



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT

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Superintendent

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Local Control Accountability Plan (LCAP) Community Forum

North Davis Elementary School Multipurpose Room

Thursday, February 26
6:00 – 8:00 pm

- I. Welcome and Introductions (5 minutes)
- II. Overview of Budget (15 minutes)
- III. Supplemental Funding (10 Minutes)
English Learners, low income, foster youth and reclassified English Learners
- IV. How do we build upon our successes and incorporate new ideas to meet the needs of our of our students, particularly those who are English Learners, low income, foster youth, and reclassified English Learners (10 minutes)
- V. Passing time (5 minutes)
- VI. Break Out Session for one Priority Area listed below
(40 minutes) **Five to six people per group Note Taker, Facilitator, and Time Keeper.**
 - a. Conditions of Learning
 - i. Implementation of Standards
 - ii. Quality Teachers
 - iii. Access to Courses
 - iv. Good Facilities
 - b. Pupil Outcomes
 - i. College to Career Ready including Career Technical Education (CTE courses)
 - ii. Ways to Monitor Student Progress toward readiness
 - c. Engagement
 - i. Students
 - ii. Parents
 - iii. School Climate

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- VII. Report out to Large Group (20 Minute)
- VIII. DJUSD LCAP Community Survey and Timeline
LCAP Advisory Committee Meetings – March 30 and April 20.
- IX. Adjourn

LCAP Community Forum Notes
February 26, 2015
North Davis Elementary

Small Group Notes

Conditions of Learning

Goal 1

- Great training and Professional Development is happening
- Wonderful resources are available (colleges, universities)
- Funding for curriculum and training for it
- Seeing shift in pedagogy in classrooms and ensuring Professional Development for General Ed to address needs of ELs (SDAIE, SIOP, GLAD?)
- Articulation (time, resources)
- Focus on arts education-strategically (for 21st century skills)
 - Access to courses begins at the youngest grades
 - VAPA Coordinator?
 - Facilities support
 - Arts for all
- Kids can't learn if their health needs aren't addressed/managed
- There are some wonderful CTE course offerings (robotics, FFA, computer programming)
 - Do all have access to them and what do we do at younger grades to prepare them
- You can't rely on PTA to fund core programs; District Grant writer?

Goal 2

- Ability to fund deferred maintenance- plans for projects are in place
- MPR spaces at all sites (community is impacted)
- Technology is in place and being used
 - More is needed

Engagement

Students:

- Special Ed help @ noon and after-school helped with transition to Common Core methods
- Fraternity/Sorority of Latino mentors
 - Need faculty to maintain
- Counselors to aid in goal setting
- Bridge Program

Parents:

- Help parents get good info regarding help/services available
 - Fridge magnet
 - Tangible tools
- Evening events
 - Provide food
 - Provide childcare
 - Provide translation/interpretation

Teachers

- Teacher development
 - Goal setting
 - Development stages of young people
 - Work to be welcoming of parent volunteers

Engagement Group

Participants included parents from Birch Lane, MME, and Patwin, and a classified employee from DSIS

Successes: Community events that involve parents and students (picnics, math nights, etc)

Suggestions & Ideas:

- Labels such as ELAC and EL should be eliminated, as they make students and parents feel labeled and part of a separate entity rather than part of the larger school community.
- PLEASE find a way to activate text messaging as primary mode of communication with parents. Hard copies get lost, and many Hispanic/low income families do not have reliable email or internet... but they all have cell phones. It is part of their insurance, and therefore the most reliable way for them to receive information from the school/district
- Create increased opportunities for parents to come together, socialize, and find commonalities, bridging differences and increasing connectedness
- Find ways to build awareness and knowledge in classrooms and in school community:
 - Families may look different and all are o.k. (some students live with a grandparent, single parent, two moms, married parents, etc)
 - Students may have very different perceptions and ways of reacting to things based on their culture, personal experiences. Teachers need to be sensitive and respect/listen to all students, and try to understand that they may see and perceive things in different ways

- District NEEDS to sponsor some activities/field trips for entire grade levels, so that participation or opportunities are not based on ability of all families (or PTAs) to pay, volunteer, drive, etc. They are just experiences that are equitably available to ALL DJUSD students regardless of school or population.

Pupil Outcomes

- Read at grade level-research based programs
 - Small groups
 - More reading opportunities in school outside of school
 - Partner with library
- Bridge at MME
 - After school programs to support math and literacy
 - How to balance diverse learning levels and focused levels (tracking)
 - Correlation between PFT and reading scores
 - Bridge – scale
 - Reading- continue Reading Specialists
 - Math nights- motivating
 - Integrated model
 - ELD levels at MME not a pull out improved over the years
 - Language lab
 - Music Program – NDE & MME
 - GATE/AIM Instruction/ Kelso's Choices
 - Reading Competition- PTA Lending Library Spanish
 - PTAs effective in raising money and engaging; classroom help DVCA
 - Parent community; atmosphere
 - All day reading/parent volunteers
 - ELD at Chavez
- Smaller groups, class size
- Reading specialist (3 ideal)
- Parent volunteers for reading/math
- HS Students
- Mentoring- fostering students
- Home/parents reading to kids
- Libraries
- Kindergarten- extended day
 - Reading/ math
 - 6 weeks- 2 hours/day
 - Full time counselor
 - Field trip access

Successes

- School Garden Program and Recycling
- Parent Engagement Night (District Wide)
- Kid Presentations-Parent attend-very involving (Project Based Learning)
- PTA Sponsored Parent Coffees, Spaghetti Night
- "The Hot Event"
- Pancake Breakfast
- DaVinci Auction (Traditions) for each school especially elementary
- Constant Contact/Messages from district and calendar
- Climate committee and Empower Yolo- Parent Engagement
- Math Nights! Parents and kids
- Science Night

Ideas

- Need for more cultural awareness so everyone can participate in activities
 - Translation Services
 - More outreach
 - PTA-ELAC collaborate to create inclusiveness
 - Changed meeting times and incorporate social time
- Set of parents who act as “navigators” especially for transition points (k-1,3/4, 6/7)
- Parent to Parent mentor
- Establish parent engagement
 - Activities/structures ESP for 7th grade around topics
 - Could have an education piece (expert and/or teacher to come and talk) (webinars) Webex
- Support for professional development
 - Increasing support
- School gardens for EL (not only but...)with parents helping out integrate with curriculum
- More technical, hands-on opportunities for students
 - Start in Jr. High
 - Let students and parents know what the options are in real life (i.e. not only 4 year college)
 - It's a community
 - Responsibility to communicate these options/ideas to students and parents. Don't want student despair
- Get a woodshop at DHS
- Need stakeholders from e.g Foster at SPAC
- Creating trauma informed schools – Resiliency Practices
 - Find ways to support the entire school to deal with this
- School SMARTS- Program to help parents help their kids
- Possibly bring in a specialist e.g. LCSW to come in to the district to support families that need it.

How do we continue to build upon our successes?

New Ideas

- Provide our Parents Education of current assessments
 - How and what are students are being asked to do in their learning.
 - Assessments – Prove your thinking in your responses
- Training for parents on what they can do at home to support Common Core instruction
- New text adoptions ASAP for teachers to work w/ i.e. 6th grade math
- Professional development for teachers during year or summer
- Ensuring students get the access to courses they need each year.
- Ways to ensure students ELL have access during instruction for (English Learners) so they don't miss out on other instruction activities
- We sites that support English
 - Non Fiction articles that can be translated into native language. Parents can work with their students at home
- Bilingual counselors for students or translators to support students

Increase the number of para educators for support