

**Christina Lambie**  
Executive Director of  
Teaching and Learning

**LCAP  
Collaborative  
Meeting  
12.11.23**

# Agenda

- Welcome and Introductions
- Graduate Profile Implementation Plan Review
- State and Federal Funding Update
- Member Topic Requests for Future Items



# Board Approved Local Control and Accountability Plan Goals

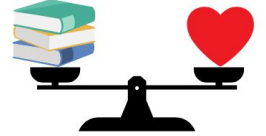


## Goal 1:

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.



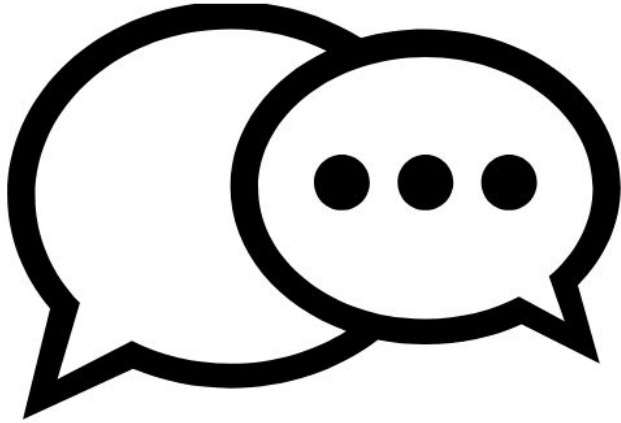
## Goal 3:

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

## Goal 4:

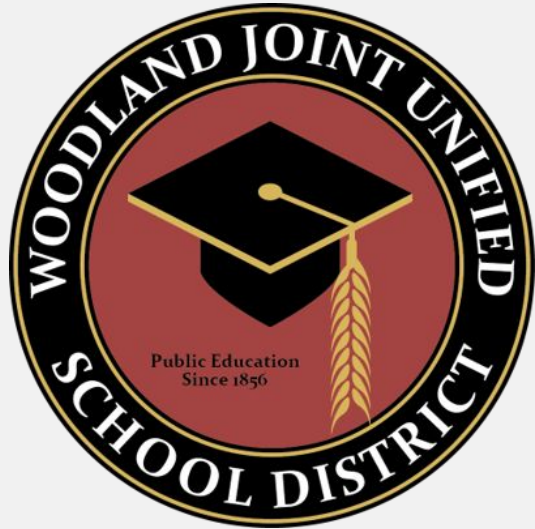
Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.





Agreements for our work together:

- Seek to understand
- Presume positive intent
- Leave space for all to contribute
- Seek to explain - use language that is easy to understand



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# Graduate Profile Update

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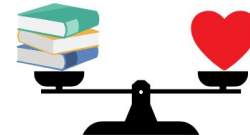
December 11, 2023

**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.



## Presentation Overview :

- Graduate Profile development and Board approval
- Graduate Profile Implementation Plan development
- Current draft
- Feedback
- Next steps



## Background Information:

- **April, 2019 Design Team Formed.**
- Between April and June 2019 they:
  - Researched Graduate Profile models
  - Drafted surveys
  - Identified the broad list of competencies they would use to survey educational and community partners to identify our target competencies





## Background Information:

- Between August 2019 and February 2020 they:
  - Surveyed students, families, teachers, administrators, and community members to narrow the list of competencies
  - Conducted feedback sessions with parent and community groups
  - Drafted the final Graduate Profile and designed the document
  - Presented to the Board for approval in February, 2020



# GRADUATE PROFILE

WJUSD will graduate students who are...



## CRITICAL THINKERS & PROBLEM SOLVERS

Students reason to understand complex issues with the ability to form questions and construct solutions.



## ACADEMICALLY LITERATE

Students possess a base of knowledge requisite for college and career readiness through a rigorous offering of ethnically sensitive, standards-based classes and courses.



## CREATIVE

Students explore multiple possibilities and use originality of thought to produce or express themselves through different modalities and discussion.



## CIVIC-MINDED & CULTURALLY AWARE

Students develop and demonstrate an awareness of their responsibility to contribute to a diverse society. They recognize and respect the differences of people from other ethnic and cultural backgrounds by celebrating diversity and individuality, including students of varying social, emotional, and physical abilities.



## COMMUNICATORS

Students seek to understand and be understood through clear, concise writing, and collaborative, respectful, open-minded articulation and discussion.



## RESPONSIBLE & PRODUCTIVE

Students demonstrate a strong work ethic, complete tasks on time; utilize resources to get assistance when needed; prioritize attendance; and contribute effectively to society.



