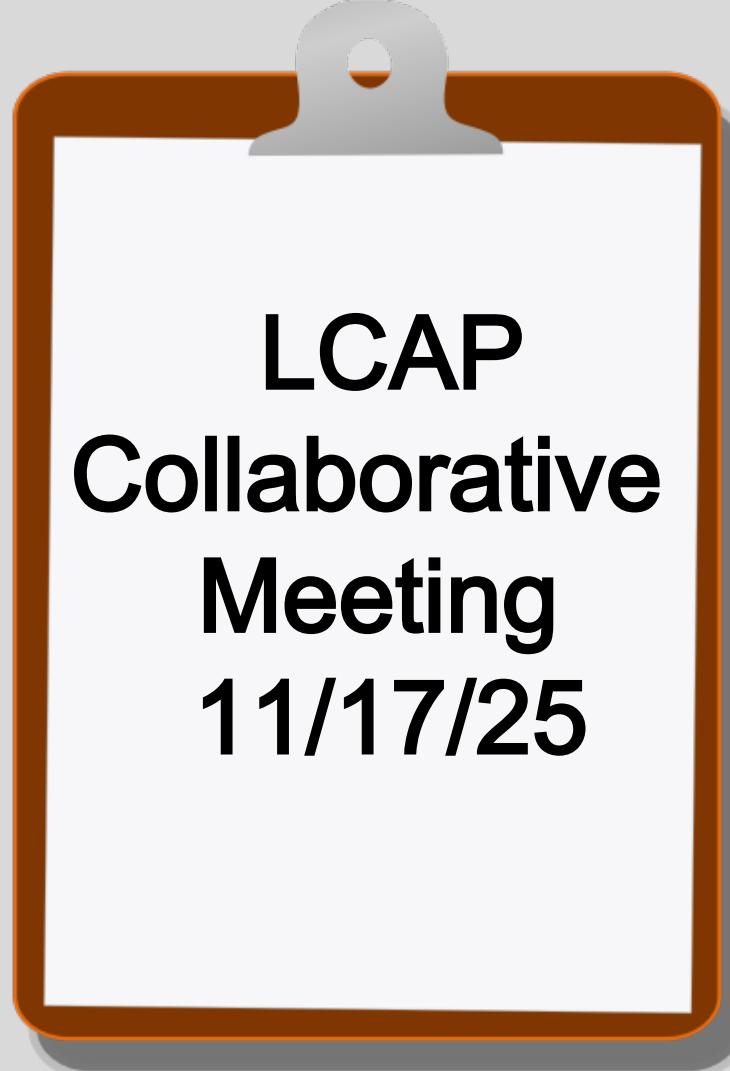


Danielle Sharp
Director of State and
Federal Programs



Agenda

- Welcome and Introductions
- Introduction to the LCAP and LCFF
- Review LCAP 2024-27 Goals
- Roles and Responsibilities within LCAP
- Accountability Update

Hello my name is

- Your name
- Your school/ dept/ organization
- What is your favorite smell?

Board Approved Local Control and Accountability Plan Goals

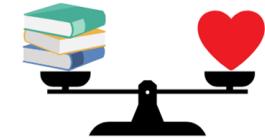


Goal 1:

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.



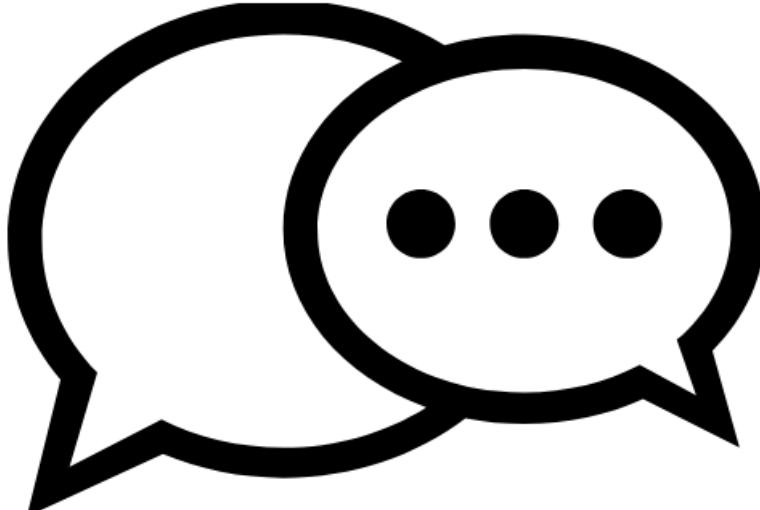
Goal 3:

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.





Agreements for our work together:

- Seek to understand
- Presume positive intent
- Leave space for all to contribute



What additional agreements would you suggest?

Terms

LCAP = Local Control and Accountability Plan

LCFF = Local Control Funding Formula

Sup/Con = supplemental and concentration funding

ADA = average daily attendance

AP = Advanced Placement

ELPAC = English Language Proficiency Assessments for California

SBAC = Smarter Balanced Summative Assessment

Resources on www.wjusd.org



Our Goals (LCAP)



- Approved LCAP in English and Spanish
- Superintendent's Responses to Stakeholder Questions
- Archived Documents
- LCAP Collaborative Committee info for school years 2016-17 through 2024-25
 - Meeting Dates
 - Meeting Agendas, Handouts, and Minutes

Introduction to LCAP and LCFF

Local Control Funding Formula (LCFF)

- **Base** funding for all school districts

+

- **Supplemental** funds allocated by the number of low income, English learners, and foster youth

+

- **Concentration** funds for districts with over 55% of students low income

What did LCFF change?

Before:

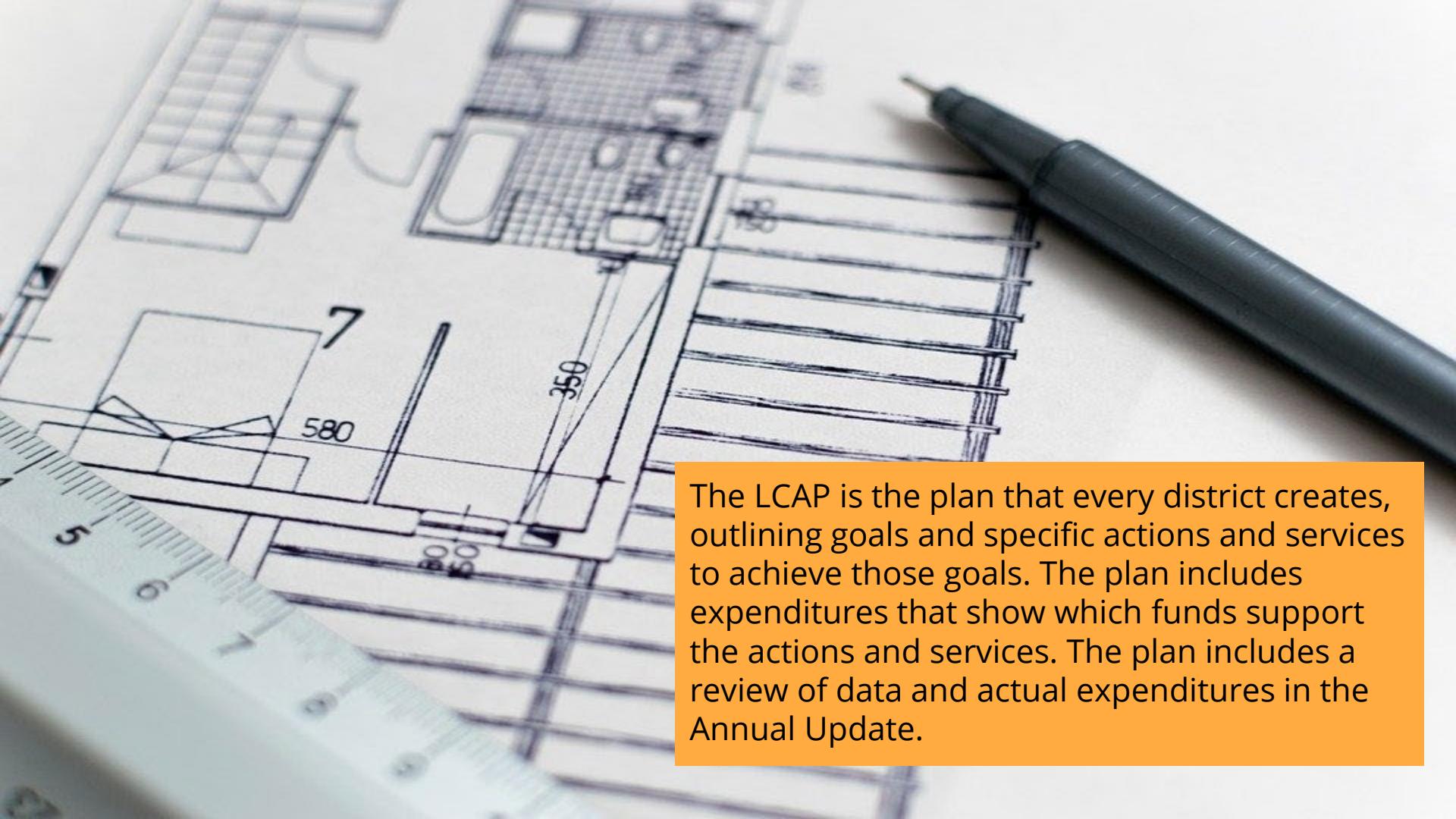
- State-directed categorical programs
- Lack of additional funding for struggling students
- School and district performance measured by a single academic indicator



