



Superintendent’s Responses to Questions from the Local Control and Accountability Plan (LCAP) Collaborative Committee and District English Learner Advisory Committee (DELAC) for the LCAP Annual Review

June 2023

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.

Is there enrollment data for Career Technical Education (CTE) programs?

Yes, enrollment data is prepared and reviewed on a regular basis. Below is a chart of enrollment at each secondary school by CTE course.

<i>Course title</i>	CCHS	DMS	LMS	PHS	WHS	Grand Total
Adm of Justice					35	35
Ag Biotech Eng				23		23
Ag Eng 1				44	18	62
Ag Eng 2				27	5	32
Ag Eng 3				24	15	39
Ag Leadership				19		19
Agriculture			38			38
Animal Anatomy				12		12
Animal Science					27	27
Arts & Media			25			25

Auto Tech 1				3	59	62
Auto Tech 2				1	19	20
Biology Sus Ag				26	33	59
Bus/Pers Financ				61		61
Careers/Child					31	31
Chemistry AgSci				40	44	84
Child Dev					75	75
Computer Prog				17		17
Construction		18	31			49
Construction 1					53	53
Construction 2					36	36
Crim Justice					26	26
Culinary Arts	5			49		54
Culinary Career				39		39
Culinary/Hosp					50	50
Emergency Med 1				28		28
ENVHR 15				10		10
ENVHR 20				5		5
Event Dsn&Mgmt					27	27
Farm to Fork					18	18
Hort 1					34	34
Hosp Careers					11	11
Instrmt Repair				5		5
Intro Sus Ag				12		12
Intro Business				29		29
Inventing				12		12
Maker				21		21
Medical Bio				92		92
MIDI 1				1		1
MIDI 2				1		1
PLSCI 20L				16		16
PLSCI 21				3		3
Rest Mang	10			48		58

SmallAni/PreVet				6		6
Sports Med 1				25		25
Tech		13				13
Vet Sci ROP					11	11
Weld Tech 2ROP					14	14
Welding Tech 1					14	14
Grand Total	15	31	94	699	655	1494

Why are there differences in CTE numbers between WHS/PHS?

There is a difference in the student population size between the schools, which means there is a difference in staffing between the schools (fewer students = fewer teachers). There is also a difference in facilities, which impacts program availability between the schools.

Where are our plans to support students who are failing academically?

Credit recovery is available for students in high school who need to make up courses they have failed. There is tutoring available during and after the school day. Departments offer subject specific support during lunch and before/after school to varying degrees. We have Responsive to Intervention (RTI), Tier II and Wellness Teams meeting at all of our secondary schools, reviewing student referrals and performance data to determine which students need more individualized support and intervention, and monitoring the progress of students identified by those teams for support. Those supports vary by student and are determined by the individual student need, but can range from daily check-in/check-out with a trusted adult to individual therapy with a licensed clinician.

When are we going to provide anti bias and culturally responsive pedagogy training?

Human Resources has provided training as it relates to hiring practices. We will be providing more training to staff on culturally responsive pedagogy as we roll out the newly adopted Social Studies Curriculum.

What does it mean that the Grad Profile implementation is not complete?

It means that the implementation plan for our Graduate Profile is still in draft form. Due to the Pandemic, the development of the implementation plan was stalled. We've made good progress over the course of this year and plan to have a final draft ready by the end of the Fall semester 2024.

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.

Are the teacher credentialing numbers correct? They seem high.

The data on teacher credentialing that was released by the California Department of Education counts teachers on emergency permits as not qualified. However, in most cases, they are enrolled in an intern program and maybe didn't pass the California Subject Examination for Teachers (CSET) so they can't yet get a district intern credential, or they are on a district intern credential and the state classifies them as not credentialed. That should change for the next update.

What are the percentages/numbers of unfilled classified and certificated positions. Especially in SpEd.

During this school year, the district had 32.1 certificated vacancies and 59 classified vacancies. In Special Education, for certificated staff there were 5 resource specialist program vacancies and 4 special day class vacancies. For classified staff in Special Education, there were 30 paraprofessional II vacancies, 1 sign language interpreter vacancy, and 1 speech language pathology assistant vacancy.

Are we recruiting for vacancies? What are we doing to increase staffing?

We never stop recruiting for vacancies. We use social media, Yolo Works, Edjoin, Indeed and word of mouth.

How do we provide access to instructional materials for students who don't have access who speak other languages, like Mandarin Chinese?

