



LCAP Advisory Committee | Comité Consultivo LCAP

Date | Fecha 1/25/2022
Time | Hora 6:00-7:30 PM



Interpretation Channels | Canales de Interpretacion

Click Interpretation at the bottom right hand side of your Zoom dashboard and choose your language.

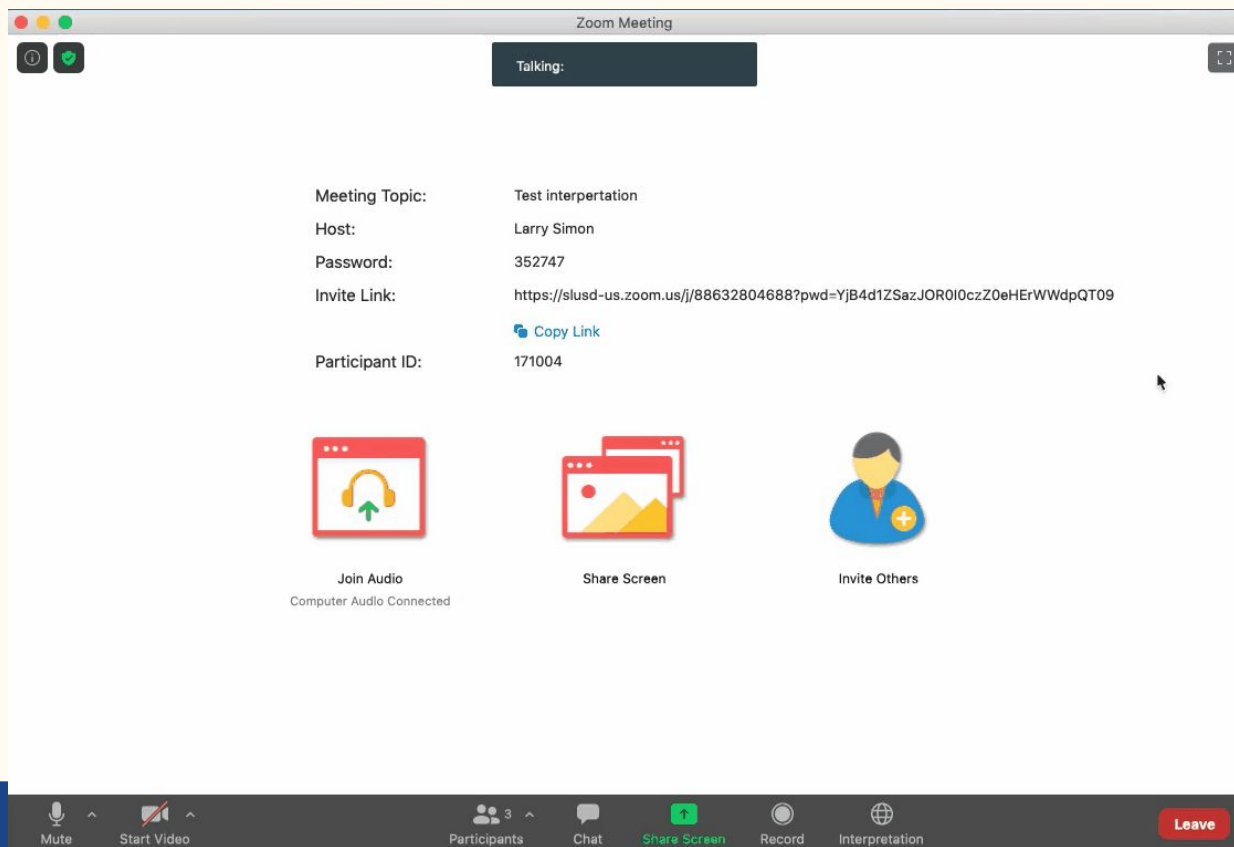
Haga clic en el botón de Interpretación que está en la parte inferior derecha de su panel de control de Zoom y elija su idioma Spanish.

Mac, PC, Android and iPhone are compatible.

Mac, PC, Android y los teléfonos iPhone son compatibles

The interpretation channels are not supported by Chromebooks.

Los canales de Interpretación no son
apoyados por Chromebook.



Welcome
Introductions
Bienvenidos
Introducciones



Meeting Agenda | Agenda de la reunión

- Public Comment
 - Norms
 - Review of LCAP Data and Discussion
 - Feedback on the LCAP Community Engagement Process
- Comentario público
 - Normas
 - Revisión de datos LCAP y discusión
 - Comentarios sobre el proceso de participación comunitaria LCAP



LCAP Meeting Agenda

Comité Consultivo LCAP Agenda



- Motion to approve?
¿Moción para aprobar?
- Discussion |
Discusión
- Vote | Votar

LCAP Meeting Minutes

Comité Consultivo LCAP Acta de la reunión



- Motion to approve?
¿Moción para aprobar?
- Discussion |
Discusión
- Vote | Votar

Public Comment | Comentario público



What are our norms? / ¿Cuáles son nuestras normas?



- Represent the interests of our NUSD as a whole.
- Use asset-based language when talking about students and staff.
- Assume good intentions.
- Engage in honest disagreement, but commit to the group decision once it has been reached.
- Actively listen to each speaker.



What is LCAP? ¿Qué es LCAP?

We show how we do it in a
3-year plan called the...

Mostramos cómo lo hacemos en
un plan de 3 años llamado...