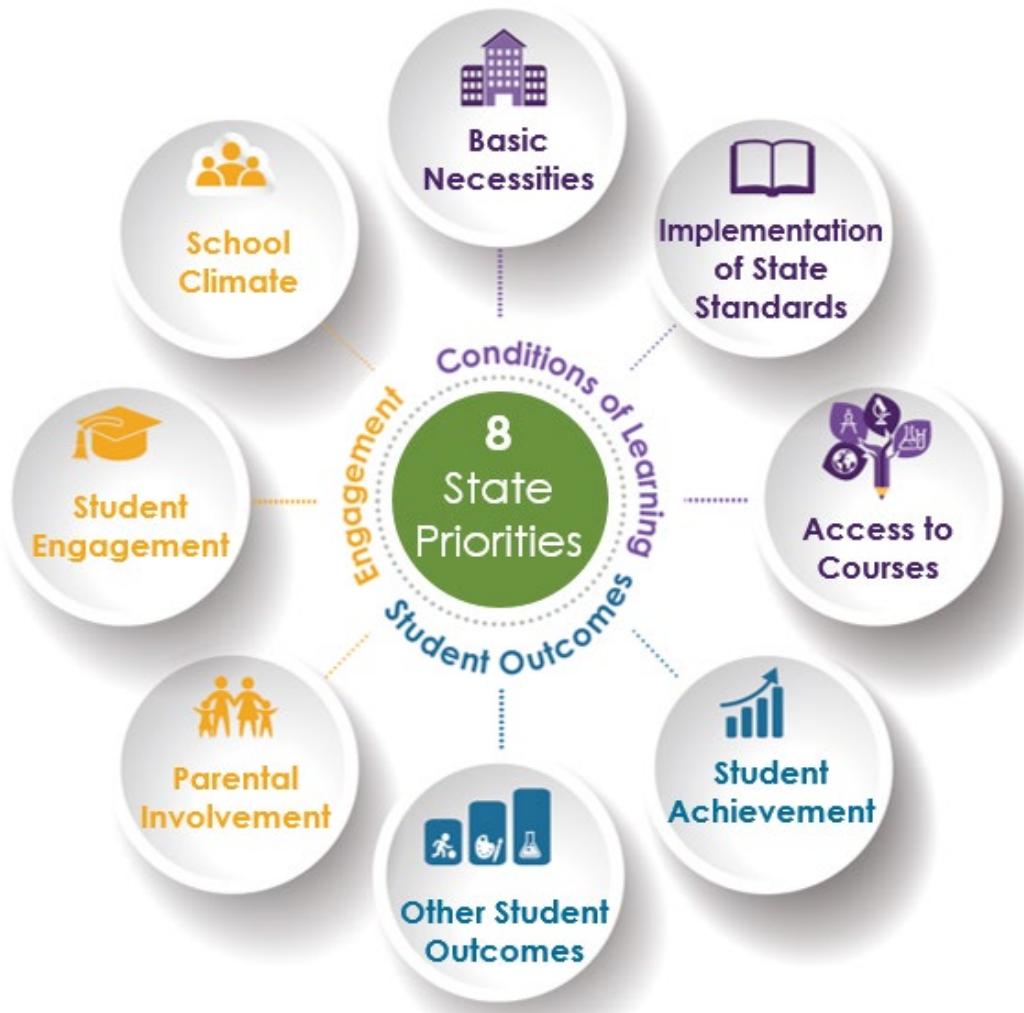
Now:

- Local authority able to direct spending to greatest needs
- Additional funding for low income, English learner, and foster youth students
- Performance represented by multiple performance indicators





The LCAP is the plan that every district creates, outlining goals and specific actions and services to achieve those goals. The plan includes expenditures that show which funds support the actions and services. The plan includes a review of data and actual expenditures in the Annual Update.



The LCAP outlines how the district is meeting each of these

The District's Responsibilities

- Consult with community partners
- 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





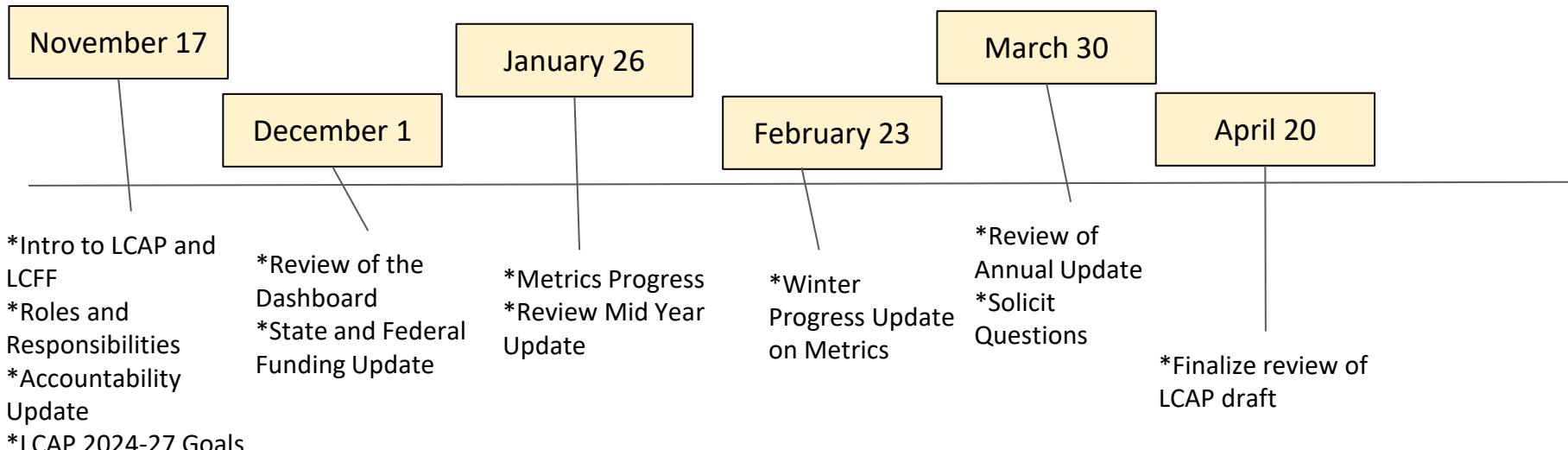
The 2024-27 LCAP

Year 1: 2024-25

Year 2: 2025-26

Year 3: 2026-27

Committee Timeline



Committee Role

Responsibilities:

- Serve as a liaison between the School Site Council/WEA/CSEA/admin team and the district LCAP Committee
- Review progress reported in the LCAP Annual Update
- Provide feedback on the draft LCAP

District Role

Responsibilities:

- Organize and facilitate meetings
- Provide information to the committee on the district LCAP and other plans that provide guidance
- Share data for informed discussion

School Site Councils, The LCAP, & SPSA

- School Site Councils review, helps to monitor and provides feedback/approval of the SPSA
- LCAP collaborative reviews, helps to monitor, and provides feedback on the LCAP
- LCAP reps will share meeting information at SSC, serves as communication between sites and the district

4. Reading and Approval of Minutes (5 min.)		Secretary	
5. Reports of Officers/Committees (10 min.)		Chair	*LCAP representative debrief
6. Public Comment (5 min.)	*Not Applicable	Chair	

School Site Councils, The LCAP, & SPSA

SPSA monitoring is a key role of the SSC, and should happen at every meeting (except meeting #1)

LCAP monitoring is an essential role of the collaborative and will happen at most meetings.

Copy from your Plan		Develop with those responsible for executing/implementing each action, prior to launching the action			Update prior to each educational partner meeting from Galaxy and/or internal budget monitoring tool		Update as evidence is collected		Complete in the spring with the educational partners when developing the next Plan.	