Woodland Joint Unified School District  
Woodland, CA



## Implementation Timeline

- Graduate Profile Board Approved, 2/27/2020
- March, 2020 the Pandemic hit, and our focus was on providing instruction through remote learning and keeping everyone safe
- Fall of 2020, Director Holt convened a Graduate Profile Implementation Workgroup
  - Met several times over the 2020-2021 school year to identify key characteristics of competencies



## Implementation Timeline

- Fall 2021, workgroup reconvened
- Continued previous work of identifying characteristics and requirements for developing competencies in students.
- Attendance at the meetings waned due to the demands of teaching and leading during the Pandemic.

# Implementation Timeline and Update on Progress

- By the end of 2021-2022 school year, the workgroup had identified a template for the implementation plan.
- Over the course of this school year, the Graduate Profile Implementation Workgroup has:
  - Reviewed and revised the template
  - Identified the key measures of implementation success for each competency
  - Surveyed staff and administrators to identify the foundational practices already in place that align with the work to implement the Graduate Profile



# Implementation Timeline and Update on Progress

2023-2024: After surveying staff and admin, the Workgroup has:

- Identified the equity actions that align with the work to implement the Graduate Profile
- Identified the Local Control Accountability Plan(LCAP) goal alignment of each competency
- Drafted potential goals and actions for each competency
- Begun identifying skills in content area standards aligned with each competency



## Feedback:

We will briefly review the entire Graduate Profile Strategic Implementation Plan [here](#), but we specifically want your feedback on the following sections:

- **LCAP Alignment**
- **Action Plan**

We've broken it into small chunks so you can review one section/competency at a time. At the end of each section, there is a place for you to add comments or questions. All questions are required, so if you have none, just put N/A so you can move to the next section.

- [GPSIP Feedback-LCAP Committee](#)



## Next Steps

- Review draft with and solicit feedback from:
  - Site administrators
  - Site staff
  - English Learner Advisory Committee
  - District English Learner Advisory Committee
  - LCAP Committee
  - Equity Task Force
  - Special Education Parent Advisory Committee
  - Youth Advisory Councils





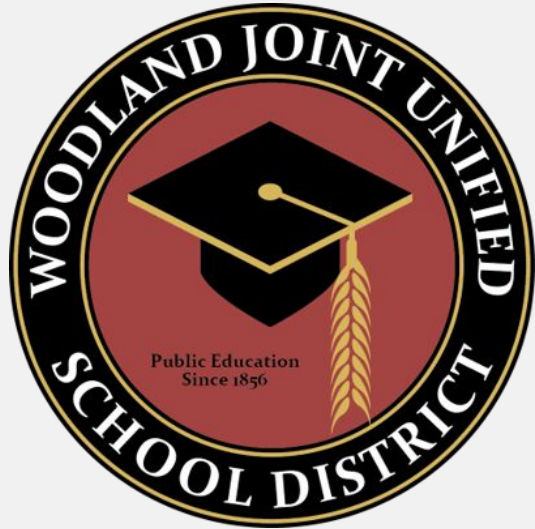
## Next Steps

- By the end of January:
  - Finalize implementation plan
  - Format for publication
  - Present to Board for approval



# Questions?





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# School Funding

December 11, 2023

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# Supplemental and Concentration Funding (State Funds)

LCFF:

- base funding to districts
- Supplemental Funding to districts: additional 20%, on top of base funding per unduplicated student
- Concentration Funding to Districts: If more than 55% of students are unduplicated, district are allocated additional funding

Funding intended to support the needs of unduplicated students



## Supplemental and Concentration Funding Site Allocations

WJUSD board of trustees allocated some of this additional funding to schools

- \$1,084,743
- WJUSD unduplicated student count: 7,234
- \$149.95 per student

Example: Freeman unduplicated student count:  $387 \times 149.95 = \$58,030.65$

Schools use their School Plan for Student Achievement to allocate funds based on student needs



## Title I Funding Federal Funding

Title I funds are federal funds allocated to districts based on the number of students that qualify for free and reduced lunch qualification.

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students.

The goal of Title I is to provide extra instructional services and activities which support students identified as at risk of failing to meet the state's challenging performance standards, most specifically in math or English/language-arts.



## Title I Funding Site Allocations

Schools that have 40% or more low income students qualify for Title I funds

- Each year, based on the amount of funding, we determine per pupil allocations
- Allocations are tiered. The schools with the highest percentage of low income students get a higher per pupil allocation.
  - This year's funding:
    - Tier 1 (75%-100%): \$198.25
    - Tier 2 (55%-74.9%): \$127.05
    - Tier 3 (40%-54.9%): \$99.05

Schools use their School Plan for Student Achievement to allocate funds based on student needs



# Questions?





# Member Topic Requests for Future Meetings

- Attendance data review

Thank you for your participation  
tonight!

Next meeting = January 23, 2024