Local Control Accountability | Responsabilidad Plan



Timeline for LCAP Advisory | Cronograma para la asesoría LCAP

October octubre

Present LCAP process
and timeline

Presentar el proceso y el
cronograma del LCAP

January enero

Consult with the community
Consultar con la comunidad

March marzo

Revision & Review (advisories)
Revisar y Examinar (asesoramiento)

December diciembre

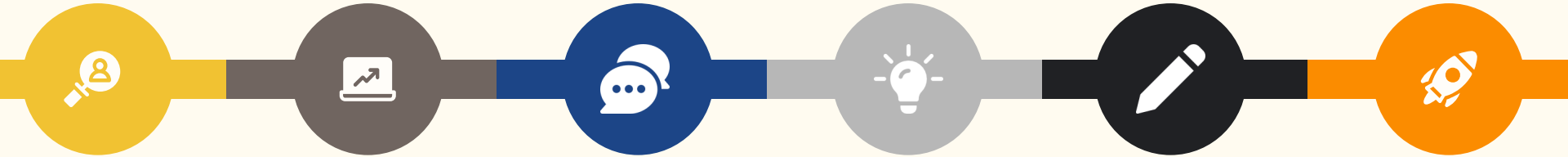
Review mid-year data
Revisar los datos de mitad de año

February febrero

Draft plan and Input
from Advisories
Borrador del plan y
aportes de los
asesores

April & May abril & mayo

Public Hearing, Revision,
Approval
Audiencia pública, revisión,
aprobación



Mid-Year LACP Data



Datos de Mitad de Año del LCAP



Move into 3 groups. Divida en 3 grupos.

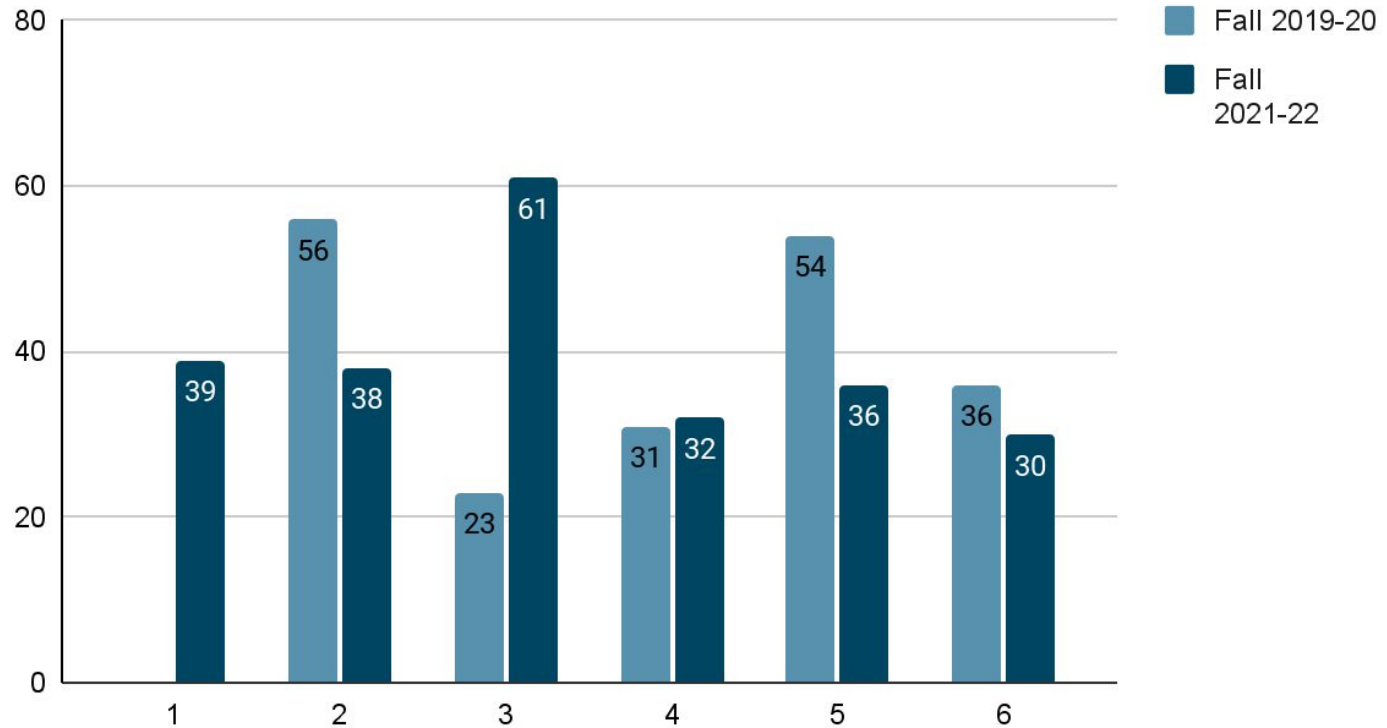
We will spend 15 minutes on a topic
and then move to the next topic.

Dedicaremos 15 minutos a un tema y
luego pasaremos al tema siguiente.

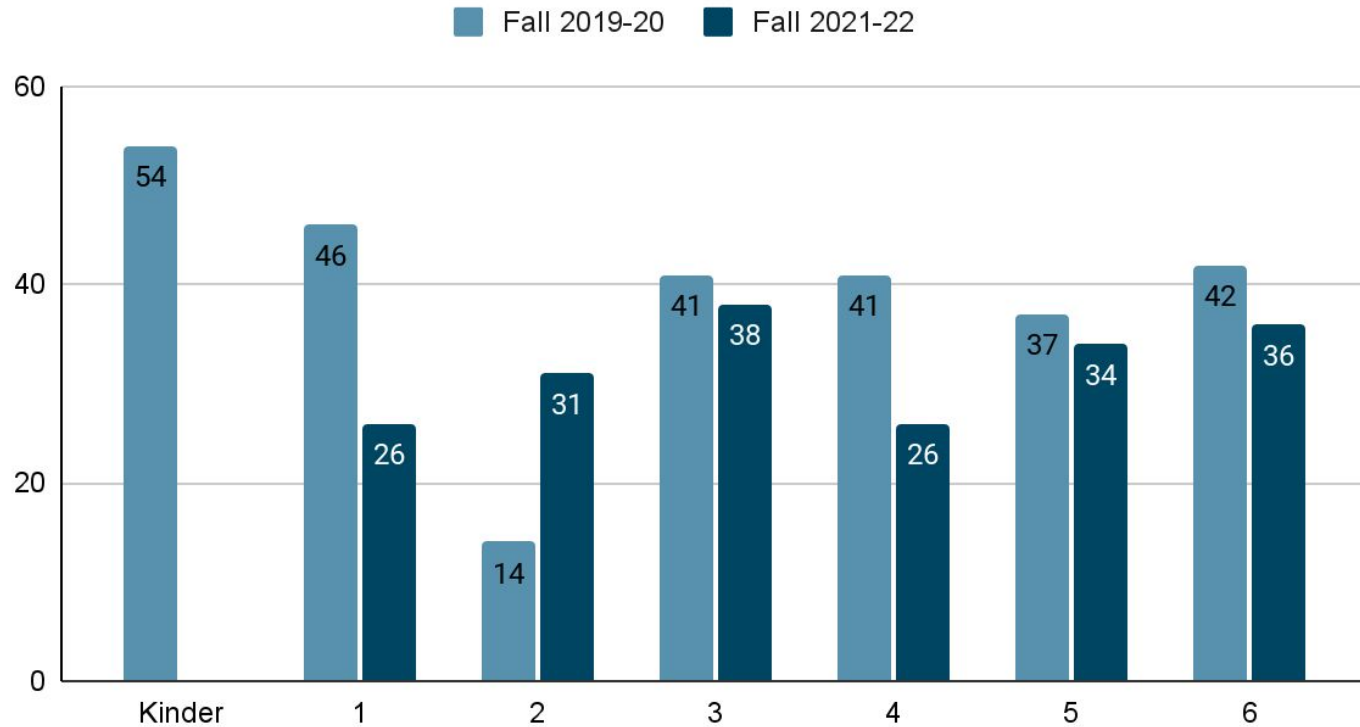
Topics:

