Y-PLAN: A Classroom-Based Method for Authentically Engaging Students + Schools in Developing Local Control + Accountability Plans (LCAPs)

Jessie Stewart
Y-PLAN National Coordinator
April 25, 2014
Agenda

Overview: Y-PLAN Methodology

Y-PLAN Digital Resources + Toolkit

Engaging students + schools in LCAPs

Richmond + Berkeley Panel

Questions + Dialogue
Overview: Y-PLAN

Youth – Plan, Learn, Act, Now!

“Y-PLAN turns schools inside out; communities become a text for learning and students become agents of social change”
Y-PLAN
“Double Bottom Line”

College and career preparation and readiness...

1. Start Up
   Find our strengths
   Identify the challenge
   Meet the client
   Create a roadmap

2. Making Sense of the City
   Map neighborhood
   Understand project site
   Interview community
   Tell the story

3. Into Action
   Gather inspiration
   Brainstorm ideas
   Create a vision
   Plan for change

4. Going Public
   Maximize impact
   Prepare presentation
   Present to public

5. Looking Forward and Back
   Reflect on successes
   Letter to client
   College essay

Building healthy, sustainable and equitable communities...
A Decade of Growth

Past Decade
- 5,000 Students
- 250 Civic Partners
- 75 City-School Projects

2013-14 Academic Year
- 800 Students
- 9 Cities
- 17 City-School Projects
- 3 Continents
- 8 Countries
Y-PLAN Roadmap
5-step methodology

“Fresh Perspective + Powerful Research = Y-PLAN”
- Richmond City Manager, Bill Lindsay
Y-PLAN Roadmap
5-step methodology
Y-PLAN Roadmap
5-step methodology

1. Start Up
   - Find our strengths
   - Identify the challenge
   - Meet the client
   - Create a roadmap

2. Making Sense of the City
   - Map neighborhood
   - Understand project site
   - Interview community
   - Tell the story

3. Into Action
   - Gather inspiration
   - Brainstorm ideas
   - Create a vision Plan for change

4. Going Public
   - Maximize impact
   - Prepare presentation
   - Present to public

5. Looking Forward and Back
   - Reflect on successes
   - Letter to client
   - College story
Y-PLAN Roadmap
5-step methodology

1. Start Up
   Find our strengths
   Identify the challenge
   Meet the client
   Create a roadmap

2. Making Sense of the City
   Map neighborhood
   Understand project site
   Interview community
   Tell the story

3. Into Action
   Gather inspiration
   Brainstorm ideas
   Create a vision
   Plan for change

4. Going Public
   Maximize impact
   Prepare presentation
   Present to public

5. Looking Forward and Back
   Reflect on successes
   Letter to client
   College story
Y-PLAN Roadmap
5-step methodology

1. Start Up
   - Find our strengths
   - Identify the challenge
   - Meet the client
   - Create a roadmap

2. Making Sense of the City
   - Map neighborhood
   - Understand project site
   - Interview community
   - Tell the story

3. Into Action
   - Gather inspiration
   - Brainstorm ideas
   - Create a vision
   - Plan for change

4. Going Public
   - Maximize impact
   - Prepare presentation
   - Present to public

5. Looking Forward and Back
   - Reflect on successes
   - Letter to client
   - College story

[Images of people in meetings and presentation]
Y-PLAN Roadmap
5-step methodology
New Y-PLAN Website!
y-plan.berkeley.edu

Y-PLAN has engaged thousands of young people and dozens of schools, teachers, and civic partners across the nation and around the world. Today, Y-PLAN is happening in over 20 cities across the globe. To learn more about the Y-PLAN city partnership program, check out our Y-PLAN National and Global Partners!
Y-PLAN Toolkit & Resources

The Y-PLAN Toolkit has been designed to equip educators, adult allies, and young people with the resources and “know-how” to develop and implement community development projects.

Y-PLAN Partner Portal

In addition to the public Toolkit resources, Y-PLAN Partners gain access to the Partner Portal, which provides a wealth of additional information and tools, including the Y-PLAN Teacher, Student, and Civic Partner Handbooks. If you are interested in becoming a partner, please contact us.
Y-PLAN Digital Toolkit & Resources

Y-PLAN "Road Test"

Roadmap

Core milestones for each of the Y-PLAN five phases are provided below. Click each phase below to learn about key objectives and activities.

