

LCAP Collaborative Meeting

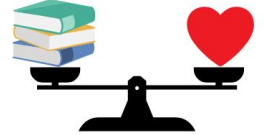
February 27, 2023

**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

- Welcome
- Member Topic Request Follow Up: Chronic Absenteeism
- Accountability Update: California School Dashboard
- LCAP Mid-Year Update
- Member Topic Requests



Chronic Absenteeism and Truancy



Common Definitions:

- Truancy - Education Code 48260

A student who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.



Common Definitions Continued:

- Chronic Truant - Education Code 48263.6

Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date, is deemed a chronic truant.



Addressing Truancy:

- Three (3) Unexcused Absences:
 - First Truancy Notification / Warning Letter mailed home (Letter I).
- Six (6) Unexcused Absences:
 - Second Truancy Notification Letter mailed home (Letter II). You will be asked to attend a School Attendance Review Team (SART) meeting at school. You may also be required to attend an informational meeting with the school administration and Youth Outreach Specialist.
 - Student Attendance Review Team - SART
 - The goal of this team is to identify possible solutions to improving the student's attendance and/or behavior. At this meeting the student and parent are asked to abide by the directions of the School Attendance Review Team (SART) as outlined and communicated through a SART contract.
- Nine (9) Three (3) Unexcused Absences after the SART Conference:
 - Third Notification of Truancy Letter mailed home (Letter III). A referral to SARB is made by the school site for the parent and the student to be summoned to appear at a SARB Hearing.



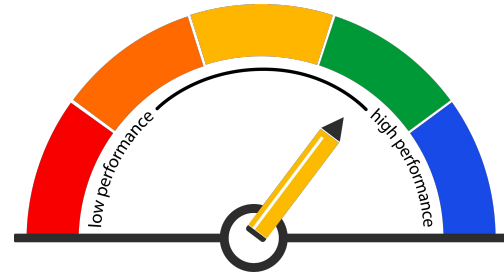
Addressing Truancy:

Who is referred to SARB?

- Habitually truant students (age 6-18) may be referred to SARB. Education code 48262 states, “Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.”
- Students with chronic attendance problems may be referred to SARB. The California Department of Education defines “chronic absentee” as a student who is absent on 10% or more of the school days in a school year when the total number of days the student is enrolled is divided by the total number of days the student is enrolled for any reason. It is a broader measure than truancy, which only tracks unexcused absences. Chronic absenteeism tracks all absences, excused and unexcused.



What is the California School Dashboard?

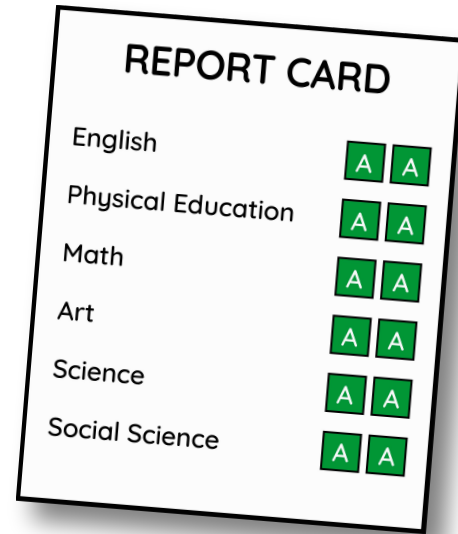




Why is the California School Dashboard important?

