

A red binder clip is attached to the top edge of a yellow sticky note. The sticky note is layered over an orange sticky note. The entire scene is set against a solid blue background.

Welcome!

We will start in a few minutes.



LCAP Collaborative Committee

January 25, 2021

Agenda

- Welcome and introductions
- Update on Phase 2 Reopening
- Continue review of LCAP Development Process:
 - Board Approved Goals
 - Review state-required metrics
 - Member-suggested metrics (proposals)
- Member Topic Requests for Future Meetings

Update on Phase 2 Reopening

- Students in SDC classrooms will return to in-person instruction on February 1
 - Hybrid cohort model -- students attend in person two days per week, remote learning three days per week
 - Option to remain virtual
- Staff are receiving training in preparation for students coming back to campus
- Board updates on reopening occur regularly - on Jan 28, Dr. Sisson (Yolo County Public Health Officer) will provide an update to trustees

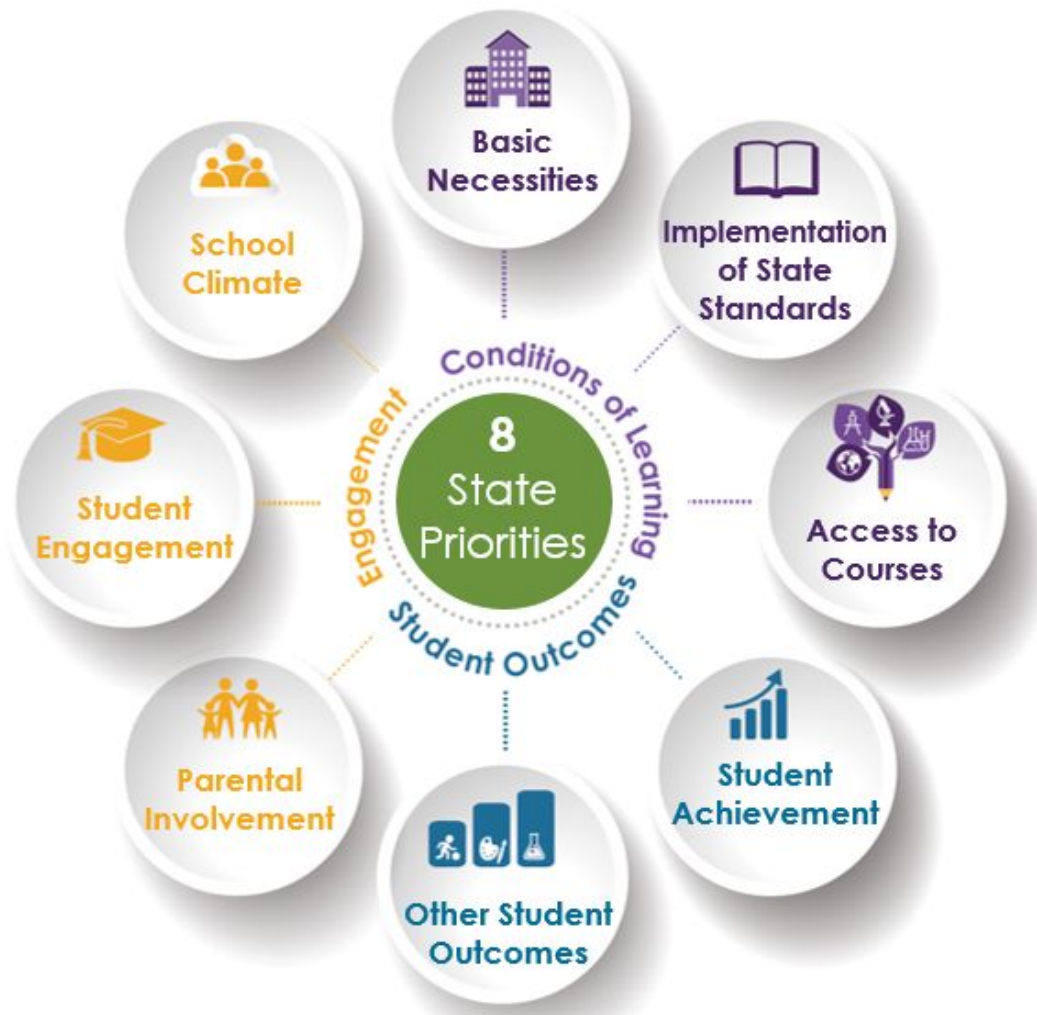
LCAP Development Process: Reviewing Metrics





Steps in LCAP Development

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



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

Board Approved 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. (Added by WJUSD Board of Trustees on 1.14.21)

Concepts that were not addressed in the 2017-20 LCAP

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Goal 2:

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Developing Metrics

Required = identified in statute as required for each Local Control and Accountability Plan; required for approval of the LCAP by Yolo County Office of Education

District-identified = Included in the LCAP as a local indicator, measures progress on district-identified initiatives and improvement efforts

An example using 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.

Required

Decrease in the suspension rate.

District-identified

Ensure that the number of suspensions is proportionate to the population.

*added to address our district's
focus on equity*

Best Practices for Metrics

- ❑ Are measurable
 - ❑ example: Decrease the suspension rate
 - ❑ example: Increase the percentage of students who meet UC/CSU a-g requirements
 - ❑ example: Implement the new social-emotional learning curriculum in all elementary school classrooms
- ❑ Data is currently available and/or a system can be developed to collect the data
- ❑ Are directly connected to a Goal (and eventually to an Action)

from California Department of Education: [districts] are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.



Metrics for Goal 1

Required metrics:

- cohort graduation rate
- middle and high school dropout rate
- UC/CSU a-g completion rate
- enrollment/completion of Advanced Placement courses
- Ready for College-level work (Early Assessment Program)
- Completion of Career Technical Education pathways
- Earning industry-recognized certifications (CTE)
- Participating in work-based learning



Metrics for Goal 2

Required metrics:

- Teacher credentialing and assignments
- Student access to instructional materials
- Facilities in good repair
- Growth on English Language Arts and Math Academic Indicator
- Growth on the English Learner Progress Indicator
- Students meeting standard on statewide assessments
- Access to programs that serve low income, foster/homeless students, and English learners
- Implementation of academic standards



Metrics for Goal 2 (continued)

Required metrics:

- Chronic absenteeism
- Attendance rate for schools
- Expulsions/expulsion rate
- Suspension rate
- Equitable access to broad course of study
- Parent and family participation in programs for English learners, foster and homeless students, low income students, and students with special needs
- Parent and family engagement and participation rate



Metrics for Goal 3

Required metrics:

- Reclassification rate for English learners
- Growth on the English Learner Progress Indicator

Metrics for Goal 4

Required metrics:

- none yet identified



Next Steps in LCAP Development

- Review all metrics feedback and proposed metrics at the next meeting on February 22 - submit your comments on the [metrics document](#)
- Begin work on identification of Actions