1. Fiscal
2. LCAP Actions | Acciones LCAP
3. Student Achievement | Datos del estudiante

Reading i-Ready - Comparison to 2 Years Ago



Math iReady - Comparison with 2 years ago



LCAP Goals | Metas LCAP

- Goal 1: Student Achievement | Objetivo 1: Logro del estudiante
- Goal 2: Engagement & School Climate | Objetivo 2: Compromiso y clima escolar
- Goal 3: Conditions of Learning | Objetivo 3: Condiciones de aprendizaje



[Link to the Full LCAP.](#) 2021-22 Goals and Services is the blue section starting on Page 6.

Discussion of the LCAP data

Discusión de los datos LCAP



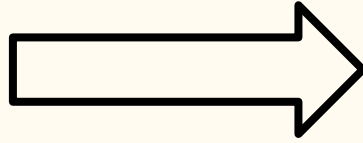
Each group shares:

1. What are some successes?
2. What are some challenges?
3. What additional questions do you have?

Cada grupo comparte:

1. ¿Cuáles son algunos éxitos?
2. ¿Cuáles son algunos desafíos?
3. ¿Qué preguntas adicionales tienes?

Making Data Statements



The data shows that...
I noticed a pattern of...

Which might be a result of...
Because we did...



SAMPLE: Take-Aways

What we noticed in the student Data...

What wondering do we have?



Working Groups



Possible options include:

- Special Education and Interventions
- Multilingual Achievement and Cultural Responsiveness
- Wellness and Engagement

All groups will think about staffing, programs, curriculum, data, equity, and achievement.

Once in your group:

1. Assign a notetaker to write into the slides.
2. Begin to make data statements.
3. Please note any questions that came up as you were talking, but don't let the questions get the way.

Special Ed & Intervention



What we noticed in the student data...

- There is very limited student data available for parents to see
- Look for trends in data. If there is a decline in academics, then intervention will be required - more staff, more services

What wondering do we have?

- How are students divided across the district: mild/mod and mod/severe and per grade per classroom
- Teacher turnover numbers; how do we retain teachers and compete with other school districts?
- Outside services for parents to leverage for support: Tutoring, mental support, tools, etc.
- Increased engagement from Spec Ed Director
- Can we tell when a new curriculum is making a difference?



Multilingual & Cultural



What we noticed in the student data...

- Many students don't reclassify
- It takes a long time for students to reclassify - 4 years
- Students are hiding themselves at high school. Don't talk and some not in EL classes.
- Reading and writing is the weak area.
- Students don't like getting pulled out for ELD and feel that they need to catch up.

What wondering do we have?

- How many kids are actually growing one level per year?
- What after-school opportunities do we have for ELs?
- What kind of diagnosis do students get for what areas they need to work on?
- Is it possible for D-eld to rotate so kids don't miss the same class all the time?



Wellness & Engagement



What we noticed in the student data...

- That the focus is around performance, and not necessarily wellness
- That there is not data around wellness
- No data from PBIS system (SWIS)

What wonderings do we have?

- How platforms/ratings are being assessed
- What does wellness and engagement mean
 - student wellness and student engagement (ex: engagement with peers, social)
 - Student wellness and parent engagement (ex: parental involvement)
- What trends are we seeing from the PBIS/SWIS - both district wide, and against school site expectations



Community Input

Aporte de la comunidad



Process for Community Input | Proceso para aportes de la comunidad

1. All Schools will hold 2 input events (in the AM and in the PM) with translation. Todas las escuelas realizarán 2 eventos de entrada (en la mañana y en la tarde) con traducción.
2. Student focus group will also be held at the high school and the middle school. El grupo de enfoque de los estudiantes también se llevará a cabo en la escuela secundaria y la escuela intermedia.
3. Parent and student survey will also go out for those that cannot attend the school input sessions. La encuesta de padres y estudiantes también se enviará para aquellos que no pueden asistir a las sesiones de aportes de la escuela.
4. Data will be aggregated by the District and shared with the DELAC, LCAP PAC, and District Leadership. Los datos serán agregados por el Distrito y compartidos con DELAC, LCAP PAC y el Liderazgo del Distrito.

Questions | Preguntas

Question 1: Tell us about the daily teaching and learning your child is experiencing. What's working? What can we improve? Cuéntenos sobre la enseñanza y el aprendizaje diarios que experimenta su hijo. ¿Qué está funcionando? ¿Qué podemos mejorar?

Question 2: How well are we preparing your child for college, career, and life? What can we improve? ¿Qué tan bien estamos preparando a su hijo para la universidad, la carrera y la vida? ¿Qué podemos mejorar?



Questions | Preguntas

Question 3: What are we doing well to keep you informed and participating in your child's classroom and school? What can we do better? ¿Qué estamos haciendo bien para mantenerlo informado y participando en el aula y la escuela de su hijo? Qué podemos hacer mejor?