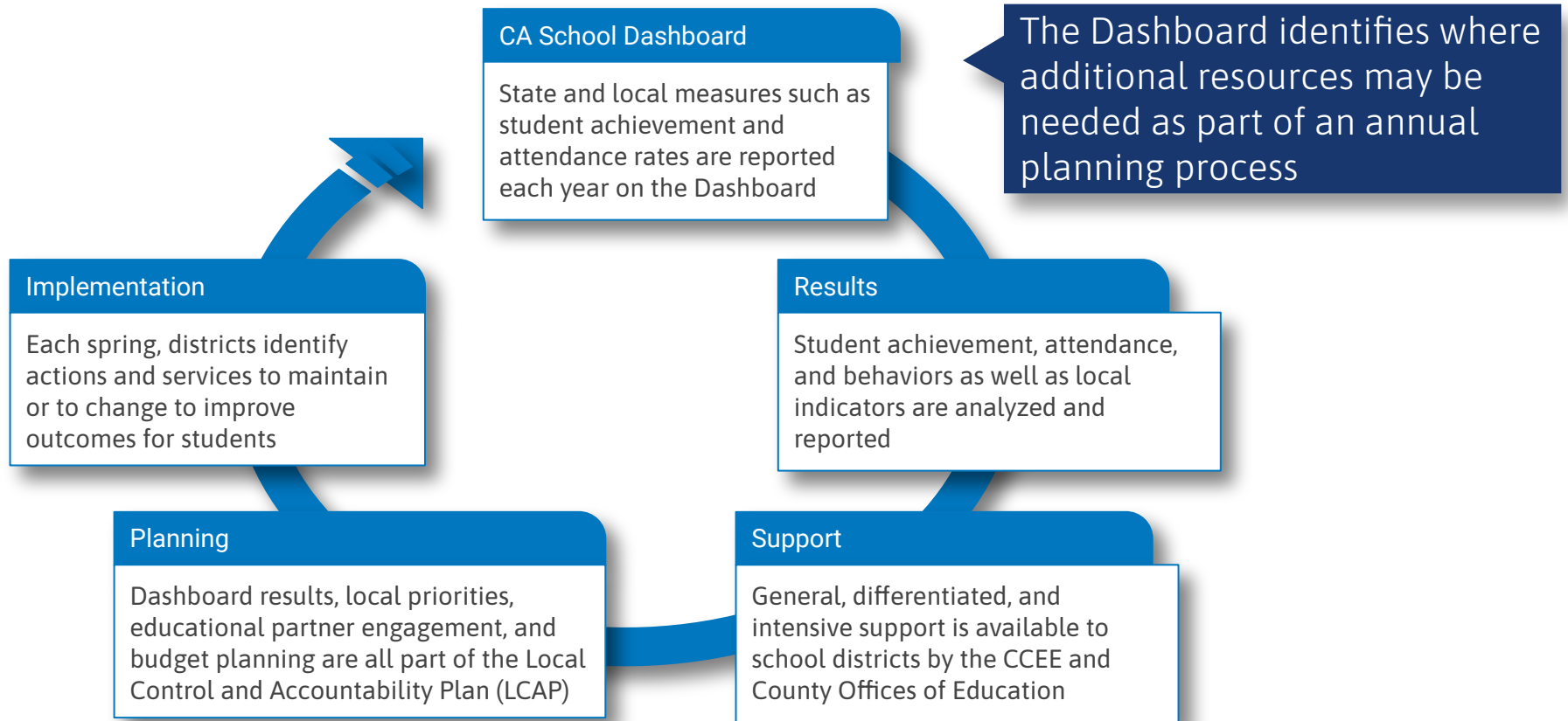
The Dashboard is like a report card for schools and school districts

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies schools and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes





How does the Dashboard impact other parts of the education system?¹¹

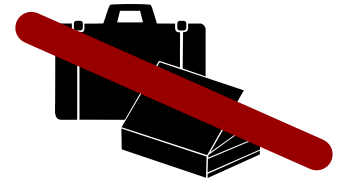
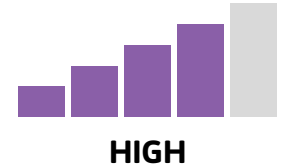
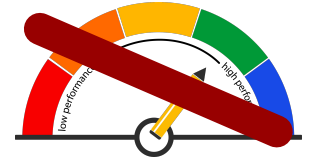




What's new or different for 2022?



- The Dashboard will report scores using purple bar charts rather than the five-color gauge
- Only performance is being reported this year (no progress or change scores) as previous results that would normally be used for comparisons were either not available or dramatically impacted by the pandemic
- The College and Career Indicator will not be included in 2022 because due to the pandemic, many of the 2022 graduates do not have 11th grade CAASPP



College/Career Indicator



What are the State's priorities for our schools and districts?

