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Teaching and Learning

LCAP
Collaborative
Meeting
10.12.20

Agenda

- Welcome and Introductions
- School Site Updates
- Introduction to the LCAP, the LCP, and LCFF
- Review LCAP Development Process and Stakeholder Feedback from 2019-20 school year
- District Updates on Current Efforts Outlined in LCP
- Member Topics

Introduce yourself

- Your name
- Your school/
dept/organization
- What talent would you
show off in a talent show?





School Site Updates/Info

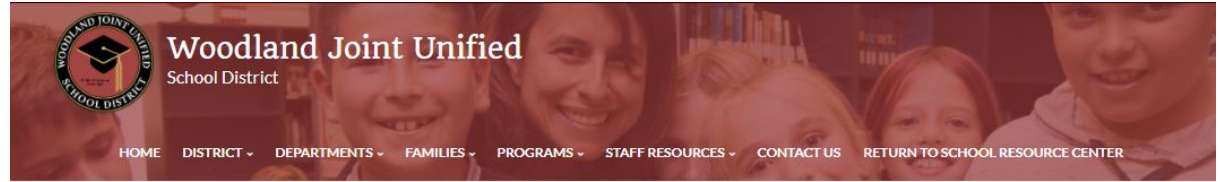
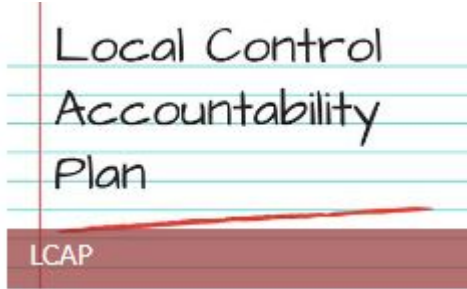
Terms

LCAP = Local Control and Accountability Plan (previous plan ended June 2020)

LCP = Learning Continuity and Attendance Plan (established for 2020-21 school year only)

LCFF = Local Control Funding Formula (statewide method of allocating district funding)

Resources on www.wjUSD.org



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Departments
Business Services
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- Local Control Accountability Plan (LCAP)
LCAP Collaborative
LCAP Materials Archive
LCAP Dashboard
California School Dashboard

Local Control Accountability Plan (LCAP)

Approved 2020 Learning Continuity and Attendance Plan

Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, and published in April 2020.

SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. The legislation also requires that the Budget Overview for Parents be developed and adopted by December 15, 2020. The requirements to hold a separate public hearing and adoption at a public local governing board meeting consistent with California Education Code (EC) Section 52064.1 of the Budget Overview for Parents remains.

SB 98 establishes California EC Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–2021 school year.

The Learning Continuity Plan (LCP) is intended to balance the needs of all stakeholders, including educators, parents, students, and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year.

Resources on www.wjUSD.org



- Approved LCP in English and Spanish
- Superintendent's Responses to Stakeholder Questions
- 2017-20 LCAP
- LCAP Collaborative Committee info for school years 2016-17 through 2020-21
 - Meeting Dates
 - Meeting Agendas, Handouts, and Minutes

