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Executive Director of  
Teaching and Learning

***LCAP***  
***Collaborative***  
***Meeting***  
***11.30.20***

# Agenda

- Welcome and Introductions
- Follow up to Member Topics from Previous Meeting
  - Review of Classified Staff Survey
  - LCAP/LCP Funding Update
- Continue review of LCAP Development Process: Presentation and Feedback on Drafted Goals
- Review and provide feedback on draft Phase 3 Elementary and Secondary Schedule
- Member Topic Requests



# Classified Staff Survey

## Details

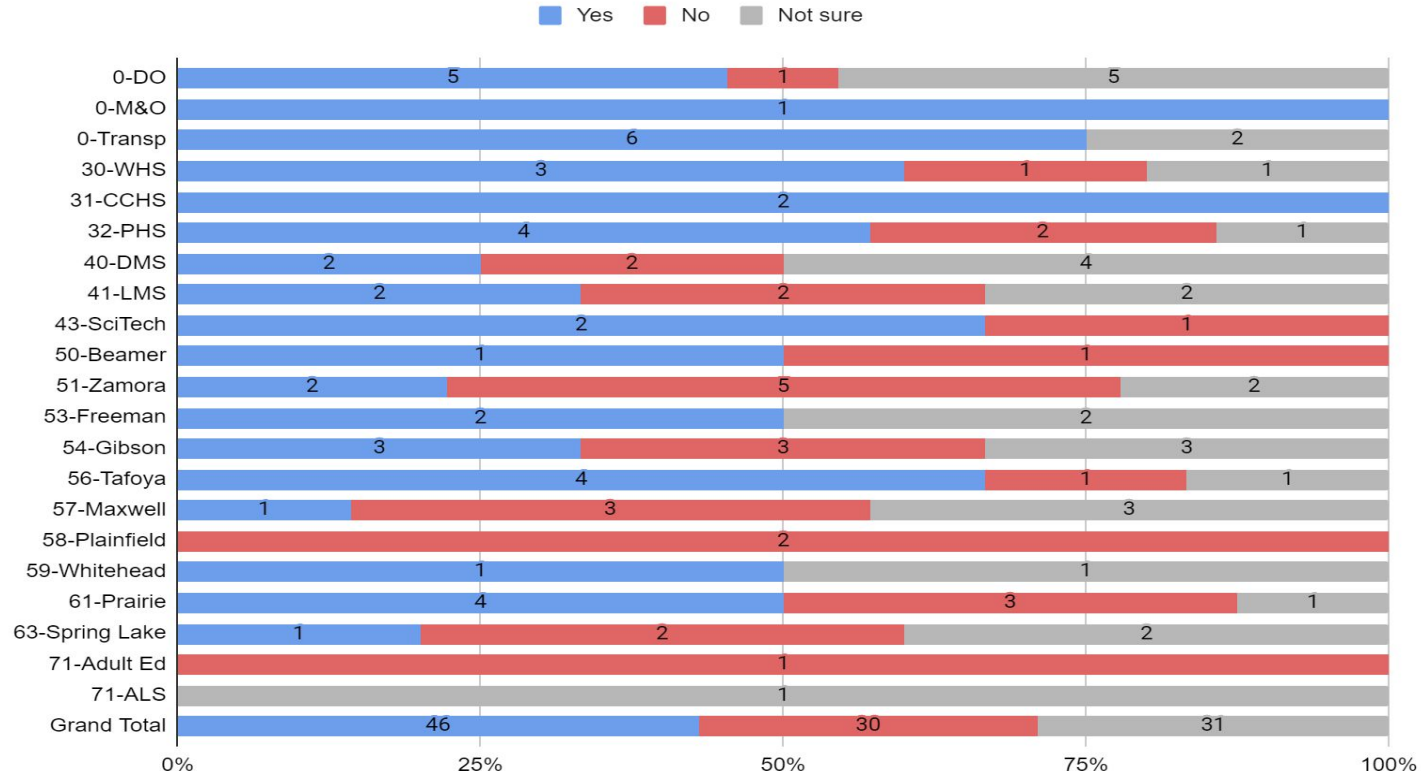
- Open October 5 – 16
- For all CSEA employees – included specific questions for staff who work with students
- Received 107 total responses (~18% response rate)