1. Conditions of Learning

- a. Basic services
- b. Implementation of State standards
- c. Course access

2. Engagement

- a. Parent engagement
- b. Pupil engagement
- c. School climate

3. Pupil Outcomes

- a. Pupil achievement
- b. Other pupil outcomes

These same 8 priorities are used throughout the Local Control and Accountability Plan (LCAP)

The LCAP is a plan that uses data to identify our needs and specifies the resources and actions to reach our goals for improved student outcomes



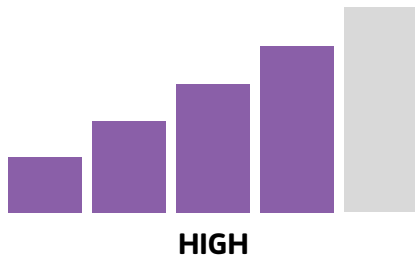
How does the Dashboard measure performance and progress for the State priorities?

State Indicators

Data is pulled out of CALPADS

Measures are **objective** across the state - for example, a suspension in one school district has the same meaning as a suspension in another

Ratings range from “**VERY LOW**” to “**VERY HIGH.**”



Local Indicators

LEAs present local indicators at a regularly scheduled board meeting

These data are **subjective** measures made by LEA staff and their communities

Data is **self-reported** by LEAs to CDE

Ratings include “**MET,**” “**NOT MET**” or “**NOT MET FOR TWO YEARS**”

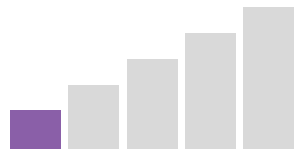
STANDARD MET



How are the State Indicators scored in 2022?

For
2022

LEAs and schools will receive one of five status levels on each of the state measures.



1. VERY LOW



2. LOW



3. MEDIUM



4. HIGH



5. VERY HIGH

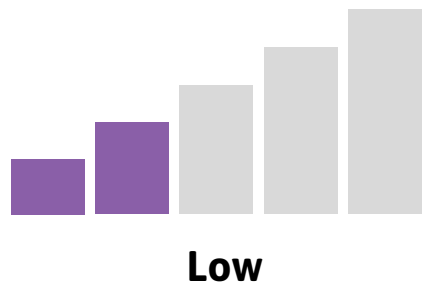
Status levels reflect performance during 2021–2022 on five indicators

- Academic Performance
- Chronic Absenteeism
- English Learner Progress
- Graduation Rate
- Suspension Rate

The College/Career Readiness measure is not reported on the 2022 Dashboard; reporting will resume in 2023



2022 English Language Arts Performance

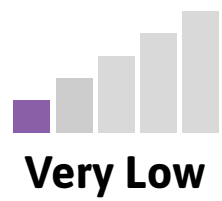


2022 Value

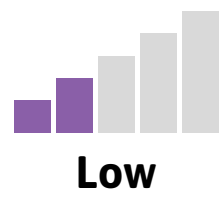
34.5

Points below standard

If the average student scale score were 34.5 points higher, the performance level would have been **Medium**



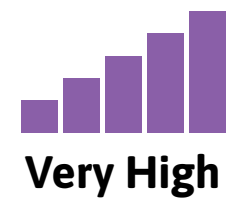
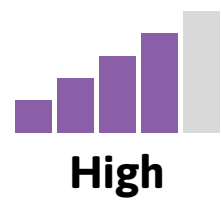
African American
English Learners
Students with Disabilities



Foster Youth
Hispanic
Homeless
Two or More Races
Socioeconomically Disadvantaged

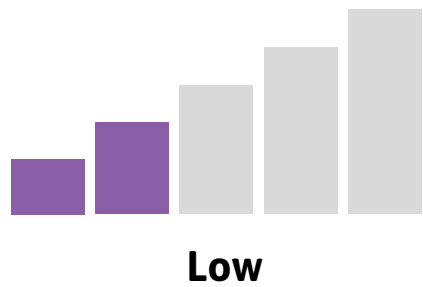


Asian
Filipino
White





2022 Math Performance

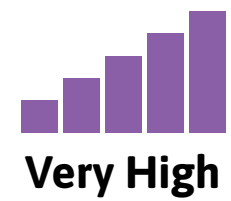
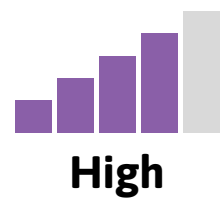
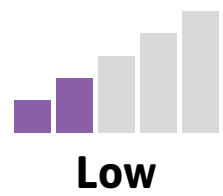
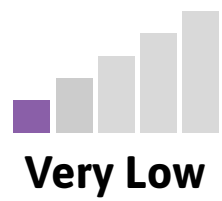


2022 Value

75.8

Points below standard

If the average student scale score were **50.8** points higher, the performance level would have been **Medium**.