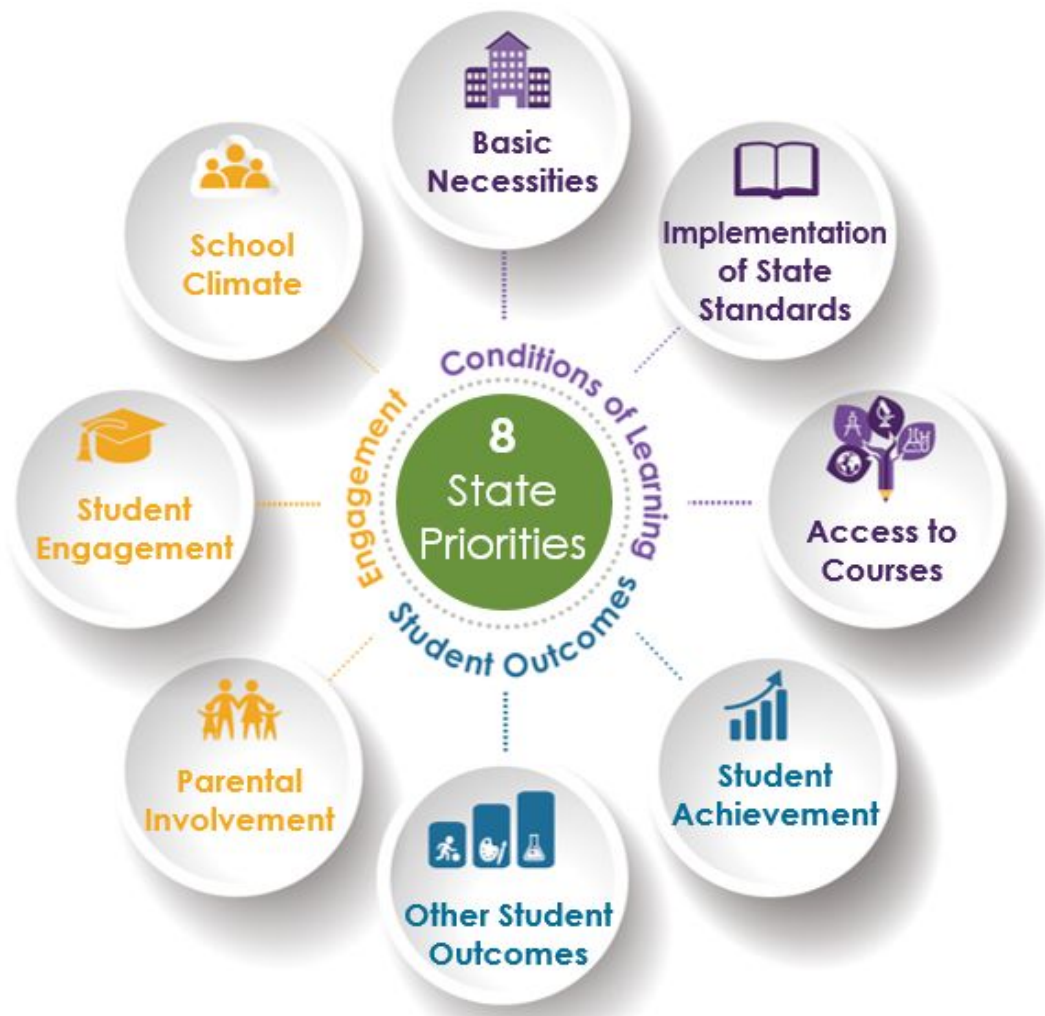
Introduction to LCAP, LCP, and LCFF

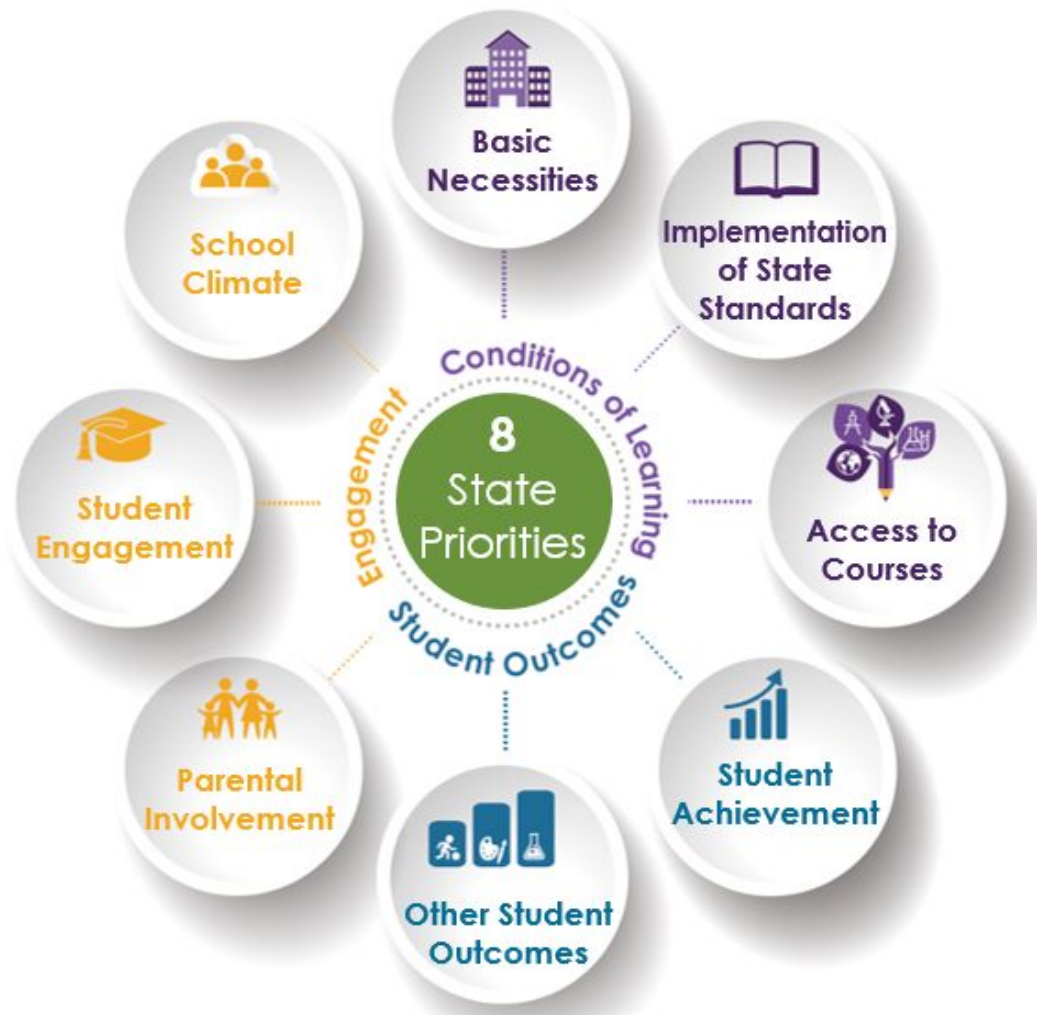
Local Control Funding Formula (LCFF)