We have instructional materials for students who speak English and Spanish, but for students who speak other languages such as Mandarin Chinese, materials can be translated using software tools, such as Google Translate.

Do we get to see how effective the social emotional lessons are?; we have a lot of behavioral issues this year.

As students have returned from the pandemic, there has been an increase in the number of students struggling with social-emotional learning, behavioral and mental health needs. Students have had to relearn the expectations of a school environment and how to navigate social nuisances (e.g., how to respond when they have a conflict with a peer). Staff (counselors, teachers, etc.) have been implementing social-emotional learning lessons and strategies to support students. SEL lessons are Tier I strategies that address social-emotional needs of students and are intended to support the needs of a majority of the students. However, some students have a higher level that requires a combination of social-emotional (SEL lessons, small group counseling) and behavioral approach (Behavior Intervention Plans).

As a district, we have recognized we must support the needs of the whole child through a Multi-tiered Systems of Social-Emotional Behavioral Supports. We have been responsive to this need through the implementation of social- emotional learning (SEL) lessons, Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, small group counseling, trauma sensitive practices, Behavior Intervention Plans and consultation as well as Tier III mental health therapy and intervention. We recognize the need to align and implement these practices throughout the district.

Can we look at the effectiveness of small group counseling sessions?

Once students participate in small group counseling, the counselors are able to track which students graduated back to Tier I intervention only and which students need to be referred to higher level of support (Tier III therapy with a Mental Health Clinician). For some students who participated in counseling groups, it was determined they needed layered support (counseling and behavioral) which resulted in consultation and support through a Behavior Specialist.

Where is the funding for inclusive practices? How effective is the inclusion that we are doing?

We are currently receiving the Supporting Inclusive Practices Grant and the Early Intervention Preschool Grant. Both of these funds help support the preschool inclusion program as well as additional staff training, for all levels of staff, with inclusion practices and strategies. During the 2022-2023 school year, the special education department provided training during the August professional development days, in addition to ongoing monthly general education focused training and an Inclusion Practices Committee. This committee is focused on exploring inclusion practices, full inclusion service models and identifying needs and implementation steps for WJUSD. We are in our first year of these practices, and as such are looking to continue and expand participation in the training sessions.

Would we consider looking at interventions with student behavior supports; How are we responding and is it effective?

In April 2022, the school board approved 3 general education Behavior Specialist positions. The 3 behaviorists have been providing support at each site one day per week (Sci Tech, CCHS, Freeman and Beamer have support every other week). As part of the Wellness Teams, the behaviorists have been working on responding to referrals for general education students who are engaging in behaviors that are interfering with their learning or the learning of others. They are supporting staff by developing Behavior Interventions Plans, providing consultation and modeling recommended interventions. They have been able to support general education students at sites; however, they are limited in their ability to support as they are at the site only 1 day per week.

Why are we proposing staffing additions for mental health supports with contracted workers?

In April 2022, the school board approved 3 general education Behavior Specialists positions and 4 Social Worker positions. We have been able to create Wellness Teams (consisting of a site administrator, Counselor, Social Worker, general education Behavior Specialist, and Attendance

Liaison) to address the increase in social-emotional, behavioral and mental health needs of our students and families. However, the general education Behavior Specialist, Social Worker, and Attendance Liaison is only at the school site one day per week due to needing to serve 17 sites in a week. The limited time at the school site has hindered our ability to support as many students and families or the amount of time we can provide consultation and role modeling to our staff of the recommended strategies. The increase in staffing will allow us to be more robust and intentional in our ability to provide support to students, families, and staff. We currently utilize contracted workers in the area of social workers and clinicians. We use them in a contract for two reasons - one being the ability to have 12-month contracts so our clinicians and social workers can provide a continuum of services for our students and families (students would be serviced through the summer months). The second reason is the workforce - our ability to attract and find social workers and clinicians is a concern.

Can we include paraprofessionals in the social science curriculum training?

Yes, we will provide training for paraprofessionals on the new social science curriculum.

**Is the new social science curriculum set up for Universal Design for Learning (UDL)?
How much are teachers doing it?**

Curriculum accessibility and flexibility were some of the criteria for teachers as they piloted the social science curriculum, and teachers provided feedback on how well the programs supported their use of UDL. In the last two school years, all teachers have received a foundational series of training on UDL practices, and for many teachers it is becoming part of their daily lesson planning.