Question 4: Tell us about our food services, technology, and school facilities. What can we do better? Cuéntenos sobre nuestros servicios de alimentos, tecnología e instalaciones escolares. Qué podemos hacer mejor?

Question 5: Is there anything else you want to tell us? ¿Hay algo más que quiera contarnos?



Coming Up in February

Próximamente en febrero



Continue to work in Working Groups
| Continuar trabajando en Grupos de Trabajo

Working Groups Present Initial Data Statements and Questions | Los grupos de trabajo presentan declaraciones de datos iniciales y preguntas

Look at initial data from community engagements | Mire los datos iniciales de los compromisos de la comunidad

Thank you!
Gracias!

Please provide Feedback.
Next Meeting is February 22

Proporcione sus comentarios.
La próxima reunión es el 22 de
febrero



Appendix



Special Education and Interventions

- Ramon Medina
- Cheri Villa
- Sue Eustice
- Brenda Silva
- Davita Seib

Multilingual Education and Cultural Responsiveness

- Abbey Kerins
- Kiki Wei
- Salome Aguilar
- Amanda Golliher
(Replacement for Dr Wendy)
-

Wellness and Engagement

- Jaime Soria
- Charissa Gant
- Clare Garvey
- Ruth Dalton
- Sandi Accarizzi
- Amber
- Estania



LCAP Actions

Acciones LCAP



Goal 1: Student Achievement | Objetivo 1: Logro del estudiante

1.1	Teacher on Special Assignment Maestro en asignación especial (TOSA)	Position Filled Posición llena
1.2	ELD Standards Implementation and Support Implementación y apoyo de los estándares de ELD	Director hired and EL specialist continuing to support ELD. Director contratado y especialista en EL que continúa apoyando a ELD.
1.3	Academic Supports for Students with Disabilities Apoyos académicos para estudiantes con discapacidades	Position Filled Posición llena
1.4	Academic Counselors Consejeros académicos	Position Filled Posición llena
1.5	SEAL Model Support Soporte modelo SEAL	Confirmed PD schedule, which will begin in January. Calendario de DP confirmado, que comenzará en enero
1.6	Dual Language Immersion (DLI) Program Programa de inmersión en dos idiomas	DLI Advisory, DLI Report Cards, additional instructional materials, and ongoing PD Aviso de DLI, boletas de calificaciones de DLI, materiales de instrucción adicionales y desarrollo profesional continuo

Goal 1: Student Achievement | Objetivo 1: Logro del estudiante

1.8	College and Career Support Regional Opportunity Program (ROP) Programa de Oportunidades Regionales de Apoyo Universitario y Profesional (ROP)	Partnership is active and ongoing; NMHS students currently participate in ROP program La asociación es activa y continua; Los estudiantes de NMHS participan actualmente en el programa ROP
1.9	Additional Support for Site Level Activities Soporte adicional para actividades a nivel del sitio	SPSA
1.10	College and Career Support Apoyo universitario y profesional	Position Filled Posición llena
1.11	Standards Implementation PD and Support (NGSS) Desarrollo y soporte de implementación de estándares (NGSS)	PD will be delivered on 12/16 and site support is being provided ongoing. La DP se entregará el 16 de diciembre y se brindará soporte en el sitio de manera continua.
1.12	Academic Support Soporte academico	Active credit recovery with APEX licences occurring at NMHS. Recuperación activa de crédito con licencias APEX que se realizan en NMHS
1.16	Additional Contract/Services for Language Support Contrato / servicios adicionales para soporte lingüístico	ELPAC training, EL Liaison training, etc. Capacitación ELPAC, capacitación de enlace EL, etc.

Goal 2: Engagement & School Climate | Objetivo 2: Compromiso y clima escolar

2.1	School Climate Ambiente escolar	Position Filled Posición llena
2.2	Positive Behavior Intervention Support (PBIS) Apoyo de intervención de comportamiento positivo (PBIS)	All elementary sites and NJHS actively use PBIS. Todos los sitios de primaria y NJHS utilizan activamente PBIS.
2.3	Parent Involvement and Support Translating/Interpreting Services Apoyo y participación de los padres Servicios de traducción / interpretación	Translating/ Interpreting Services have been taking place and increased pay. Se han realizado servicios de traducción / interpretación y se han aumentado los sueldos.
2.4	Data Management System Sistema de gestión de datos	SWISS Licenses purchased and actively used at sites. Licencias SWISS compradas y utilizadas activamente en los sitios.



Goal 2: Engagement & School Climate | Objetivo 2: Compromiso y clima escolar

2.5	Coordination of Services Team Support Apoyo al equipo de coordinación de servicios	COST fully implemented at all sites; consistently meeting to review referrals, provide wrap-around services, and analyze data. COST completamente implementado en todos los sitios; reunirse constantemente para revisar referencias, brindar servicios integrales y analizar datos.
2.6	Parent Workshops Talleres para padres	• Cara Y Corazon Friday Oct 18th- Friday Nov 19 at 9:30-11:30am via Zoom • Parent Leadership Training Tuesday, Jan. 18, 2022 & Tuesday, Mar. 22, 2022 • PIQE workshops will be starting January 2022 in person • Cara Y Corazon Viernes 18 de octubre - Viernes 19 de noviembre a las 9:30-11:30 a través de Zoom • Capacitación de liderazgo para padres martes 18 de enero de 2022 y martes 22 de marzo de 2022 • Los talleres de PIQE comenzarán en enero de 2022 en persona
2.7	Additional Support for Site Level Activities Soporte adicional para actividades a nivel del siti	SPSA

Goal 3: Conditions of Learning | Objetivo 3: Condiciones de aprendizaje

3.1	.1 Class Size Reduction .1 Reducción del tamaño de la clase	Complete Completo
3.2	Teacher Induction Program Programa de inducción de maestros	Director Position Filled Puesto de director ocupado
3.3	Advanced Placement Exams Exámenes de AP	Yes, students/families sign up thru MySchoolBucks.com. Based on free/reduced lunch students still qualify for financial support Sí, los estudiantes / familias se inscriben a través de MySchoolBucks.com. Basado en almuerzos gratis / reducidos, los estudiantes aún califican para apoyo financiero
3.4	Library Hours of Operation and educational supplies/support Horas de funcionamiento de la biblioteca y suministros / apoyo educativo.	<u>Library Procedures 21-22 here</u> take into account library safety concerns. Los procedimientos de la biblioteca 21-22 aquí tienen en cuenta las preocupaciones de seguridad de la biblioteca.
3.6	Science Education Enseñanza de las ciencias	Planning for Spring outdoor learning is underway. Se está planificando el aprendizaje al aire libre de primavera.

