

A red binder clip is attached to the top edge of a yellow sticky note. The sticky note is layered over an orange sticky note. The entire scene is set against a solid blue background.

Welcome!

We will start in a few minutes.



LCAP Collaborative Committee

February 22, 2021

Agenda

- Welcome and introductions
- Update on Phase 2/3 Reopening
- Review Student Feedback on Board-Approved Goals*
- Review and Discuss Committee-Suggested Metrics
- Member Topic Requests for Future Meetings

*added after agenda was sent out

Update on Phase 2 Reopening

- Students in SDC classrooms returned to in-person instruction on February 1
 - Hybrid cohort model -- students attend in person two days per week, remote learning three days per week
 - Option to remain virtual
- Small targeted cohort groups will return to classrooms on March 1
 - Targeted groups include Newcomer English Learners, Migrant Education students, and students who are having difficulty accessing technology

Update on Phase 3 Reopening

- On February 18, the Board voted to bring back a resolution that would establish a Phase 3 reopening date of April 12
- Vote on this resolution will occur February 25
- Phase 3 = blended learning
 - students attend school in-person part of the week and online part of the week
 - includes social distancing, face coverings, and health and safety procedures

Student Feedback on Goals



Feedback sessions conducted with students at PHS and WHS:

- Link Crew
- ASB/Student Government

Feedback sessions at CCHS to be scheduled

Board Approved Goals

Goal 1:

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:

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

Goal 4:

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. (Added by WJUSD Board of Trustees on 1.14.21)

Board Approved Goals

Goal 1:

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.

Question: What do you think we will need to do to implement this goal?

I think that it is important that students are taught more life skills, because when being thrown out into the real world the top priority is not going to be what you learned world history to be a productive member of society. That class is still very important, but life skills are something that we are expected to know, when they are never taught at school.

I think you will need to make sure they are not failing any classes and that they are on track, and also talk about all the different options besides college.

Clearly outlining the goals for the graduate profile and full transparency to students in regards to those goals.

Board Approved Goals

Goal 2:

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.

Question: What aspect of this goal do we need to improve the most?

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Supporting students' social-emotional needs

Board Approved Goals

Goal 3:

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

Question: What are some challenges we will face in meeting this goal?

I think some challenges are not speaking out about it enough and letting the students know that knowing that second language is an asset.

Some english-learners might lack emotional support and they might feel isolated. I've noticed that we've had english-learners who sit in the back and distance themselves from everyone. I was an english-learn when I was younger and I always felt kind of left behind and ignored

Board Approved Goals

Goal 4:

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. (Added by WJUSD Board of Trustees on 1.14.21)

Question: What would you like to see as an action that would support this goal?

I think it would be so cool if we were able to create more specialized programs to help more students find their niche on campus. Luckily I found mine in ASB and a club I am in and that helped me feel so extremely involved but I can imagine it would be tough if I hadn't had those. Maybe taking some student input and trying to implement more things like this would be helpful.

Some students want direct involvement. Offering opportunities for them to voice their opinions is crucial in getting more involvement. Students are affected by decisions that they often times aren't a part of.

LCAP Development Process: Reviewing Metrics





Steps in LCAP Development

- Determine stakeholder priorities ✓
- Develop Goals ✓
- Develop Metrics ✓
- Develop Actions
- Develop Budget
- Review and Revise
- Board Approval by June 30

Developing Metrics

Required = identified in statute as required for each Local Control and Accountability Plan; required for approval of the LCAP by Yolo County Office of Education

District-identified = Included in the LCAP as a local indicator, measures progress on district-identified initiatives and improvement efforts

Measuring and Reporting Results in the LCAP (terms)

Metric

How progress is measured

Suspension rate as a percentage

Baseline

Current status

2.5% for all students

Desired Outcome for 2023-24

What the LEA expects to achieve by the end of the 2023-24 school year

Reduce by .7%

Action

Something that is done to cause the expected outcome

Staff training in Positive Behavior Interventions and Supports (PBIS)

Review of Member-Suggested Metrics

Any questions or clarification needed?

Goal 1 Member-Suggested Metrics

- Ensure that the percentage of students completing UC/CSU a-g course requirements is proportionate to the population.
- Ensure that the number of students who are “Prepared” on the College and Career Indicator is proportionate to the population.
- Ensure that the number or percentage of students earning industry recognized certifications is proportionate to the population.



Goal 2 Member-Suggested Metrics

- Ensure that families have access to professional services when appropriate (ie. Communicare)
- Ensure resources and engagement opportunities are available in home language- translators are provided
- Ensure that the number of students who are chronically absent is proportionate to the population
- Ensure the percentages of students in both the Meets and Exceeds Standards levels on SBAC ELA and Math are proportionate to the population.
- Ensure that student sense of safety and school connectedness is proportionate to the population.
- Increase professional development in implicit bias and anti-racist pedagogy.



Goal 3 Member-Suggested Metrics

- Provide professional development on best practice for teaching English Language learners.



Goal 4 Member-Suggested Metrics

- Increase partnerships within the community and programs that will provide students with opportunities to get engaged
- Increase or provide funding for extracurricular programs that can be in-house ie. MESA , Academic Decathlon, Oral Language Fair



Next Steps in LCAP Development

- Continue work on metrics
- Begin work on identification of actions
- Next meeting - March 29
 - Present draft of Annual Update