Goal #	Budgeted Amount	Actions	Metric(s)	Who is responsible for collecting the data?	Expenditures to Date	Monitoring What is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results			
From LCAP, Federal Addendum, SPSA.	Include funding source and amount.	Actions being funded.	List the evidence that will be collected to monitor the implementation and impact of each action. These metrics should be as close to the action as possible. For example, if the action is after school tutoring, the team would not use CAASPP scores; rather, they could collect attendance, observation data when walking through after school tutoring classrooms, pre- and post-test scores connected to the skill(s) being remediated, and growth on iReady for those receiving tutoring compared to those that aren't.	Teachers Paraprofessionals Counselors Assistant Principal Parent Liaison Principal	From Galaxy/internal budget monitoring tool.	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?			
1.1	1,700.00	"Walsh Welcome Slide Deck developed with staff input-reminders about peaceful playgrounds are part of the weekly newsletter. "Science night chair identified "Cross country after school enrichment started and completed. "Fall 2024 Second Step Lessons modeled by administration/lead counselor. "Develop and offer a wider array of afterschool activities.								

Accountability Update

California School Dashboard

Purpose: to provide parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning

- Reports progress on state and local indicators for districts and schools



WJUSD Data Dashboard for 2023

Chronic Absenteeism



Suspension Rate



English Learner Progress



Graduation Rate



College/Career



English Language Arts



Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Accountability Update

- The 2025 California School Dashboard was released on November 13, 2025
- New - Long Term English Learners will be a student group on all indicators
- New - Science performance has its own indicator



Accountability Update (cont.)

→ CDE identifies schools and districts for support based on student performance

- District: Differentiated Assistance
- Schools:
 - **Comprehensive Support and Improvement** :
 - None
 - **Additional Targeted Support and Improvement** :
 - Freeman, Gibson, Prairie



Member Topic Requests for Future Meetings

*Thank you for your participation
tonight!*

Next meeting = December 1, 2025 at
5:30 pm