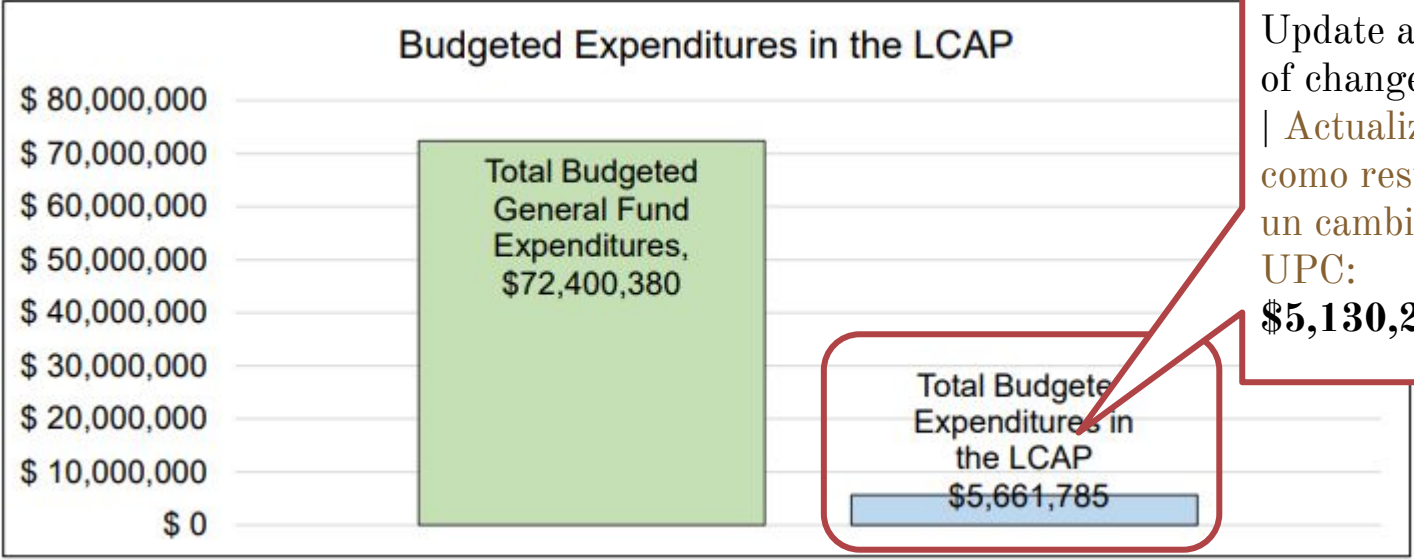
Goal 3: Conditions of Learning | Objetivo 3: Condiciones de aprendizaje

3.7	STEAM Initiative Iniciativa STEAM	Design Team meeting to design curriculum and set-up Makerspace. Reunión del equipo de diseño para diseñar el plan de estudios y configurar Makerspace.
3.8	Broad Courses of Study Cursos amplios de estudio	SPSA's have allotted funding for MakerSpace support and VAPA. Los SPSA han asignado fondos para el soporte de MakerSpace y VAPA
3.9	STAR Academy/STEAM Pathways Academia STAR / Vías STEAM	STAR Design Team organized; Stipend teacher positions selected Equipo de diseño de STAR organizado; Posiciones de maestros de estipendio seleccionadas
3.10	Math Pathways Caminos matemáticos	Math Pathways Plan of Action Plan de acción de Math Pathways
3.11	Instructional Materials (Science) -- FOSS Kits (Science curriculum) Materiales didácticos (ciencia): kits de FOSS (plan de estudios de ciencias)	FOSS NGSS Physical Science Kits purchased for K-5. Physical Science rotation begins Nov 2021 Kits de ciencias físicas de FOSS NGSS comprados para K-5. La rotación de Ciencias Físicas comienza en noviembre de 2021

Fiscal Update | Actualización fiscal



Total Budget for LCAP | Presupuesto total para LCAP



Update as a result of change in UPC
| Actualización como resultado de un cambio en la UPC:
\$5,130,298



Fiscal Update on Goal 1: Student Achievement

This area has 12 Actions. | Esta área tiene 12 acciones.

Total Allocation for this goal is | La asignación total para esta meta es **\$2,656,064.**

This is 47% of to the Total LCAP Funds. Esto es el 47% del total de fondos LCAP.