## Top Areas of Concern

- Health and Safety protocols
- Screen time for students and adults
- Issues with technology access
- Students with special needs

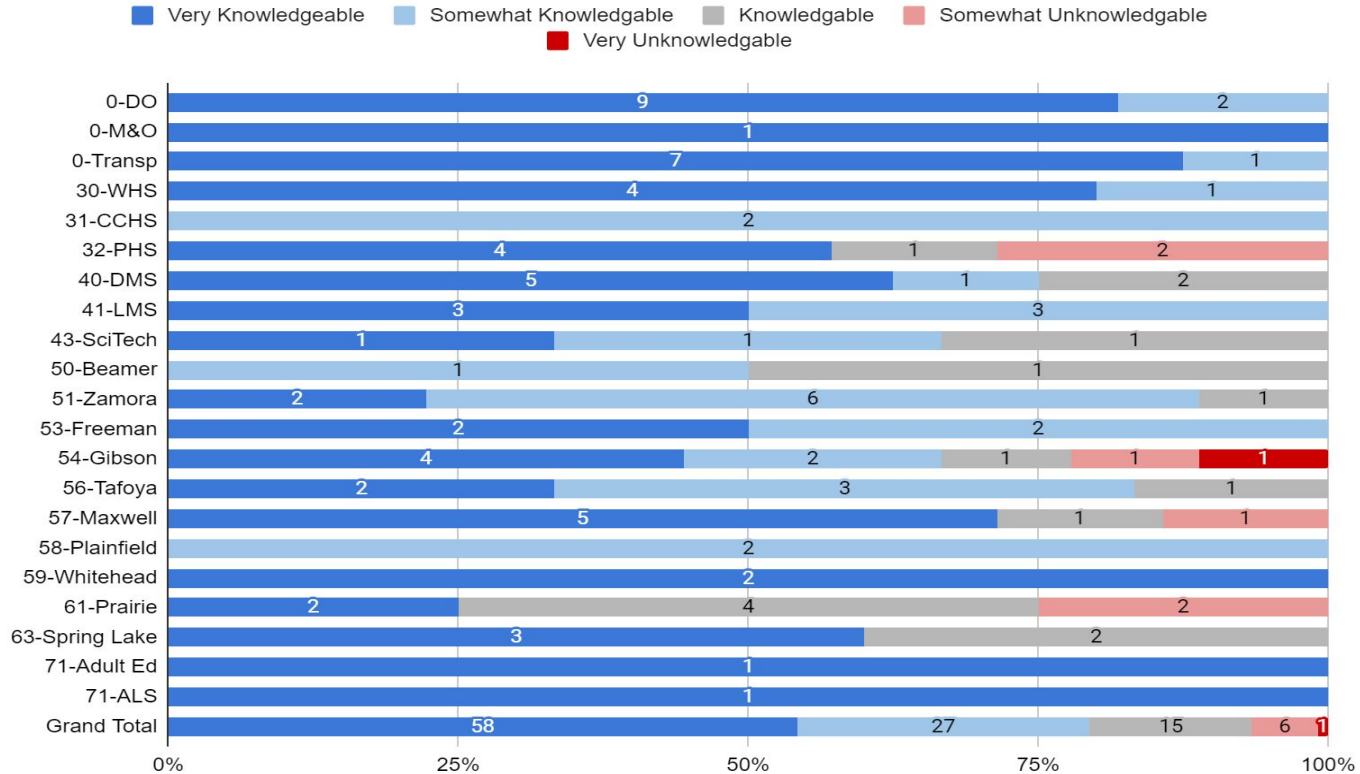


Do you feel the professional development you received at the beginning of the year has given you the skills necessary to work in this environment?