- Base funding for all school districts

+

- Additional funding for low income students, English learners, foster youth, and homeless students





The LCAP outlines how the district is meeting each of these priorities

What is the Learning Continuity and Attendance Plan (LCP)?

- California's response to federal accountability guidelines
- A one year plan that outlines our in person learning, distance learning program, stakeholder engagement, learning loss, mental health supports, and nutrition services
- Most likely -- there will be an "annual update" for the LCP in the new LCAP Template for 2021-24

Review LCAP Development Process
and Stakeholder Feedback
from 2019-20 school year

The District's Responsibilities

- Consult with stakeholders
- Identify student need through comprehensive data review
- Develop plan to support all students, but especially English learners, Foster students, and students who are low income
- Address the 8 state priorities through goals, actions, and metrics
- Measure progress on all metrics
- Report on progress and on expenditures



Stakeholder Input in 2019-20

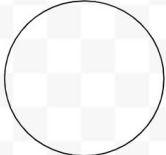
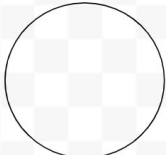
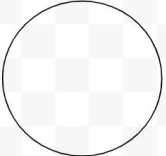
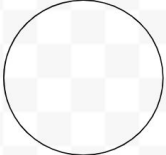
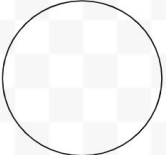
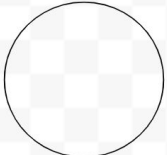
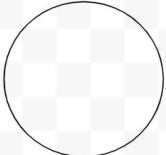
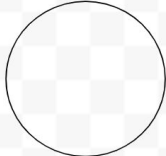
LCAP Development Process focused on establishing community priorities

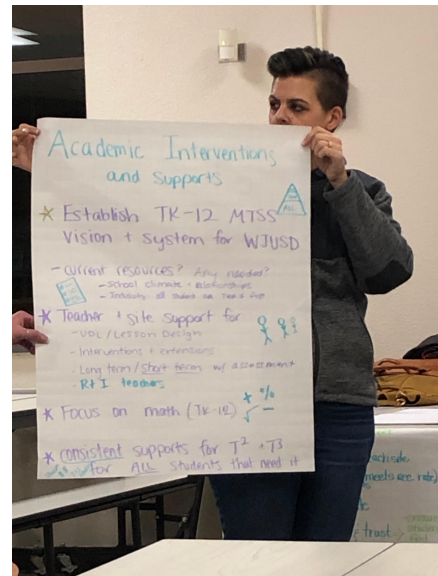
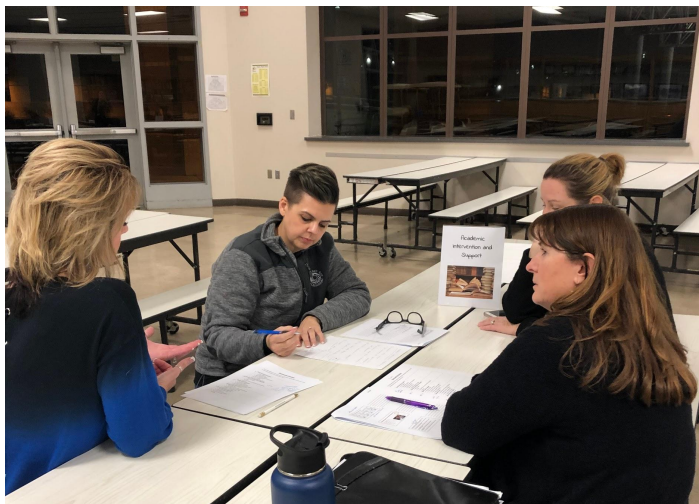
- Town Hall meetings, student focus groups, committee meetings, teacher survey
- 413 total individuals participated