How much has been expended? ¿Cuánto se ha gastado? \$1,656,747.74

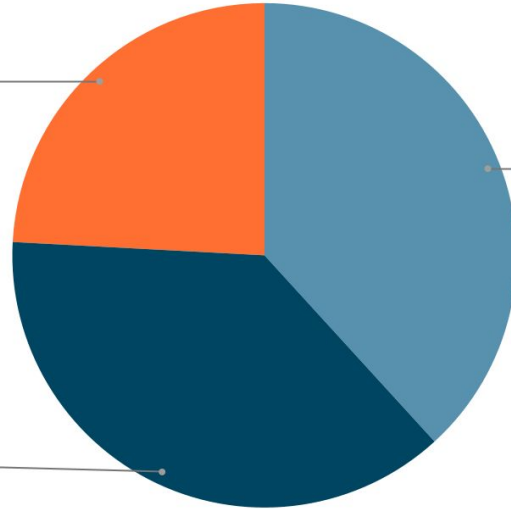


Goal 1 LCAP Funds

SPSA Funds
24.2%

LCAP Spent
38.2%

LCAP Unspent
37.6%



Fiscal Update on Goal 2: Engagement & School Climate

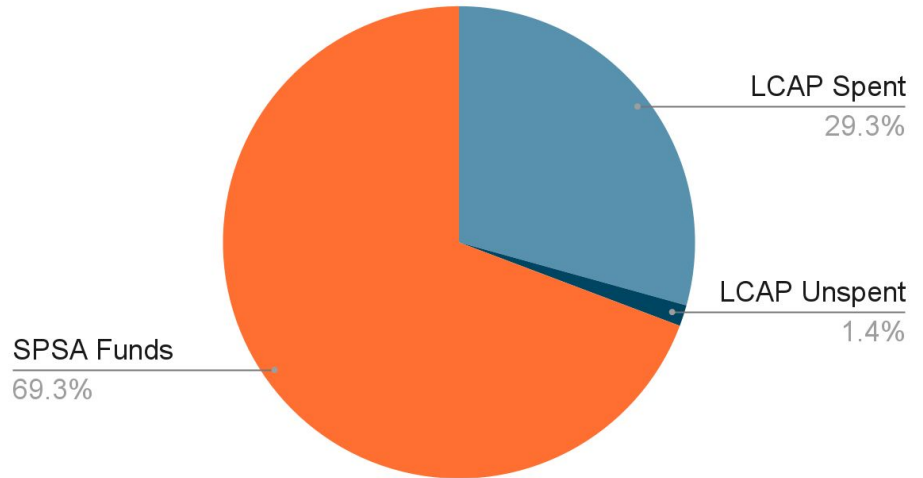
This area has 7 Actions. Esta área tiene 7 acciones.

Total Allocation for this goal is... La asignación total para esta meta es **\$926,570.**

This is 16% of to the Total LCAP Funds.
Esto es el 16% del total de fondos LCAP.

How much has been expended? ¿Cuánto se ha gastado? \$428,525.71

Goal 2 LCAP Funds



Fiscal Update on Goal 3: Conditions of Learning

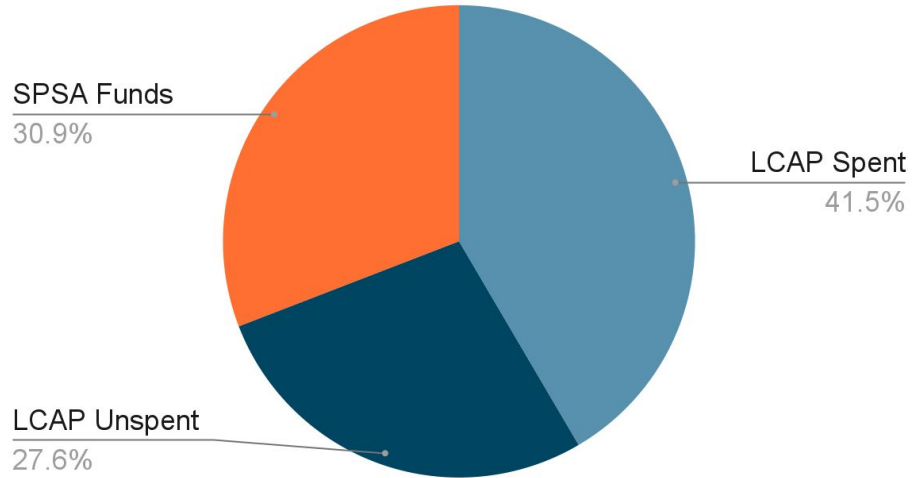
This area has 11 Actions. Esta área tiene 11 acciones.

Total Allocation for this Goal is... La asignación total para esta meta es **\$2,079,151.**

This is 37% of to the Total LCAP Allocation. Esto es el 37% del total de fondos LCAP.

How much has been expended? ¿Cuánto se ha gastado? **\$863,732.17**

Goal 3 LCAP Funds



Other Recent Funding Sources

Otras fuentes de
financiación recientes



Current:

- ★ Educator Effectiveness Block Grant
- ★ ESSER III
- ★ Expanded Learning Opportunity Grant (ELO)
- ★ Expanded Learning Opportunity Program Grant (ELOP)

Coming Up:

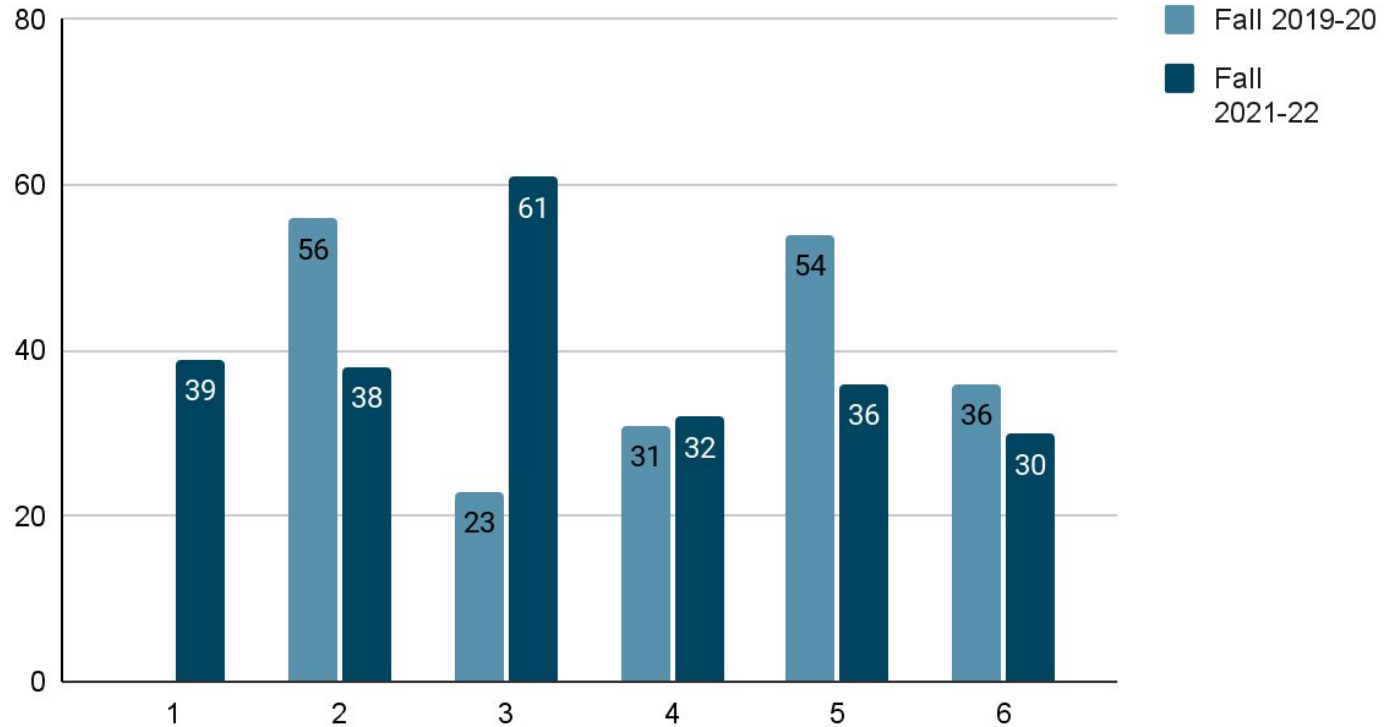
- Bilingual Education
- Mental Health
- A-G Completion
- TK Planning Funds

