

## **LCAP Stakeholders Meeting**

**October 17, 2018**

**6:00 P.M.**

### **LCAP Overview and Updates**

*LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for schools to share their stories of how, what, and why programs and services are selected to meet their local needs.*

### **LCAP Goals and Actions of the S. William Abel Community School**

*Goal 1: Provide a countywide structured positive instructional program in collaboration with county agencies that provides all students, including foster youth, English learners, economically disadvantaged, and expelled students, with academic support that promotes college and career readiness with academic and socio-emotional interventions to eliminate barriers for student success.*

#### **Action 1: Maintain support and extra opportunities for English, math and other core areas during school, after school and during the summer.**

- Currently, time is reserved on Tuesday and Thursday afternoons from 1:00-3:00 for students to receive additional academic supports. Priority has been given to students from Maxwell due to the impact of transit schedules.

#### **Action 2: Teach students strategies to promote their academic success including note taking, organization and writing structures.**

- Students have been taught about text structure, note taking and the use of graphic organizers.
- Students use folders on a daily basis to organize student work.

#### **Action 3: Provide courses and instructional materials for bilingual English Learners.**

- English learners have a designated textbook, English 3D, for use in class.

#### **Action 4: Support a Foster and Homeless Liaison to coordinate services to students.**

- One Foster and Homeless Liaison has been identified for each of the four districts and works to provide supports to students as necessary.

#### **Action 5: Provide leadership training for students and opportunities to complete projects to improve the school climate.**

- Students work with Friday Night Live and the Youth Coalition in alternating weeks to develop leadership capacity and design and implement service learning projects.

#### **Action 6: All students will have access to stands-based instructional materials.**

- The Community School has subscribed to Edmentum, an online learning provider that is approved by the University of California to provide college preparatory coursework. The school has also purchased additional supplemental textbooks and resources and is in the process of developing standards-aligned independent study courses to meet each graduation requirement.

**Action 7: Students will be assisted in making smooth transitions back to their home schools as necessary.**

- We have transitioned two students back to their home schools so far this term. Systems are in place for us to effectively communicate student attendance, progress grades and accurate transcripts.

**Action 8: The school will have the staff and supplies necessary to function.**

- James Welcome was hired as a principal/ teacher.
- An art teacher was hired on an hourly basis to provide supplemental instruction.
- An agreement is in place to provide counseling to students one day a week through Behavioral Health.
- Transit tickets are provided to each student on a daily basis.
- The Community School has worked with Williams School District and the SELPA Department to provide transportation for upcoming field trips.

**Action 9: Maintain supports for students with disabilities.**

- Staff provide Special Education services from SELPA.

**Action 10: Promote parent participation and increased home-school communication.**

- Meetings with parents to review progress and update Individual Learning Plans will be held every six weeks. Most parents have attended both an initial meeting in August and the first of student progress meetings.

**Action 11: Support independent study students in meeting academic goals.**

- Each Independent Study Student has a contract in place that helps ensure they are making progress towards meeting academic benchmarks and timely graduation.

**Action 12: Maintain weekly meetings with independent study students.**

- Each of the 13 independent study students has a minimum of 60 minutes of instructional time reserved weekly.

**Action 13: Provide safe and clean school facilities.**

- A part-time custodian cleans the classroom and new furniture has been placed in the classroom and exercise room.

**Action 14: Establish baseline student performance data to better communicate the success of the school.**

- The Community School is exploring options to better measure student achievement and track it over the course of the year to show student achievement.
- New indicators will be made available by the state to report on the progress of alternative secondary schools.
- Students receive bi-weekly updates on their grades and progress. Students are able to use these reports to complete missing work and retake any assessments.

**Action 15: Provide opportunities for students to enroll in advanced education at Woodland Community College.**

- Four Community School students have been enrolled in advanced education offerings at WCC. The Community School has provided them with textbooks for their courses.

**Action 16: Survey parents, students, and the community about the effectiveness and climate of the community school.**

- Parent surveys are planned to be incorporated into the second round of student progress meetings.
- An online survey will be posted on the CCOE website in November.

**Action 17: Maintain quarterly LCAP meetings with stakeholders.**

- The first quarterly LCAP meeting is today, 10/17. All potential stakeholders were contacted via phone and personally invited to attend the event.
- The next meeting will take place on January 16, 2019 @ 6:00 p.m.

**Action 18: Provide collaboration and communication with county agencies to provide support services to students.**

- The Community School maintains agreements with multiple local agencies to provide services to students.

**Action 19: Implement the process to receive WASC accreditation for the Community School.**

- The initial visit for WASC Accreditation took place on September 13. The initial feedback we have received is positive. Three areas for focus were identified by the visiting team:
  - Developing standards-aligned curriculum.
  - Using tests and quizzes to make decisions about how to best serve students.
  - Sharing with the community about the purpose of the Community School and building more partnerships.

*Goal 2: Provide current and relevant professional learning that supports effective instructional practices in all curricular areas including effective student engagement.*

**Action 1: Provide induction training for all beginning teachers that fulfill professional clear credential requirements for multiple and single subject, education specialist, and career technical education credential holders.**

- There are four newly hired special education teachers and all are enrolled in the Induction Program.
- Their mentor observes candidates; they observe a seasoned colleague and hold a triad meeting with their mentor and site administrator. They rate themselves with a pre and post ranking on two standards from the Continuum of Teaching Practice and the expectation is that each teacher will successfully complete two Individual Learning Plans during each program year.

**Action 2: Maintain professional learning opportunities to county and neighboring district, including law enforcement, based on trends, need, and availability to support student learning and instruction.**

- Professional Learning Network in collaboration with Yolo and Yuba COEs: The focus is to provide training to LEAs in the three county consortia on building collaboration, capacity, and support continuous improvement across the LCFF state priorities.
- Multi-Tiered System of Supports Framework and LCAP alignment to assist LEAs to organize resources through alignment of academic standards and behavioral expectations.
- Foster Youth District Liaison trainings on the responsibilities and knowledge of state and federal laws, referrals to services, expedite enrollment in appropriate school permanent placements, provide guidance and support to foster youth students; including transportation. In addition to the trainings mentioned above, it is an ongoing goal to continue to train school clerical

personnel to properly code and report foster youth into the data system utilized by the LEA in a timely manner.

- Footsteps2Brilliance curriculum enhancement, parent and community collaboration.
- Community of Practice: Math and Science
- ELPAC and ELD training for districts
- Migrant Education Program
- External Support for WUSD