



LOS ALAMITOS UNIFIED SCHOOL DISTRICT
Academics • Athletics • Activities • Arts

District Advisory Council

Local Control and Accountability Plan

Messaging Workshop

2019-2020

What is DAC?



The District Advisory Council (DAC) for Compensatory Education Program is a district-level advisory group comprised of parents, site staff, and community leaders who consult with the Board of Education and district staff on behalf of Compensatory Education participants. Whose primary function is to provide input for the LEA's Local Control and Accountability Plan (LCAP).

LCFF vs. LCAP

Local Control Funding Formula – Local Control & Accountability Plan

- ❑ LCFF – The Local Control Funding Formula (LCFF) is California's system of funding its public schools. LCFF directs more resources to California's high need students: low-income, foster youth, and English language learner students.
- ❑ LCAP - The LCAP is an important component of the LCFF. Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d).

MONIES received from the state to fund public education.

PLAN that outlines how LCFF monies will be used.

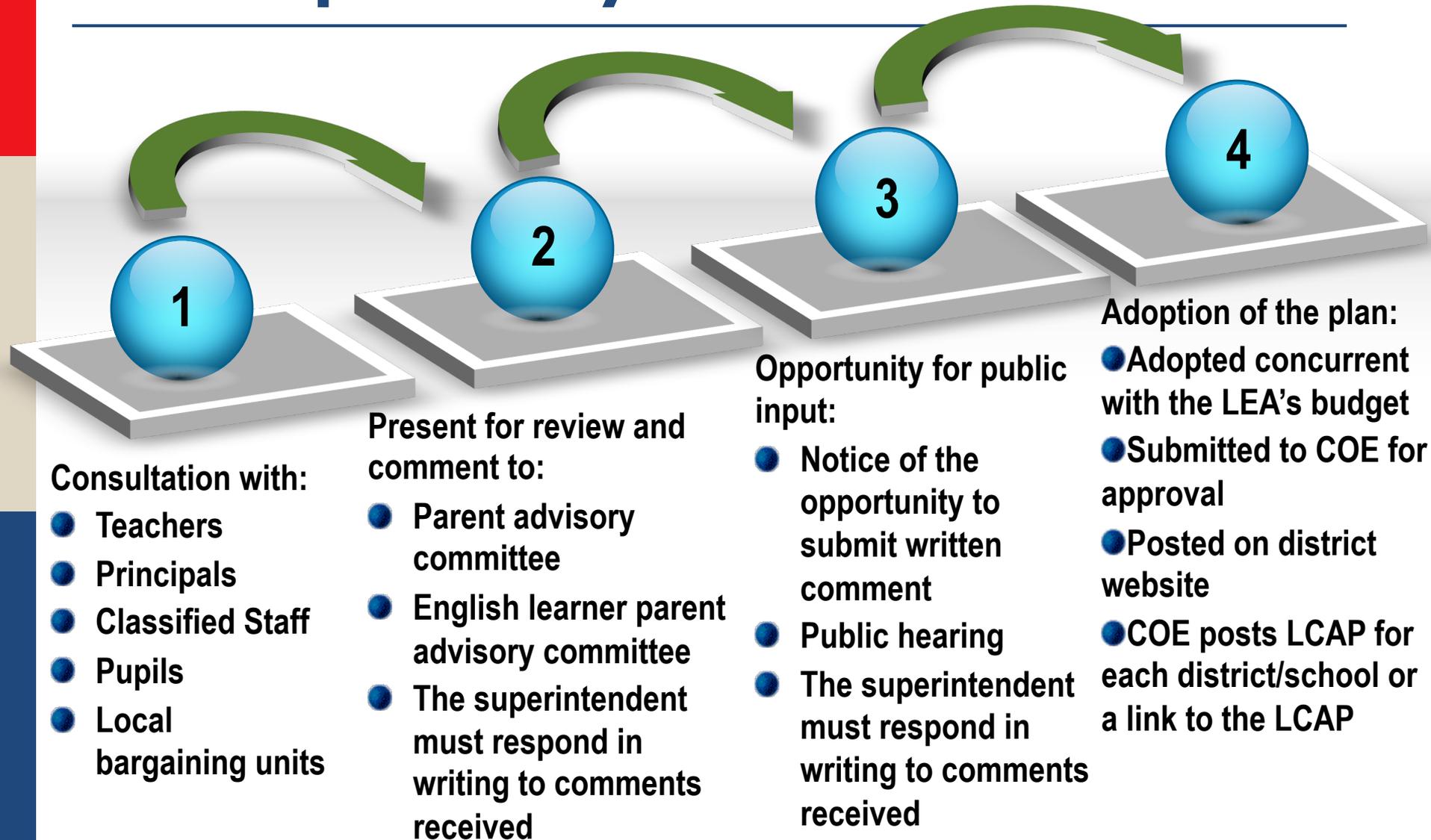
Purpose Of LCAP

- ❑ To plan for the spending of LCFF Supplemental dollars (based on the funding model for schools passed in 2013)
 - In Los Al, LCFF Supplemental dollars represent approximately 1/80th of the overall annual operating budget of the district
- ❑ To ensure that Supplemental monies are spent on numerically significant subgroups of students
 - These populations are defined by The State Of California as “Low Income,” “Foster Youth,” “English Learner,” and “Redesignated English Learners”
 - In Los Alamitos, this represents 19% of our overall student population (unduplicated count)