Student Data

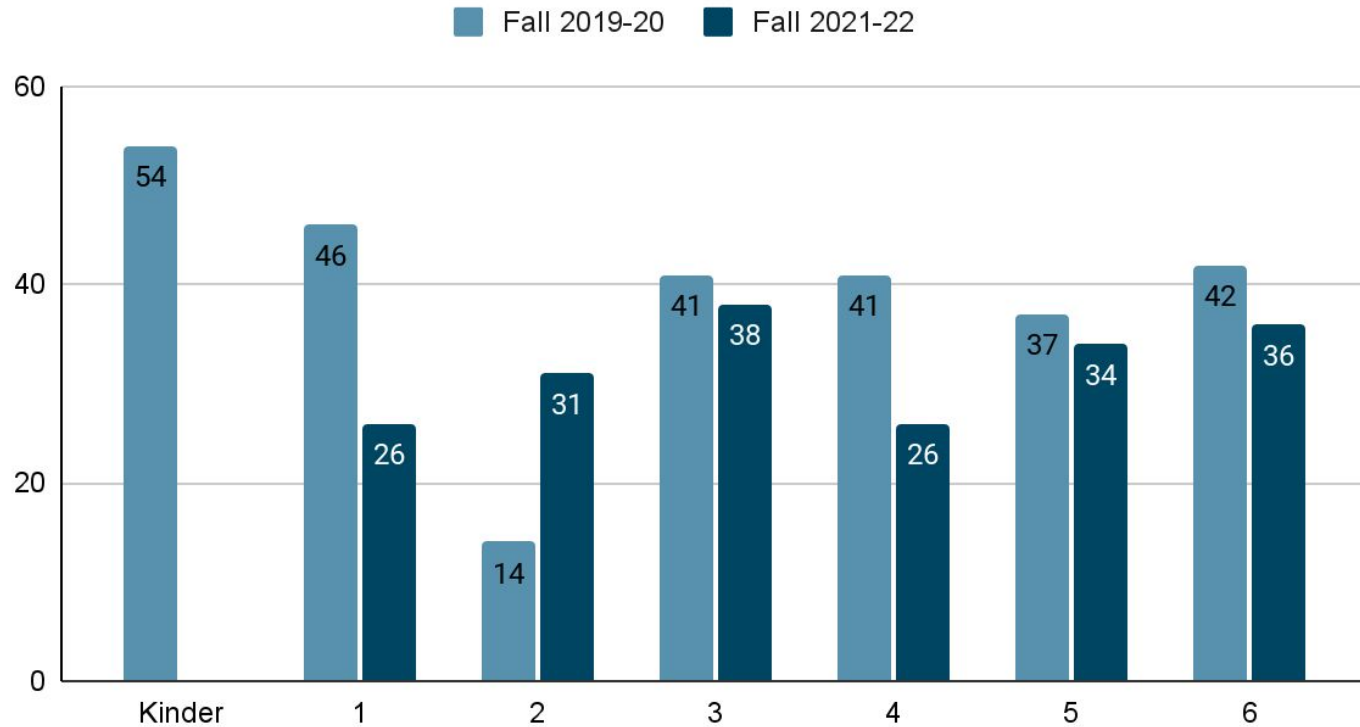
Datos del estudiante



Reading i-Ready - Comparison to 2 Years Ago



Math iReady - Comparison with 2 years ago



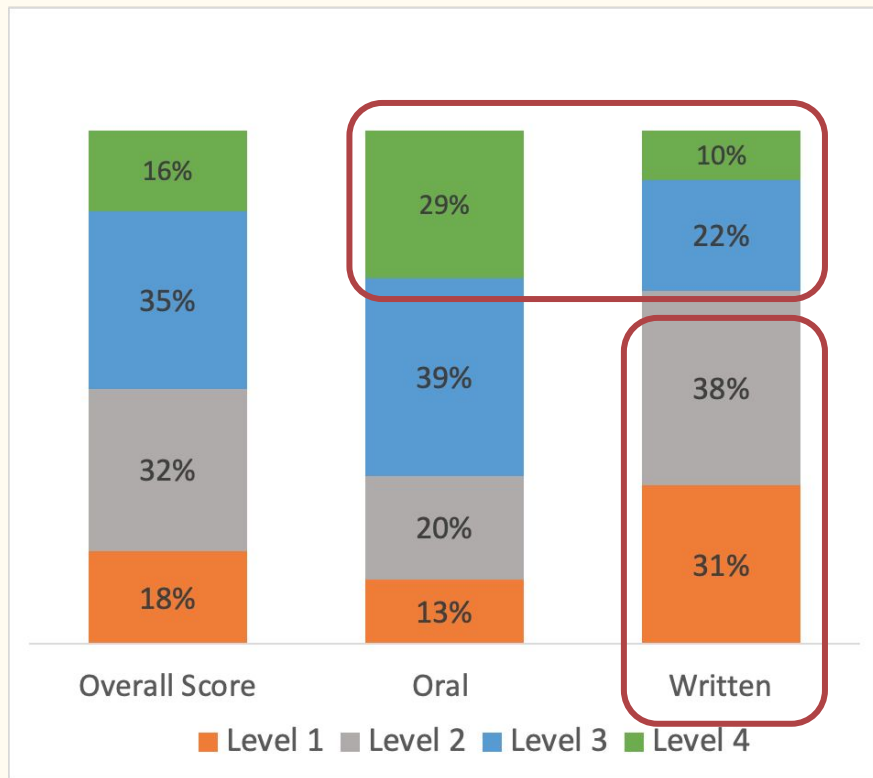
% of Students by Level on English Language Proficiency Assessment of California (ELPAC)

