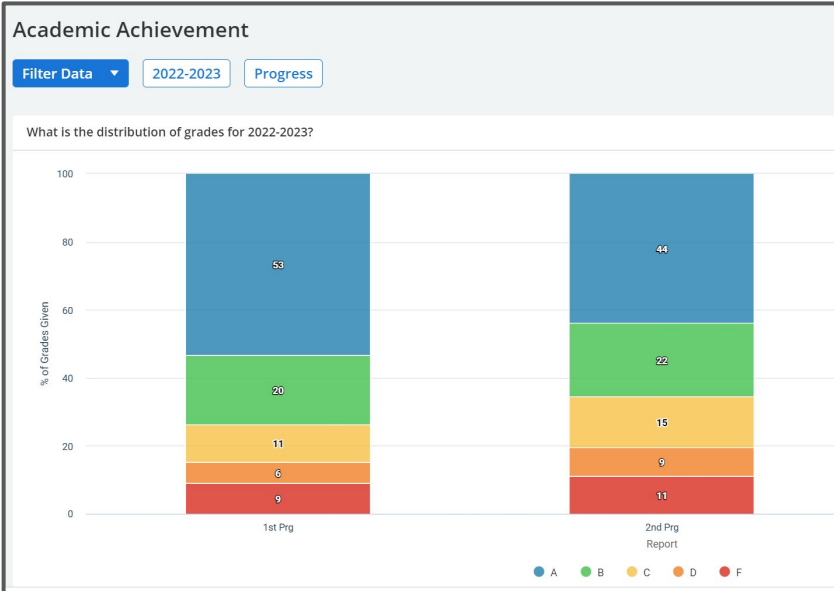
Woodland Joint Unified School District  
Woodland, CA



# Graduate Profile Update: Director Carrillo

- Focus now:
  - Develop a strategic implementation plan
    - What do the competencies look like in our practice?
    - How do we make sure our students are being supported to develop them?
    - How will we measure our progress and success?
  - Working drafts:
    - [Short form 2nd draft](#)
    - [Long form 1st draft](#)
  - Next steps:
    - Staff surveys
    - Develop planned actions
    - Student feedback
    - Presentation of drafts to the Board

# Data Dashboard Presentation



# Rationale for the Dashboard

- Inform instruction
- Build our data culture and support data-based decision-making
- Present real-time data in a visual format that is user-friendly
- Share data with staff and the community that informs district progress on the Local Control and Accountability Plan goals

# Elements of a Strong Data Culture



**Common vision and shared beliefs with an underlying foundation of trust**



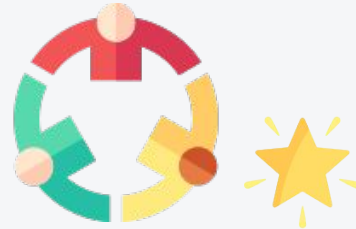
**Professional learning to build competence and confidence**



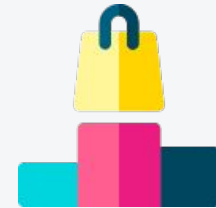
**Continuous improvement cycles with data embedded**



**Modern data system with robust security in place**



**Collaboration across stakeholders**



**Reinforcement from leadership**



# Data Dashboard - Still to Come

- Community Engagement Dashboard: for the public (in progress)
- LCAP Dashboard (in progress)
- Risk Analysis (in progress)
- Student Readiness (starting in January)

# How to Read the Update

Metric	Baseline (Spring 2021)	LCAP Annual Update Spring 2022	November 2022 Update
Number and percent of students that complete a CTE pathway	In 2020-21, the number of students projected to complete a CTE pathway is 179.	For the 21-22 school year, 371 students are projected to complete a Career Technical Education (CTE) pathway. 160 students from Pioneer High School, and 211 students from Woodland High School.	For the 21-22 school year, 255 students completed a Career Technical Education (CTE) pathway. 101 students from Pioneer High School, and 154 students from Woodland High School.
Number of State Seals of Biliteracy awarded to students (high school only)	In 2020-21 there were 150 State Seals of Biliteracy awarded.	In 2021-22, 112 State Seals of Biliteracy were awarded.	State Seals will be awarded in the Spring of 2023. Student applications are due 11/30/22.

Updated Data

From the 2021-24 LCAP

Last Year's Annual Update Data

# Highlights for Goal 1

- In 2021-22, 255 students completed a Career Technical Education pathway
- In 2021-22, 240 students participated in work-based learning
- This year, there are 1289 elementary students participating in music (band or strings)
- This year, there are eight classes that meet the Ethnic Studies graduation requirement

## Highlights for Goal 2

- Common Assessments: Secondary English teachers gave a Smarter Balanced Interim Assessment at in the fall for the first time
- Social-emotional learning - Interventions are being developed based on the results of the universal screener
- 85 small groups are being offered at elementary and secondary schools to support students' social-emotional needs
- The Special Education Parent Advisory Committee has 14 families who regularly attend the committee meetings

# Highlights for Goal 3

- 328 students were reclassified in 2021-22
- More students are making progress on their English proficiency -- data to be released soon!
- Professional development is being provided through EL Rise for all teachers and PROMESA for dual immersion school sites, and for administrators on the EL Roadmap

# Highlights for Goal 4

- New partnerships established with AmeriCorps, iCook, and Little Heroes for our expanded learning program, as well as with Sacramento Valley College Corps
- Increasing student participation through the Superintendent's Youth Advisory group, and with one student representative on the LCAP Collaborative Committee

# Questions