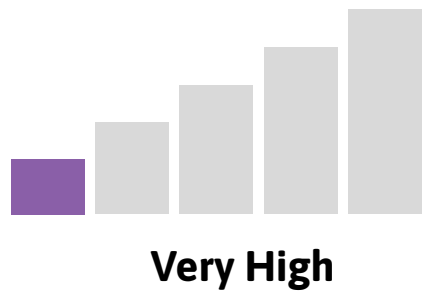


African American
English Learners
Foster Youth
Students with Disabilities

Asian
Filipino
Hispanic
Homeless
Two or More Races
Socioeconomically Disadvantaged
White



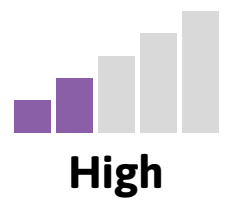
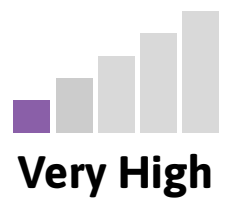
2022 Chronic Absenteeism Performance



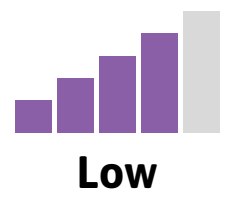
2022 Value

36.6%

If 1072 fewer Students had been chronically absent the performance level would have been **High**.



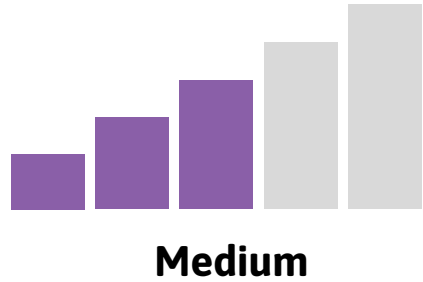
Asian



- African American
- American Indian
- English Learners
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Two or More Races
- Socioeconomically Disadvantaged
- White



2022 English Learner Progress Performance



2022 Value

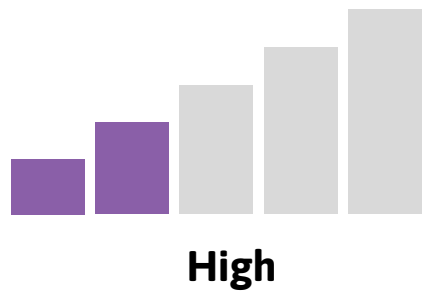
50.7%

If 67 more English Learners had made progress the performance level would have been **High**.

There are no separate scores for different student groups on the ELPI because it is a measure of just the one student groups' performance, English Learners



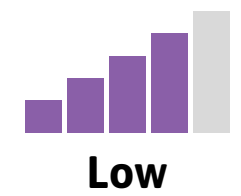
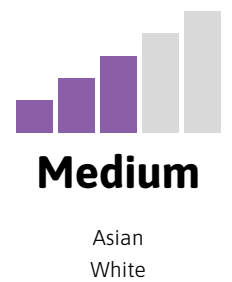
2022 Suspension Rate Performance



2022 Value

6%

If 145 fewer Students in the District had been suspended the performance level would have been **Medium**.





2022 Graduation Rate Performance

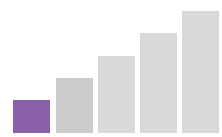


High

2022 Value

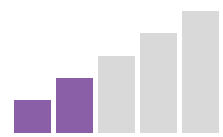
90.9%

If 33 more Students in the District had graduated the performance level would have been **Very High**.

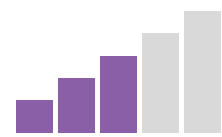


Very Low

Students with Disabilities

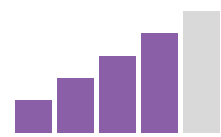


Low



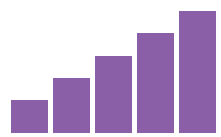
Medium

English Learners
Homeless
Socioeconomically Disadvantaged
White



High

Asian
Hispanic



Very High

Board Policy 0460: Local Control and Accountability Plan

- “The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district’s progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.”