Module 4: Going Public

Objective: Participants will create and present final proposals for change.

Core Milestones:

1. Maximize Impact
   - [899.15 KB] Download

2. Prepare Presentation
   - [675.26 KB] Download

3. Present to the Public
   - [1.53 MB] Download
Y-PLAN Tools for Authentic Engagement

LOCAL CONTROL & ACCOUNTABILITY PLAN

STATE PRIORITIES
Districts must set annual goals in 8 State Priority areas

1 Basic Necessities Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair
2 Implementation of Common Core State Standards
3 Parental Involvement
4 Student Achievement Statewide assessments, API, EL reclassification rate, college preparedness, etc.
5 Student Engagement Attendance rates, dropout rates, graduation rates, etc.

PARENT ADVISORY COMMITTEES
Districts must establish Parent Advisory Committees to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district’s enrollment and the school district enrolls at least 50 English learners, it must establish a District

The Local Control Funding Formula (LCFF) increases school funding and directs more resources to CA’s highest-need students. It requires districts to develop Local Control and Accountability Plans (LCAPs) that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.
Richmond High School Health Academy
9th grade | Cultural Geography

Project Question: How should WCCUSD School Board spend LCFF money to create an equitable, healthy learning environment for all Richmond High School Students to succeed?

Client: WCCUSD School Board

Community Partners: City of Richmond + Youth Enrichment Strategies (YES)
Project Question: How should Berkeley Unified School District spend the LCFF money to close the achievement gap in BUSD?

Client: BUSD School Board

Community Partners: City of Berkeley
Recommendations

STATE PRIORITY AREAS for LCAPs

1. Basic Necessities
2. Implementation of Common Core Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to Courses
8. Other Student Outcomes in Subject Areas
Y-PLAN
Project Highlights

Mapping
Surveys
Policy Research
Mapping

Facility Inspection Tool “FIT” ➔ Digital Survey ➔ Site Mapping
Can we improve our school facilities?
Richmond High School
Richmond, United States

What are you inspecting?
- Fields/School Grounds: 5%
- Interior Surfaces (Floors, Ceilings, Walls, and Window Casings): 26%
- Lockers: 7%
- Others: 4

Mapping
Mapping
Student Surveys

Defining a healthy school

Defining a healthy community
“A school with fresh lunches, and not brain-depriving food. People would remain tolerant of different beliefs, ethnicities, sexual orientation (no bullying). Students would be more enthusiastic about learning and their education and teachers would also be enthusiastic about teaching.”
Wendell Greer, Deputy Superintendent, WCCUSD

Gabino Arredondo, Environmental Initiatives, City of Richmond

Luis Lopez, Y-PLAN Scholar, Richmond High School Health Academy

Veronica Castaneda, Y-PLAN Scholar, Richmond High School Health Academy
Y-PLAN Berkeley

Dagny Dingman, Literature Instructor, Berkeley High School Green Academy

Adrienne Sontag-Murphey, Y-PLAN Scholar, Berkeley High School Green Academy

Adriss Varteressian-Bramed, Y-PLAN Scholar, Berkeley High School Green Academy
Questions + Dialogue

citiesandschools.berkeley.edu

y-plan.berkeley.edu

Thank You!
Recommendations

Upgrade and ensure access to technology in every classroom to close the technology gap.

Provide pathways for teachers to receive student feedback to improve teaching + learning.

Student Engagement

Increase culturally competent curriculum.

Ethnic studies across disciplines.
Recommendations

Increase access to AP classes and hold students to a higher standard in small schools

Connect student learning to future careers.

Course Access

Implement career technical education for non-college track students that leads to jobs after high school.

Increase ethnic studies courses
Recommendations

**School Climate**

Improving quality, access, and efficiency of school services.

Increase feelings of personal safety.

Improve the library, cafeteria, lunch-line, computers, Career Center.

Improve opportunities for recycling and composting across campus.
Recommendations

Upgrade water fountains

**Basic Necessities**

Upgrade school grounds and amenities:
(track and field, basketball courts, bike racks)

Update lockers

Improve air quality, including access to windows and air-conditioning

Install “hydration stations” to increase water consumption and reduce plastic-bottle waste.

Improve bathrooms to make students feel more comfortable.

Improve overall cleanliness of school facility – including pests, vermin, mold.
Thank You

http://citiesandschools.berkeley.edu