Is there conversation about the linkages between the LCAP and the new community schools grant?

We have been awarded the planning grant for Community Schools. During this 2-year planning process, an application is produced to apply for the Community School's grant. If awarded the grant - Community Schools are funded through a grant and would be kept out of funding sources from the LCAP. However, the intent of any program added would be to align with our LCAP goals - again - specifics will be determined through the planning process.

Are the mental health clinicians at the district or at the sites?

Mental Health Clinicians are providing Tier III support (1:1 therapy) for students so the support at each site is based on the number of students referred for Tier III. They are itinerant staff who provide services throughout the school district. The clinicians have dedicated office space at the contracted agency.

Is professional development required for teachers?

Whether professional development is required depends on when the professional development is offered. PD that occurs during the contract day is required and anything offered after school is voluntary. The district tries to prioritize PD by offering essential content during the contract day; however, the pandemic has resulted in a shortage of substitute teachers and that has made it difficult to offer PD during the school day.

What are we doing for students when they transition from 6th to 7th and from 8th to 9th, we see a drop in student achievement?

Elementary counselors meet with middle school counselors to transition students and share tier 2 documents. Elementary counselors will check in with the middle school counselor in early/mid-September to follow up with student success and needs.

Secondary counselors organize a similar type of warm hand off from 8th to 9th grade to ensure that information is shared from middle to high school and so that student transitions are successful. Secondary Response to Intervention Specialists also connect with elementary counselors and administrators as needed to coordinate ongoing Tier II and Tier III supports for students.

Do we have training for teachers to learn how to identify students with special needs?

WJUSD currently offers inclusion and general education targeted learning sessions throughout the year. These sessions include discussion of childfind obligations and potential identification/pre-referral practices. As part of the Tier 2 and 3 teams at each site, work is done around monitoring, and potentially evaluating, students who have support through Multi Tiered Systems of Support (MTSS) as well as Student Study Teams and 504 plans.

Why are we seeing more students struggling from before the pandemic?

Students and families were already experiencing struggles with mental health prior to the pandemic. Unfortunately, the isolation and financial impacts of the pandemic increased the level of social-emotional, behavioral and mental health needs of our students, families and staff. National data has shown an increase in emergency room visits for suicide attempts and suicidal ideation increased among children and adolescents.

What are the supports at each level? By elementary, middle, high? Number of social workers, clinicians, counselors?

Counselor:

- *Elementary: 8/12 school sites have a full time counselor, 4/12 sites (Zamora, Plainfield, Sci Tech and Spring Lake) have a ½ time counselor.*
- *Middle School: 2 counselors*
- *HS: PHS: 5 counselors, WHS, 1 counselor at CCHS*

Social Workers:

- *Elementary, middle and high school have a social worker 1 day per week*

Clinicians:

- *Clinicians are providing Tier III support (1:1 therapy) for students so the support at each site is based on the number of students referred for Tier III.*

Goal 3: Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction.

Is there anything we can do to increase parent participation? What are effective practices? *Of course, a welcoming environment at each site is the first step. Providing on site events that create community. Provide as much information in parents' first language as possible. Ask parents what type of PD or events they want to see. Student performances are a great way to bring families together.*

Can we include English Learner paras in new curriculum training? Yes

What have we learned from PROMESA about how we are teaching ELD? *That we need to continue to provide PD on best practices related to teaching in a DI and ELD classroom. We have 3 more years of PD, instructional rounds to improve in this area.*

Goal 4: Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

What plans can be shared for implementing the state seal of civic engagement; how can we get educators involved in developing the plans?

We have convened a work group of teachers and counselors to do the initial planning and draft recommended local criteria to our Board for students to be able to earn the State Seal of Civic Engagement (SSCE). The workgroup has met several times in May and will continue to meet over the summer (potentially) and into next school year to finalize recommendations for both the criteria for awarding the SSCE to students and the pathway components from elementary through high school to support them in doing so.

Regarding youth engagement activities, will there be different hubs or will the community center be the main hub for activities; who was the impetus for the Woodland Youth Plan?

The Woodland Youth Plan was an idea in the community for several years before development began in 21-22. It was a collaborative effort between city officials, community leaders/organizations, the WJUSD Board of Trustees, our Superintendent and Educational Services staff. Each member organization of the design team will develop their own implementation strategies and actions, but all will align with the aspirations contained in the Woodland Youth Plan.