

Welcome!

We will get started in a few minutes



LCAP Collaborative Committee

April 26, 2021

Agenda

- Welcome and introductions
- Update on Reopening
- Expanded Learning Opportunities Grant
- Review and Discuss LCAP and LCP Annual Update
- Member Topic Requests for Future Meetings

Update on Reopening

- April 12: first day of Phase 3
 - Elementary: in person instruction in the morning, virtual in the afternoon
 - Secondary: concurrent instruction (in person and virtual at the same time)
- August 16: first day of Phase 4 + Virtual Academy
 - classroom instruction: in person with restrictions
 - virtual option: for students who want to continue with online instruction







Annual Update Review



This year's Annual Update is a review of actions and expenditures from the LCAP of the previous year (2019-20).

+

The Annual Update for the Learning Continuity and Attendance Plan (2020-21).

Draft LCAP Annual Update Review



- Goals 1 - 5 in the 2017-18 through 2019-20 LCAP
 - Goal 1: All students will be proficient in literacy, numeracy, and 21st Century skills through high quality, effective teaching and learning. (pages 2 - 10)
 - Goal 2: All students will graduate high school and be competitively college and career ready through personalized learning. (pages 11 - 19)
 - Goal 3: All students will be successful through the development of targeted and coherent systems of support. (pages 20 - 27)
 - Goal 4: Improve the English proficiency and academic achievement of English Learners. (pages 28 - 31)
 - Goal 5: Excellence for all students is supported through meaningful stakeholder engagement. (32 - 37)



Draft LCP Annual Update Review

- Sections in the 2020-21 LCP (approved September 2020)
 - In Person Instructional Offerings
 - Distance Learning Program
 - Pupil Learning Loss
 - Mental/Social/Emotional Well-being
 - Pupil/Family Engagement and Outreach
 - School Nutrition
 - Additional Actions

LCP Summary

In-Person Instructional Offerings

- In the LCP as approved in September 2020, there were no items listed in this section
- Ultimately, the district did purchase and install large screen monitors in classrooms to support in-person instruction = \$466,702



Distance Learning Program

- District-wide professional development (5 days for all teachers) = \$1,387,222
- Devices (chromebooks) and connectivity (wifi hot spots) for students/families = \$1,983,466
- Instructional tools and resources (learning management system, online curriculum, staff technology)= \$1,582,703
- Financial support for City of Woodland daycare program (scholarships for low income students) = \$18,170



Pupil Learning Loss

- Learning loss funds distributed to school sites = \$746,180
- Special Education assessment materials, curriculum, supplies = \$329,069
- Professional development = \$18,022
- English Learner Specialists = \$1,395,656
- Foster/Homeless Program Manager = \$88,674
- Software for English Learner monitoring = \$114,984



Mental Health and Social and Emotional Well-being

- The LCP did not ask for expenditures in this section
- Actions
 - Developed a referral process for counseling support
 - Continued to work in partnership with Yolo County on the Mental Health Student Services Act grant
 - Professional development offered for all staff
 - Implemented Social and Emotional Learning curriculum



Pupil/Family Engagement and Outreach

- The LCP did not ask for expenditures in this section
- Actions
 - Parent workshops offered to support families with distance learning: how to use ParentSquare, how to use Canvas, technology use, how to support your child with distance learning



School Nutrition

- The LCP did not ask for expenditures in this section
- Actions
 - Continue to provide grab-n-go lunches at multiple locations throughout the year



Additional Actions

- Community and Family Engagement Specialists at every school site = \$200,000



A stack of white papers is placed on a wooden surface. Two yellow pencils are visible on the left side of the stack. Several yellow sticky notes are tucked behind the white papers. The text "Development of the 2021-24 LCAP" is printed in black on the top white page.

Development of the 2021-24 LCAP

recap: Top 5 Stakeholder Priorities

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



Board Approved Goals for the 2021-24 LCAP

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.

2021-24 Metrics Development Update

- Currently, Ed Services staff are preparing the metrics using feedback from the LCAP Collaborative, the District English Learner Advisory Committee, and the Equity Task Force
- Draft changes include:
 - All metrics are measurable
 - Increase in career-focused metrics
 - More detail about California Healthy Kids Survey and California School Parent Survey
 - Special Education-focused metrics
 - All new metrics for Goal 4
- Baseline is being established this week



Goal

Goal #	Description
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.

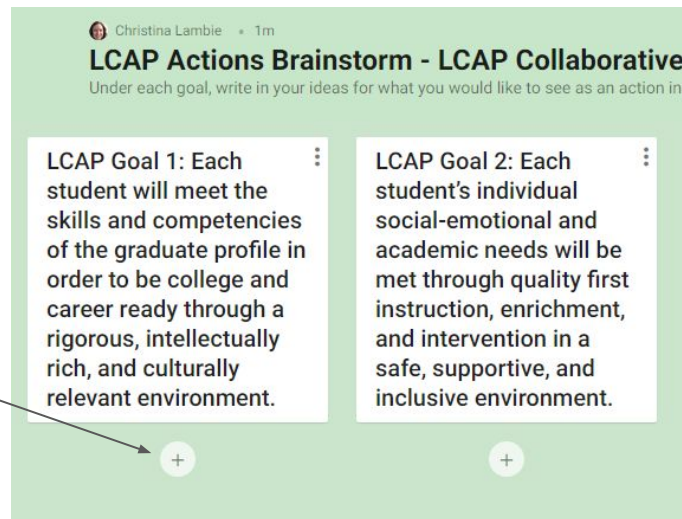
An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

1 Metric	2 Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	3 Desired Outcome for 2023–24
Number and percent of students that complete a CTE pathway	In 2020-21, the number of students projected to complete a CTE pathway is 179.				
Number and percent of students earning industry recognized certifications	In 2019-20 281 students or 35% of students enrolled in CTE earned an industry certification				
Number and percent of students participating in work based learning	In 2019-20 169 students or 21% of program participants were in work based learning				

Input on Actions - Process

1. Access the padlet (link in chat)
2. Review the new goals for the draft 2021-24 LCAP
3. Use the **+** sign under each goal to add what you would like to see included in the actions
4. Submit your ideas by Monday, May 3



https://padlet.com/christina_lambie/yzh6umjlm8q2nycc



Steps in LCAP Development

- ❑ Determine stakeholder priorities ✓
- ❑ Develop Goals ✓
- ❑ Develop Metrics ✓
- ❑ Develop Actions
- ❑ Develop Budget
- ❑ Review and Revise
- ❑ Board Approval by June 30

Next Steps in LCAP Development

- Finalize metrics
- Continue working on actions
- Next meeting - May 24
 - draft LCAP will be emailed on May 7 along with a feedback form
 - comments and questions will be collected on May 24

