



Questions about LCAP Mid-Year Update From LCAP Collaborative and DELAC

Goal 1

- Were all of the CTE/VAPA classes available during virtual learning? Or were those limited?
 - *Yes, all of our classes were available during virtual learning.*
- What is a good number for pathway completion?
 - *It depends on the pathway and how long it has been in existence. Ideally we would want at least a class of completers each year-around 35 per pathway-for an established pathway.*
- Wondering why we think there was almost a 50% drop in college credit received? Do we think it was because of the increase of CTE?
 - *All of our dual enrollment classes at the moment are CTE classes, so they don't conflict. Many students enroll in the dual enrollment classes but find the college level expectations difficult to meet or decide they don't want to do the amount of work required while still in high school. Virtual learning impacted student performance and engagement across the board, and dual enrollment was no exception.*
- I agree that I would like to see more metrics for elementary and junior high - what are those schools doing to help work toward this goal so that students enter the high schools ready?
 - *We are currently working with our elementary and middle schools to expand the career and college readiness experiences for students (field trips, guest speakers, demonstrations, school exchanges within district, etc.) Our hope is to facilitate the connection between our schools and our community partners to make those experiences possible for kids starting next year.*
 - *We are also in the process of planning the implementation of our District Graduate Profile, which will support sites in embedding college and career explorations and discussions into the regular and routine instruction and activities on campus.*

- *Once we have identified specific actions for the elementary and middle schools, we will introduce metrics to measure progress on those actions.*
- I wonder how the increase of students enrolled in elementary music programs compares with pre-pandemic levels...
 - *In 2019-20, prior to the pandemic, we had over 1000 students enrolled in elementary music programs, so we are still at less than half of the students enrolled.*
- Are you able to get enough staff? Are there enough music teachers?
 - *This year we have struggled with staffing in all areas, including music. We are allocated three elementary strings teachers to support all 12 elementary schools, and we have had one unfilled position all year.*
- Is there funding for SEL supports such as art therapy, equestrian, music therapy? Enrichment funding?
 - *We do not currently have funding for these types of therapies in the LCAP.*
- At the 2020-21 baseline there are 179 students projected for these classes and as of June 2021 there are 233 students who have completed the classes. Are there enough teachers for when these classes are overwhelmed?
 - *One of the goals for these career technical courses is for them to be courses that are in high demand for jobs in the community. Finding teachers for these courses is a high priority.*
- The student data is not in the baseline, it seems that information was cut? Mrs. Lambie said that because of this error, she better go back to this part later because it contains a lot of information to review
 - *We mailed out the full document with all of the data after the meeting. The data shown in the slide was just a sample.*

Goal 2

- Wondering when the baseline iReady data was collected...Spring 2020? 2021?
 - *The baseline iReady data on the mid-year update is from Spring 2021.*
- Were students who did not return in-person assessed?
 - *Yes, elementary students who are enrolled in Flex Academy (our virtual program) are assessed in iReady.*
- Was SBAC given in person at 11th Grade?
 - *No, during Spring 2021, 11th grade students were given the SBAC assessment remotely.*
- Are the drops in test results normal summer learning loss?
 - *While we do tend to see summer learning loss in Fall testing results, It is difficult to draw conclusions from or compare current test results with data from before*

the pandemic due to the many factors which have impacted student achievement over the last couple of years.

- Since math achievement was hit harder during the pandemic, could classrooms focus more on math?
 - *Early Literacy Paras will be working with students on foundational math skills in TK-3 classrooms. Recently they began training in one-to-one correspondence and subitizing. The remaining trainings will include a focus on increasing math skills through literacy. Developing student's abilities to express and organize their mathematical thinking.*
- What % of early childhood ed students are entering with IEPs vs being identified and qualifying while in the program?
 - *This information will be provided at the next meeting*
- Piggybacking on students with IEPs, I would like to know how many of them are identified with SLI only and how many have other designations.
 - *This information will be provided at the next meeting*
- Like the question that came up for Goal 1 - how much of the savings for personnel is due to unfilled positions?
 - *Unfilled positions are a significant reason for the unspent funds in this goal. In the area of Early Literacy, for example, there are still unfilled Teacher on Special Assignment (TOSA) and paraprofessional positions.*
- Why has so little been spent on mental and socio-emotional health studies, if now that we have returned from the pandemic, more of this support is needed?
 - *The amount budgeted for SEL curriculum was an estimate when the budget was written last Spring, and the curriculums that we use were able to be renewed at a much lower cost than expected.*
- Is it for each school or for all?
 - *Site allocations for intervention funds are provided by school in a tiered allocation system. Sites with the largest low income percentage of students get the largest per student allocation (\$87.81 per low income student), sites with mid-level percentages get \$44.22 per low income student, and the sites with the fewest low income students get \$16.15 per student.*