	2018-19	2020-21	2023-24 (Goal/Meta)
Overall Level 4	16.3	16	25
Overall Level 3	39.1	35	40
Overall Level 2	29.3	32	25
Overall Level 1	15.3	18	10

EL Progress: Reclassification Rates



2019-20 Rate 20.6%	2020-21 Rate 10.5%	Target Rate 25%
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Performance Level	Overall Score		Oral		Written	
	#	%	#	%	#	%
Level 1	146	18%	101	13%	249	31%
Level 2	255	32%	163	20%	306	38%
Level 3	279	35%	311	39%	174	22%
Level 4	126	16%	231	29%	77	10%

This shows that many ELs need to strengthen reading and writing skills.

Percentage of Students by CCI Level for each Student Group

Cohort	Percentage Prepared	Percentage Approaching Prepared	Percentage Not Prepared
All	34.1	15.2	50.7
AA	24	4	72
Asian	66.7	10.5	22.8
Filipino	46.8	25.5	27.7
Hispanic	25.2	12.6	62.2
White	40.6	17.4	42.0
Two or More Races	21.4	35.7	42.9



Percentage of Students by CCI Level for each Student Group

Cohort	Percentage Prepared	Percentage Approaching Prepared	Percentage Not Prepared
EL	9.1	1.8	89.1
SED	25.3	14.2	60.6
Students with Disabilities	5	5	90.0
Unhoused Youth	17.9	25	57.1



How Students Met the Requirements?

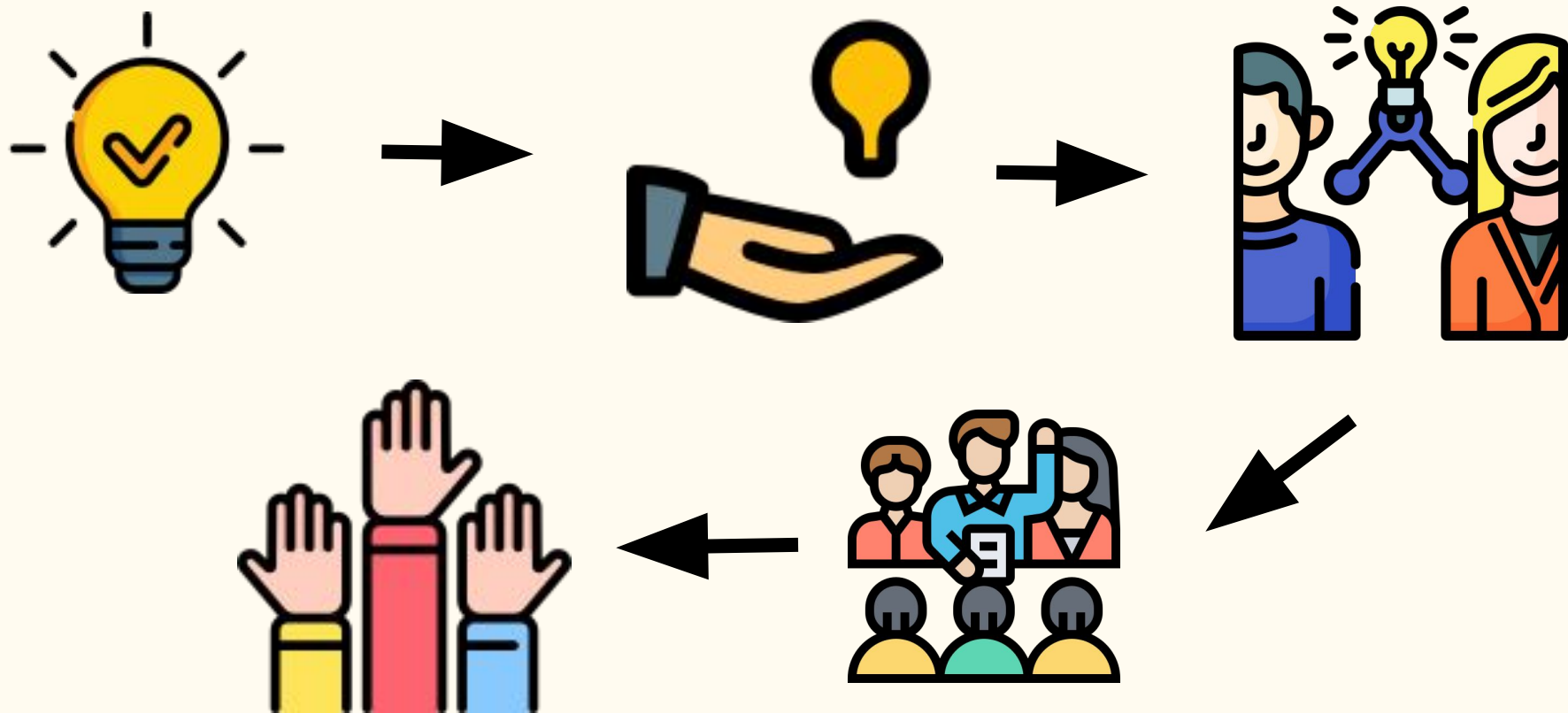
Students that were fully Prepared

CTE Pathway Completion	
SBAC	64.8% (108)
College Credit Course	
Advanced Placement	54.9% (89)
IB	
A-G Completion	78.4% (127)
State Seal of Biliteracy	
Leadership/Military Science	

Students that are Approaching Prepared

CTE Pathway Completion	
SBAC	76.4% (55)
College Credit Course	
Advanced Placement	
IB	
A-G Completion	
State Seal of Biliteracy	
Leadership/Military Science	





Robert's Rules of Order | Reglas de orden de Roberto