Activity: What are your Priorities?

LCAP Priorities

Academic Enrichment				English Learner Support
	Academic Intervention and Support	Additional School Site Allocation	College and Career Readiness	
Facilities				
	Family and Community Involvement	Foster/Homeless Support	Health and Safety	Professional Learning
Social-Emotional Supports				
	Special Education Support	Technology	Textbooks and Materials	Other
				



Town Hall Meetings

Top 5 Priorities (all stakeholder groups)

- 1** Academic Intervention and Support
- 2** Social Emotional Support
- 3** English Learner Support
- 4** College and Career Readiness
- 5** Special Education Support

Development of Drafted Goals

- Using the following foundational documents, the Educational Services team drafted goals for the next LCAP
 - Previous LCAP and Strategic Plan Goals
 - Top 5 Stakeholder Priorities
 - WJUSD Graduate Profile
 - English Learner Roadmap
 - Special Education Performance Indicator Review

Next Steps in LCAP Development for 2021-24

- Provide updates and review progress on LCP actions and services
- Review new proposed goals (next meeting)
- Begin drafting metrics (next meeting)
- Align actions and metrics to new goals

District Updates on Current Efforts Outlined in LCP

Stakeholder Engagement

- Surveys for Month 1 of Distance Learning have been released for parents and students
 - Student survey closed Friday, Oct 9 and has 1633 English responses and 31 Spanish responses
 - Parent survey is open until Friday, Oct 16 and has 1810 English responses and 269 Spanish responses



Distance Learning Program



- Platform: primarily using Seesaw (K-2) and Canvas (3 - 12)
- Training for teachers and staff in technology tools
 - Provided by Teachers on Special Assignment and lead teachers (in development)
- Significant changes to the way we take attendance in order to track participation in distance learning and work completion

Learning Loss



- Diagnostic assessments are in progress for Reading and Math in grades 1 - 12
 - Grades 1 - 6: iReady for reading and math
 - Grades 7 - 12: StudySync for English Language Arts classrooms
 - Grades 7 - 12: Mathematics Diagnostic Testing Project for math classrooms
- Teachers will receive training in how to review the results and plan for instruction

WJUSD RECOMMENDED REOPENING PLAN

A Phased Approach to Reopening Schools



PHASE 1

REMOTE LEARNING

All Virtual Instruction
No In-Person Learning

1

PHASE 2

LIMITED BLENDED LEARNING

Physical Distancing of 6 Feet
No Groups Over 10 Students
Active Screening in Place
Face Coverings Required
Health and Safety Protocols in Place

2

PHASE 3

FULL BLENDED LEARNING

Physical Distancing of 6 Feet
No Groups Over 50% of Classroom Capacity
Passive Screening in Place
Face Coverings Required
Health and Safety Protocols in Place

3

PHASE 4

IN-PERSON LEARNING WITH RESTRICTIONS

Physical Distancing to the Extent Possible
Normal Class Capacity (minus those students in the Virtual Academy)
Passive Screening in Place
Face Coverings Required
Health and Safety Protocols in Place

4

PHASE 5

IN-PERSON LEARNING WITH NO RESTRICTIONS

Full In-Person Learning with No Restrictions

5

Phase 2 Update: Limited Blended Learning

- Special Education Special Day Class (SDC) classrooms
- English Language Learners (newcomers)
- Preschool (full day programs only)
- Migrant Education students (identified highest needs)
- Students with Technology Barriers (top priorities: homeless/foster students and remote rural area students)
- Social-Emotional Supports (small cohorts)

Member Topics - Requests for Future Meetings

Next meeting =
November 30, 2020