Demographics of WJUSD 2022-23

Race/Ethnicity	#	%
Hispanic	6590	69%
American Indian or Alaskan Native	41	.4%
Asian	636	6%
Black or African American	140	1.5%
Native Hawaiian/Other Pacific Islander	46	.5%
White	1659	17%
Multiple	289	3%
Missing	132	1.4%

Program/Group	#	%
Unduplicated	7054	74%
English Learner	2103	22%
Foster	50	.5%
Homeless	77	.8%
Migrant	263	2.7%
Students with Disabilities	1499	15.7%

Total Students = 9533

Source: CALPADS reports, Fall 2022



Metrics to be presented tonight

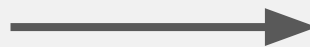
- Goal 1: (1) Students earning industry certifications for career technical education, (2) graduation rate, (3) dropout rate, and (4) a-g completion rate
- Goal 2: (1) Performance level on summative assessments in English Language Arts and Math and (2) chronic absenteeism rate
- Goal 3: Performance level on the English Learner Progress Indicator
- Goal 4: School sites with active Student Advisory Councils



Goal 1: College and Career Ready

- Metric: Number and percent of students earning industry recognized certifications

School Year	2019-20	2020-21	2021-22
# of students earning industry certification	281 students	326 students	526 students



87% increase

Source: Aeries reports, Fall 2022



Goal 1: College and Career Ready (cont.)

- Metric: Cohort graduation rate at each high school.
- Metric: Cohort dropout rate at each high school.

The district grad rate has been above **90%** since 2018-19

	Cohort Students	# of Graduates	Grad Rate	Dropout Rate
Cache Creek High	103	74	71.8%	10.7%
Pioneer High	379	356	93.9%	2.1%
Woodland Senior High	299	284	95%	2.7%
District	783	714	91.2%	3.4%
Yolo County	2,182	1,996	91.5%	3.8%
State of California	427,386	386,167	90.4%	5.6%

Source: Dataquest, December 2022



Goal 1: College and Career Ready (cont.)

- Metric: Percentage of students completing UC/CSU a-g course requirements

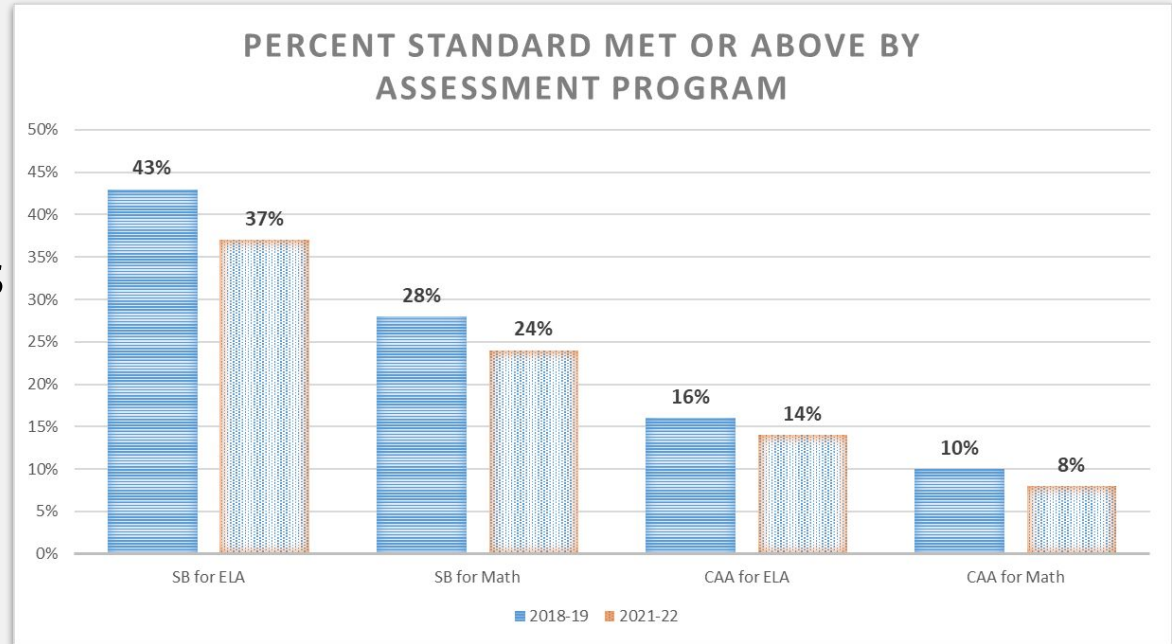
	Cohort Students	# of Graduates	# meeting a-g	% meeting a-g
Cache Creek High	103	74	0	0%
Pioneer High	379	356	168	47.2%
Woodland Senior High	299	284	118	41.5%
District	783	714	286	40.1%
Yolo County	2,182	1,996	992	49.7%
State of California	427,386	386,167	197,517	51.1%