Goal 3

- Could it be that there needs to be more focus on writing?
 - *This is an area we are looking at based on our data.*
- What does level 1, 2, 3, 4 mean? What is "global" level?
 - *Each level aligns to a proficiency ELPAC level. One being the lowest, 4 being the highest. Global is an average of the sub domain tests.*

- How will it change the way you deliver writing assignments?
 - *We will look at our data and create a plan for support.*
- What supports will be given to English Learners?
 - *Additional interventions in class and after school are being provided. Continue with our professional development on best research EL strategies for all of our teachers.*
- When students reclassify, what is next?
 - *We monitor reclassified students for 4 years.*
- Can we incorporate long term EL's into the elementary levels - at risk of becoming long term EL's? Incorporate?
 - *We do consider and plan for the needs of students at the upper elementary levels who are at risk of becoming long term ELs, but they were not included in the data update.*
- Administrative Staff - does that include district-level admin (and how many?) and program specialists (how many?) or are those secretaries? Who provides instructional coaching to teachers?
 - *One director who oversees EL programs, 16 EL specialists and 1.5 Teacher on Special Assignment (TOSA). TOSAs and EL specialists provide coaching to staff.*
- I would love to know more about what is being done to help LTEL's progress - what programs are in place to support them?
 - *Additional interventions during the school/after school. Rigorous teacher professional development for all staff. Secondary ELD teachers also participate in monthly coaching and collaboration. Learning loss materials were purchased to support LTEL students.*

Goal 4

- Why do only two schools have a student council?
 - *Most schools have a "student council." This goal is about creating Student Advisory groups (or councils) who focus more on incorporating youth voice into school improvement. Two schools had Student Advisory groups in 2020-21, which is the baseline data. This year, all schools (with just a few exceptions) have Student Advisory groups (Also, at least one school created a Student Advisory group by combining it with their existing Student Council, and appointing students to ensure good representation rather than holding elections).*
- What will be the job of the new director?
 - *1) Helping all youth advisory groups get up and running, regularly and effectively (i.e. Staff are on same page about goals and practices, youth are trained to be effective advocates for change on their campuses); 2) Creating effective and*

sustainable professional development in youth development for all WJUSD staff so that more students experience essential developmental experiences in their classrooms (emotional and physical safety, positive relationships, opportunities for youth input and decision-making, opportunities to connect to their school, and larger, community); 3) Growing more opportunities (and supporting existing opportunities) district-wide for youth in roles of responsibility and leadership such as Peer Conflict Managers/Mediators, Peer Mentors, Peer Tutors; 4) increasing youth voice across the entire school system (ex. district-wide advisory, youth on hiring panels)

- What is CHKS (California Healthy Kids Survey)?
 - *CHKS is a survey administered to 5th, 7th, and 9th graders that measures resiliency, protective factors, risk behaviors, and school climate through self-reporting.*
- Why did only some students participate in this survey?
 - *The CHKS is designed to only be given in alternating years—5th, 7th, 9th, and 11th grade—in order to minimize costs and disruptions as well as to capture developmental benchmarks. If it's about SPSA participation, I would say: These surveys are driven by the schools, and not yet rolled out in a consistent way. Our district goals for this metric are for all schools to report a minimum of 50% involvement by 2024. We think this is a realistic goal with targeted district support.*
- Who creates the partnerships - is it district or teachers?
 - *The district spearheads many of the partnerships, but some schools, especially high schools, have their own partnerships with some of these agencies*
- Can we create some partnerships that focus on supporting students with special needs?
 - *We are trying to expand the number of partnerships between school/district and community organizations. It's a good idea to look for partners who specialize in supporting students with special needs. They make up 17-18% of our student population.*
- How can we ensure that students feel a part of the school community at elementary?
 - *We hope to improve a sense of community through fostering activities (classroom and schoolwide) that help students build more positive relationships (which help them feel a part of the community) and involve them in decision-making that impacts their school campus (which leads to a greater sense of belonging and feeling valued by their school community). We are approaching this from multiple angles: SEL curriculum, ELRIse, and increasing professional development opportunities around youth development (building, safety, relationships, and youth input and decision-making).*

- Could we do intramural sports at elementary? United sports for all students to participate, including students with disabilities.
 - *School staff are traditionally in charge of sports on their campuses. It has been a slow restart for everyone since COVID, but some schools have begun having sports-themed “clubs” at the elementary level. As the impact of the COVID pandemic begins to decline, something like intramural sports is a greater possibility. We can also look into Unified Sports and see what the viability is for implementing them at elementary school campuses.*