

District Progress on LCAP Goals: Discipline and Restorative Practices

November 16, 2017

Local Control Accountability Plan (LCAP) Goal 3:

All students will be successful through the development of targeted and coherent systems of support.

Learning Targets

- Review key metrics and actions for Goal 3
- Understand recently released discipline data
- Learn how Woodland Joint Unified School District plans to address the needs shown in the data

Goal 3: All students will be successful through the development of targeted and coherent systems of support.

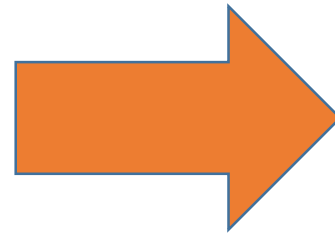
Metric/ Indicator	Baseline	2017-18
Decrease the number of expulsions.	As of March 2017, the number of expulsions is 8.	The number of expulsions is 7.
Decrease the total number of suspensions.	The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.	The number of suspensions (in school and out of school) is 650.
Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports	Currently, there are teacher directed behavior support structures and some practices that support co-constructing of PBIS strategies.	School teams identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated.

Goal 3: Major Actions and Expected Outcomes

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships...

Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals...

Increase learning opportunities and structures that are based on student interests, needs, and goals...



Students are engaged and experience a positive school climate.
(state priority 5 and 6)

Suspension Rate

Suspension Rate	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Woodland Joint Unified	2,356	9.4	1,509	6.8	1,351	6.3
African American	80	19.5	39	12	54	14.5
American Indian	37	16.1	11	13	5	3
Asian	42	4	10	2	23	2.2
Filipino	18	10.2	1	1.5	1	1.5
Hispanic/ Latino	1,738	10.4	1,161	7.5	959	6.6
Pacific Islander	12	13.2	10	7.5	8	8.1
White	384	7	265	5.6	278	5.8
2 or More Races	35	10.7	10	4.1	15	7.3
Not Reported	10	8.2	2	3.1	8	5.7

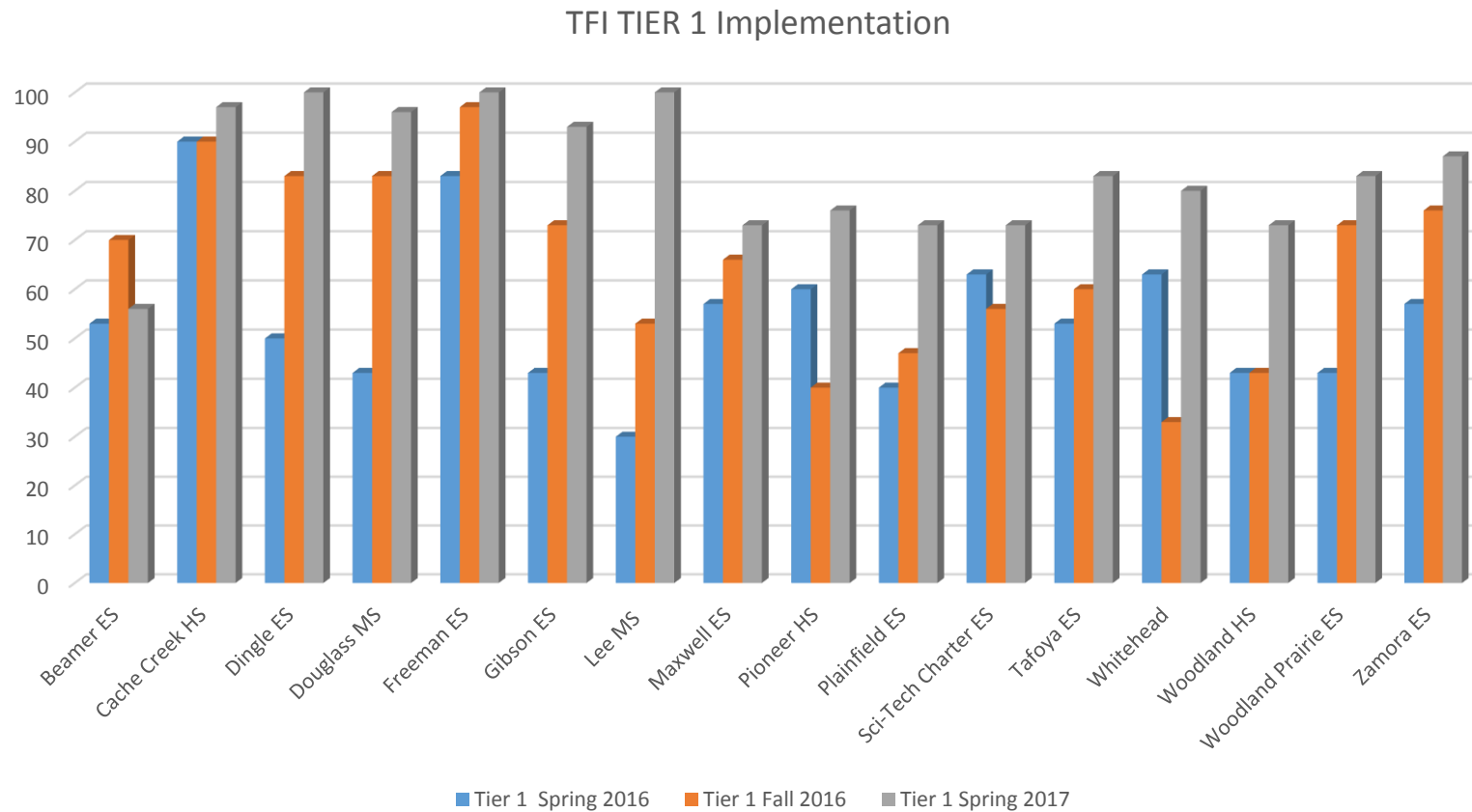
Expulsions & Implications

Expulsions	2014-15	2015-16	2016-17
Woodland Joint Unified	0	4	8
Woodland High School	0	1	4
Pioneer High School	0	0	2
Cache Creek High School	0	0	1
Lee Middle School	0	3	1
Douglass Middle School	0	0	0

- Inverse proportion... Why?
- Addressing disproportionality
- Alternatives means of correction and Discipline Matrix

Consistent and Effective PBIS

- Tiered Fidelity Inventory



- Need to move from structure to practice

Actions to Support these Metrics

- Collaboration/ Data Analysis
 - Monthly meetings with each site to review discipline, practices & procedures, and any unique situations
- Professional Learning
 - Job embedded coaching utilizing Restorative Practices
 - Job embedded coaching and professional learning for staff and students on equitable practices across sites
- Home- School Connection
 - Ongoing support for home-school communication systems
 - Partnership with parents/ guardians thru Parent Project Jr./Sr.

Restorative Practices

- In WJUSD, Restorative Practices help us foster relationships in our community to grow an inclusive culture of respect & trust (so that when there is hurt or harm we can repair it)
- Secondary site leaders (counselors, psychologist, Rtl, PBIS, and admin) are receiving job embedded coaching in Restorative Practices in conjunction with equitable awareness training that will focus on better understanding students and our practices. Goal is reach students thru Leadership classes, LINK crew, or other groups.

Questions and Comments