Source: Dataquest, December 2022



Goal 2: Meet Academic and Social-Emotional Needs

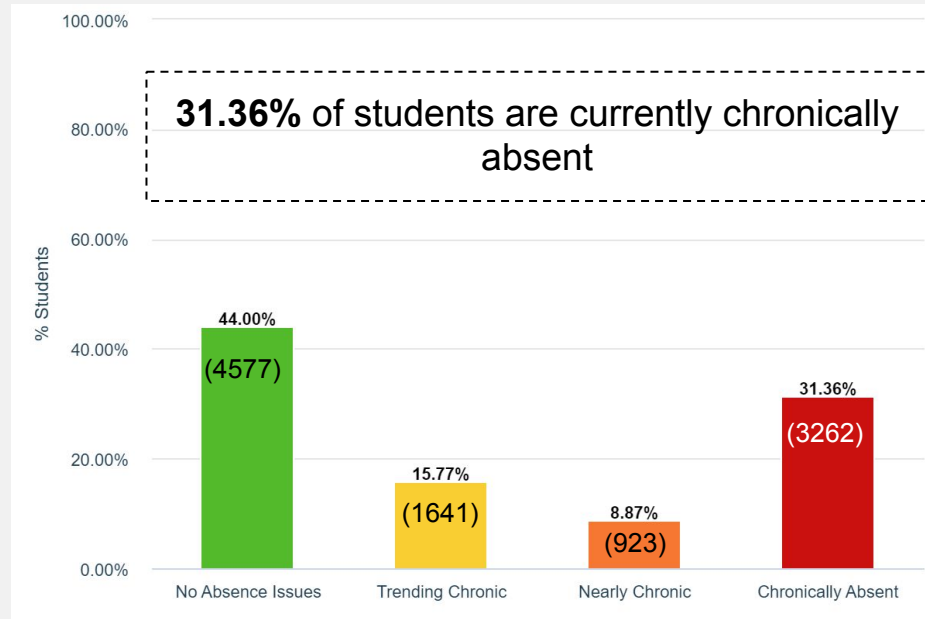
- Metric: Percent of students in both the Meets and Exceeds Standards level on Smarter Balanced (SBAC) English Language Arts and Math.



Source: caaspp-elpac.ets.org/caaspp

Goal 2: Meet Academic and Social-Emotional Needs

- Metric: Number and percent of students chronically absent



Source: WJUSD Data Dashboard, February 2023



Goal 3: Accelerate English Learner Achievement

- Metric: Performance level on the English Learner Progress Indicator
 - 2019 = **44.9%** made progress (out of 1534 students)
 - 2022 = **50.7%** made progress (out of 1565 students)



Source: CA School Dashboard 2022

Goal 4: Engagement and Leadership Opportunities for Youth

- Metric: School sites with active Student Advisory Councils (SAC)
 - Total number of SAC meetings held = 70
 - Average number of students attending ranges from 10 - 50
 - Most meet monthly, and some meet twice a month

Next Steps

- Continue to update progress on metrics - next update will be completed this month
- Continue to take steps towards building a data culture
- Review data in District Dashboard to monitor progress and identify areas of strength as well as areas for improvement
- Prepare Annual Update and review with LCAP Collaborative and District English Learner Advisory Committee (DELAC)

