

Local Control and Accountability Plan: Annual Review

March 2022

Local Control and Accountability Plan Goals

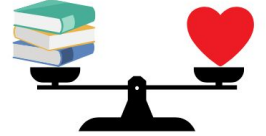


Goal 1:

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 2:

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.



Goal 3:

Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach, and standards-based instruction.

Goal 4:

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.





**Local Control Accountability Plan
Committee Meeting
March 28, 2022
5:30 – 6:30 pm**

AGENDA

1. Welcome
2. Input/Feedback for Annual Review of LCAP Actions
3. Member Topic Requests

Review Process

- Mid Year Update for Goals 1 - 4
 - Reviewed metrics and expenditures for each goal

Review Process

- Mid Year Update for Goals 1 - 4
 - Reviewed metrics and expenditures for each goal

LCAP Mid Year Update: Goal 3 Metrics and Expenditures*			Expenditures		
As of January 26, 2022					
Metrics					
Metric	Baseline (Spring 2021)	Current Status (F		Budgeted	Actual
Reclassification rate for English Learners	In 2020-21, there were 69 students reclassified, or 3%.	In 20-21, 102 stu reclassified. This students have be			
Performance level on the English Learner Progress Indicator	The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level. For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.	The English Learner Indicator is not c available. In Spring 2021, 1 tested on the Su ELPAC. Test results are b Overall Performe Level 1 = 20.3% Level 2 = 34.6% Level 3 = 34.8% Level 4 = 10.3%			
		Oral Language	Action 1: Standards-Based Instruction		
			Training/Professional Development	\$3000	\$1000
			English Learner Proficiency Assessment (ELPAC) support	\$52,400	\$9092
			Action 2: English Learner Profiles	Budgeted	Actual
			Coaching Support	\$35,000	\$4429
			Action 3: Systems of Support	Budgeted	Actual
			Personnel	\$1,844,720	\$1,447,377
			<ul style="list-style-type: none"> • Administrative Staff • English Learner Specialists • Paraprofessionals to support newcomers 		
			Action 4: Family Engagement	Budgeted	Actual
			Latino Family Literacy Project	\$30,000	\$23,220
			Personnel	\$526,435	\$585,686
			<ul style="list-style-type: none"> • CAFE Project Manager • CAFE Specialists at school sites 		

Review Process

- Mid Year Update for Goals 1 - 4
 - Reviewed metrics and expenditures for each goal
 - Collected observations and wonderings

Questions about LCAP Mid-Year Update From LCAP Collaborative and DELAC

Goal 1

- Were all of the CTE/VAPA classes available during virtual learning? Or were those limited?
 - *Yes, all of our classes were available during virtual learning.*
- What is a good number for pathway completion?
 - *It depends on the pathway and how long it has been in existence. Ideally we would want at least a class of completers each year-around 35/pathway-for an established pathway.*
- Wondering why we think there was almost a 50% drop in college credit received? Do we think it was because of the increase of CTE?
 - *All of our dual enrollment classes at the moment are CTE classes, so they don't conflict. Many students enroll in the dual enrollment classes but find the college level expectations difficult to meet or decide they don't want to do the amount of work required while still in high school. Virtual learning impacted student performance and engagement across the board, and dual enrollment was no exception.*

Review Process

- Mid Year Update for Goals 1 - 4
 - Reviewed metrics and expenditures for each goal
 - Collected questions and wonderings
- Supplement to the Annual Update
 - Reviewed the Supplement at February's meeting

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Elodia Ortega-Lampkin Interim Superintendent	elodia.lampkin@wjustd.org 530-406-3202

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Review Process

- Mid Year Update for Goals 1 - 4
 - Reviewed metrics and expenditures for each goal
 - Collected questions and wonderings
- Supplement to the Annual Update
 - Reviewed the Supplement at February's meeting
- Next: Annual Survey
 - Provide feedback about actions in each goal



"EXCELLENCE FOR ALL"

Preparing & empowering all students
for a future of endless possibilities.

WJUSD Local Control and Accountability Plan (LCAP) Input for 2021-22

The Woodland Joint Unified School District seeks your input. We would like to know your perspective on how the district is doing in meeting the needs of students. Your responses to the questions below will help the district analyze our progress on the goals and actions outlined in our LCAP. The survey results will be reviewed by district leadership and the WJUSD Board of Trustees.

Please provide input and feedback on your experience in the district, whether you have a child in the district, if you are a staff member, or a community member in Woodland. This survey is anonymous but if you would someone to follow up with you on your responses, you will have an opportunity to provide your name and contact info at the very end of the survey.

Annual Survey

- Is there anything missing from the survey?
 - Elementary parents will have a hard time with the goal 1 questions
 - Maybe a question about which school the child attends - filter by age
 - Mention band is VAPA
 - Goal 4 - Has your child had an opportunity to be meaningfully involved or been engaged?

- How do we ensure parent/family participation?
 - Have time for it at ELAC meetings
 - ParentSquare messages with link
 - Flyer with QR code

Next Steps

- Next meeting - April 25
 - Review draft of LCAP 2022-23

- May 23 - needs a date change due to reclassification/seal of biliteracy ceremony

Member Topic Requests