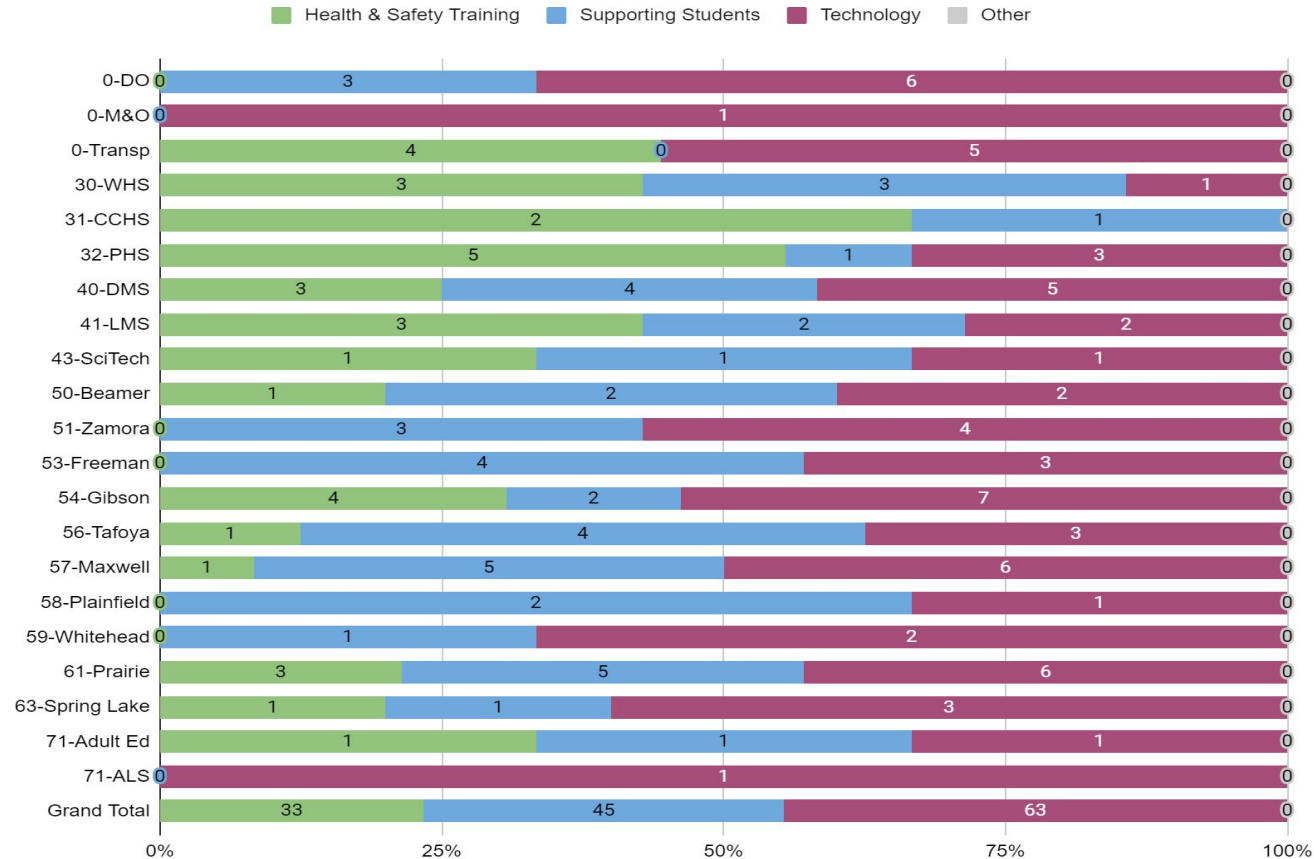




How knowledgeable are you about the health and safety procedures that you need to follow?



