



Local Control and Accountability Plan 2021-24
Superintendent's Responses to Questions

These questions were collected during meetings of the district's parent advisory groups: the LCAP Collaborative and the District English Learner Advisory Committee.

- 1. Will the social-emotional learning curriculum be updated?** The curriculum this year was very focused on supporting students during the pandemic. Social and Emotional Learning will focus on targeting the 5 competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making. The SEL curriculum at all grade levels (Sanford Harmony at elementary, CharacterStrong at middle school and School Connect at high school) address the SEL competencies.
- 2. Can staff social-emotional and mental health needs be more explicitly addressed?**

Students, families and staff are able to access Care Solace which provides live 24/7 mental health concierge support. Staff can make a self referral by calling 888-515-0595 or online at <https://caresolace.com/site/wjUSD/>. Care Solace will connect staff, students and families with mental health care resources and providers in the communities.

For staff, the district offers the Employee Assistance Program (EAP).
- 3. Goal 1 - Are there Career Technical Education pathways or courses for middle school and for elementary?** Middle School- 7th grade career exploration 8th grade industry exploration courses. Lee- Construction & Arts, Media, Entertainment & Ag. Douglass- Health, Technology & Arts, Media & Entertainment. Elementary school- career exploration activities geared towards exposure to a variety of careers/industries. We have 4th grade activities in agriculture developed. 5th grade is getting an influx of Perkins \$ for site career

discretion. The CTE TOSA (next year) will put in a framework for all grades with cross-curricular assignments and enrichment activities.

4. **Goal 1 - There is no action for culturally relevant environment?** There is professional development provided for culturally relevant environment in Goal 1, Action 2.
5. **Goal 1 - How is transparent grading measured? Is there a metric?** There is not a metric associated with this action.
6. **Goal 1 - (action 3) How is the communication action connected to this goal?** Edits have been made to this action to clarify the language.
7. **Goal 1 - Are all CTE courses a-g eligible?** All CTE courses are a-g eligible except Welding & Auto. We have several “d” lab sciences and “f” fine arts in addition to the “g” electives.
8. **Goal 1 - Is there a framework that guides how/what professional development is offered? How do you decide what to offer and when?** District staff are developing a professional development plan which will guide staff in determining which PD topics are offered. The topics to be included are all tied to the actions and goals in the LCAP.
9. **Goal 2 - Can you add clarity to the metric “Number of programs and services that are provided...”** The language of this metric has added detail which should provide more clarity.
10. **Goal 2 - Can you add clarity to “Less than 100% of students have access...”** The language of this metric has added detail which should provide more clarity.
11. **Goal 2- The chronic absenteeism rate for low income students is high. Can we offer services specifically to this student group to support this?**
Using the re-engagement plan, there are identified tiers of support made available to students who are chronically absent. The efforts made to target these students were significant and in partnership with school clerks, teachers,

attendance liaisons, counselors, health staff members and school resource officers. The efforts to re-engage families has been restorative in nature, resulting in numerous home visits, phone calls, letters mailed home, and the delivery of resources needed to support families struggling with technology challenges. Currently, attendance liaisons are partnering with schools to establish positive incentives for students with good attendance, and working to explore ways to continue to educate students/families about the importance of attending school.

12. Goal 2 - There are metrics that have an increase for all students and all student groups. Can you add “and ensure proportionality” to close the gap? Yes. This language has been added.

13. Goal 2 - There are no metrics to report on learning walks. This is correct. Learning walks are included as an action in Goal 2, Action 3, but there are no metrics to report on learning walks. There are not metrics reported for every action.

14. Goal 2 - There are no metrics for early literacy. There is a metric for achievement on district common assessments, which include early literacy measures.

15. Goal 2 - Some schools have limited counselor time. How will they provide all of these services to students?

We are increasing elementary counseling FTE by three counselors for the next three years. This will allow increased counseling support available for our students and their families. We also are working in partnership with Yolo County Mental Health to implement a Mental Health Student Services Act grant that will allow us to increase counseling support and interventions throughout the district.

16. Goal 2 - Who will do the SEL training for teachers?

SEL training delivery will be a partnership between counselors, teachers as well as providers from the SEL curriculum. There will be training opportunities related to SEL curriculum and overall social and emotional well being of our students, families as well as our staff.

- 17. Goal 2 - In regards to early literacy for K-3 students, what about the older students?** The focus on early literacy is a response to the research that shows that students who leave third grade without learning to read are at greater risk of negative outcomes later in life, including high school dropout. The district will continue to support students with literacy in all grades, through quality first instruction, enrichment, and intervention.
- 18. Goal 3 - What is an assets-oriented approach?** In the simplest terms, an asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack. “Asset-based teaching seeks to unlock students’ potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students’ inadequacies.” ([Association of College & Research Libraries, 2018](#))
- 19. Goal 3 - What do sites use the site funds for?** Schools use Title I and supplemental concentration to provide collaboration and coaching time for staff to improve instruction in designated and integrated English Language Development, as well as for professional development focused on the above as well as meeting the needs of each student by proficiency level and EL profile and to improve differentiation for English Learners. Additionally parent engagement with EL families, including parent training (Latino family literacy project, etc).
- 20. Goal 4 - Is there a way to measure the impact of student voice on the school plans?** WJUSD is currently in the process of developing student advisory councils, which will be representative of the student population at a school site. These councils will review data throughout the year, and advise the school site council, elac, and site safety committee. The advisory council will recommend focus areas and goals for the school plans, which the school site council, in consultation with the principal, will incorporate into the plans. As part of the school plans, we will report in the stakeholder feedback section specifically which strategies were suggested by students or impacted by student feedback. Since each school has specific needs based on their data, it is most appropriate to report the impact within each individual school plan.

21. Goal 4 - What are the partnerships that we currently have? We currently have partnerships with Woodland Community College, the City of Woodland, Woodland Schools Foundation, the United Way, and Farm to Fork.

We also have established partnerships for our CTE programs: Dinner on Main, LB Construction, Sacramento Region Builders Exchange, Syngenta, Yolo County Health & Human Services, Woodland PD, Sacramento PD, Sacramento Sheriff, DHS Sales, Team Ford, American River College, Cosumnes River College, Sacramento City College, Academy for Kids Sacramento, Yolo-Solano Center for Teacher Credentialing, Cache Creek Casino Resort, Skyline Builders, Well Haven Pet Health, TSL Seed, Amerland Seeds, Campbell Soup, Bayer, Harlan Feed, Farm Credit West, Hands Welding, Pacific Coast Producers, Pioneer Hi-Bred, Sierra College, Cracchiolo's Market & Catering, Zest West, Cobram Estate/Boundary Bend, Savory Cafe, Woodland Tech Alliance, Clinical Informatics, Yolo Career Alliance, UC Davis, Olam West Coast, Yolo Works

22. Goal 4 - Who will participate in safety training? Every staff member will participate in safety training at the start of the school year. This annual review will ensure our staff are prepared to appropriately respond to an emergency situation. Currently, every staff member has been trained in part 1 of ALICE training protocols, and will be provided part 2 of this training during the 2021-2022 school year.