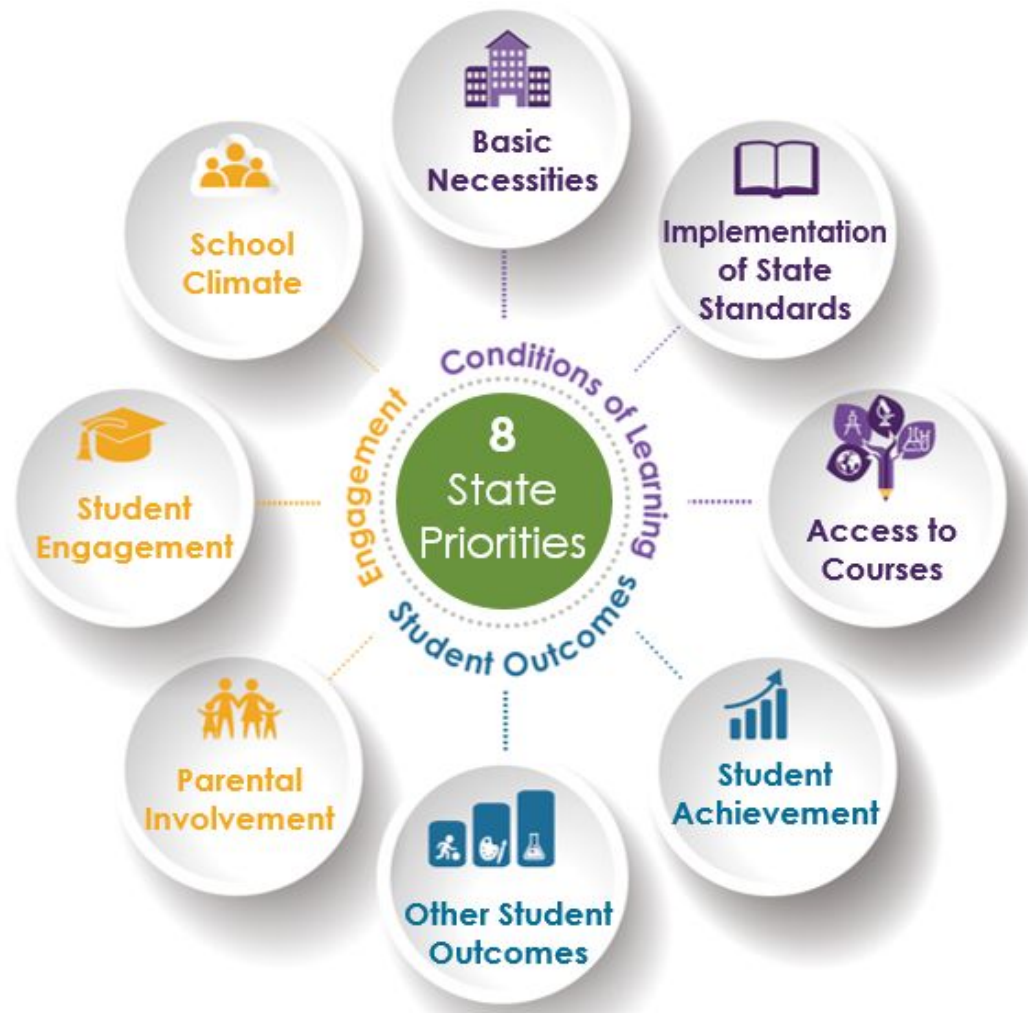
## What kind of professional development would you like to receive?



# **LCAP/LCP Funding Update**

# **LCAP Development Process: Presentation and Feedback on Drafted Goals**





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

# 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



# 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

# Drafted 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.

# Drafted 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.

- Top 5 priorities: College and Career Readiness
- Graduate Profile
- English Learner Roadmap Principles 1 and 2
- Special Education Indicators 14a - 14c, Graduation Rate, and Dropout Rate
- Previous LCAP Goals 2 and 5

# Drafted Goals

## 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.

- Top 5 priorities: Academic Intervention and Support; Social Emotional Support, Special Education Support
- English Learner Roadmap Principle 1 and 2
- Special Education Indicators: Academic Participation, Academic Achievement, and Suspension
- Previous LCAP Goals 1, 3, and 5

# Drafted Goals

## **Goal 3:**

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

- Top 5 priorities: English Learner Support
- English Learner Roadmap Principles 1, 2, 3 and 4
- Special Education Indicators: Academic Achievement; Graduation Rate
- Previous LCAP Goals 4 and 5



# Drafted 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.

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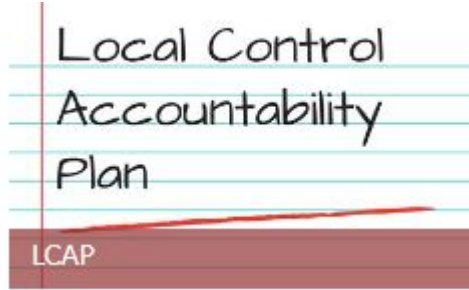
Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach, and standards-based instruction.

# Next Steps in LCAP Development

- Review and collect feedback on drafted goals with District English Learner Advisory Committee and with WJUSD Board of Trustees; revise and edit drafted goals based on feedback
- Present initial work on Metrics to LCAP Collaborative at our next meeting
- Later phases include work on actions and strategies

# Member Topics - Requests for Future Meetings

# Resources on [www.wjUSD.org](http://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