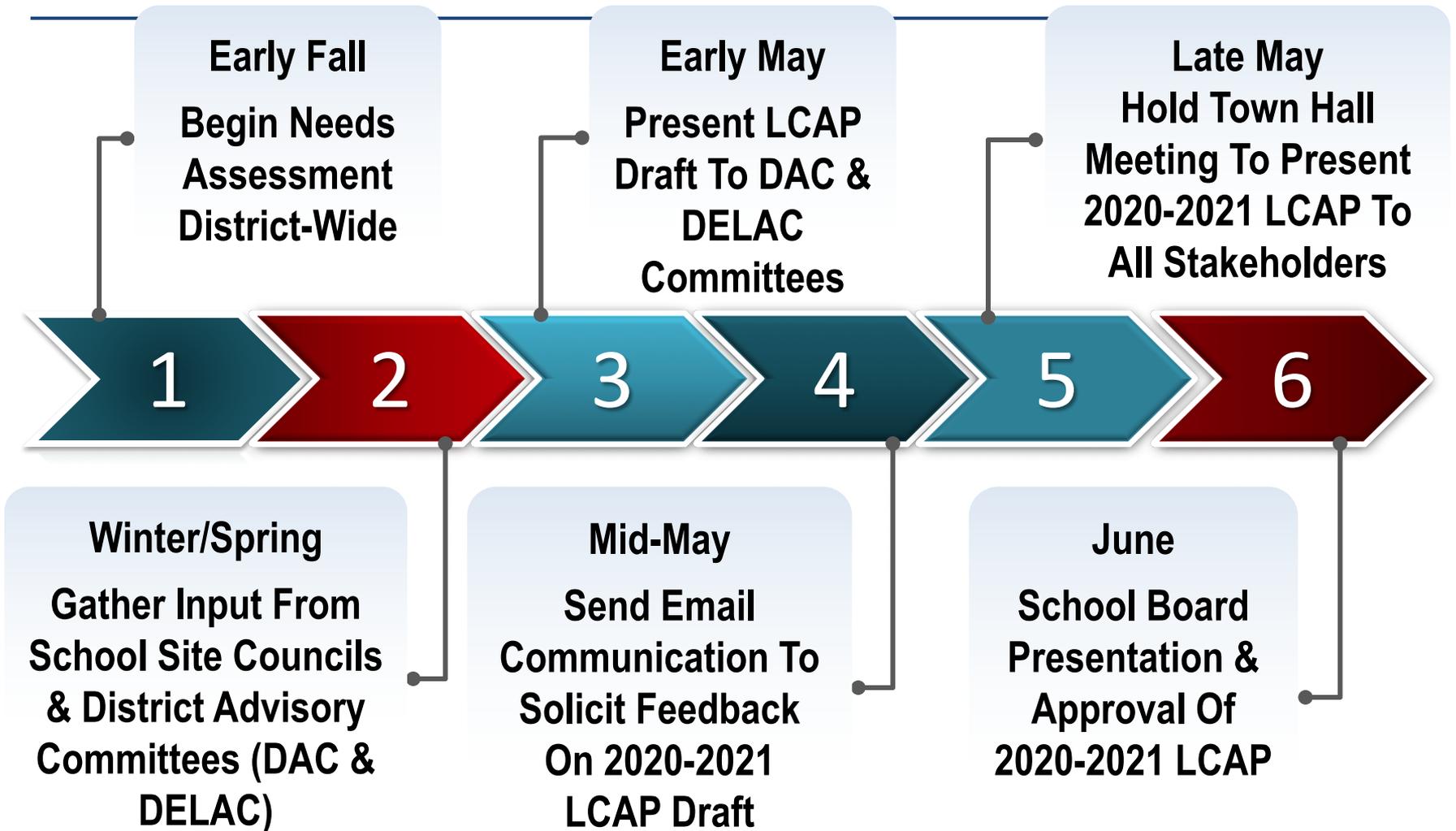
LCAP Requirements

- ❑ Develop a three-year LCAP and annually update it
- ❑ The LCAP must
 - Identify goals based on state priorities for all students
 - List annual actions that the LEA will implement in accomplishing the goal
 - Describe expenditures in support of the annual actions and where they can be found in the LEA's budget
- ❑ The LCAP is intended to be a comprehensive plan
 - School site plans and the Single Plan for Student Achievement (SPSA) must align with the LCAP

Levels of Engagement as Required by Statute



LCAP Key Dates



LCFF BASE vs. LCFF Supplemental

LCFF BASE	LCFF SUPPLEMENTAL
<p>Based upon student enrollment, or Average Daily Attendance for all students.</p> <ul style="list-style-type: none">•(K-3) \$7,702•(4-6) \$7,818•(7-8) \$8,050•(9-12) \$9,329	<p>Based on a District's unduplicated counts of:</p> <ul style="list-style-type: none">•Foster Youth•English Learners•Low Income
<p>Funding Level For All</p>	<p>19% of Los AI USD</p>

LCFF Base – LCFF Supplemental – LCFF Concentration

Developing the District Plan

1. Set annual goals in each of the eight priority areas.



2. Identify the specific actions the District will take to achieve these goals.

1

Basic
Services

2

Common Core
State Standards

8

Other Student
Outcomes

8 State

Priorities

**Must be addressed
in the LCAP**

3

Parental
Involvement

7

Course Access

4

Student
Achievement

6

School Climate

5

Student
Engagement

Los AI USD's

Eight priorities are grouped into three categories:

- 
- ❑ **Exemplary Teaching & Learning** (Priorities 1, 2, 7)
 - ❑ **Exemplary Student Outcomes** (Priorities 4, 8)
 - ❑ **Exemplary Connections** (Priorities 3, 5, 6)

Activity



Record on your poster as a group what you would want for your student as a Griffin Graduate as they fall within one of our three LCAP goals.

Exemplary Teaching & Learning (Priorities 1, 2, 7)

Exemplary Student Outcomes (Priorities 4, 8)

Exemplary Connections (Priorities 3, 5, 6)

NEW LCAP CYCLE

- New LCAP template for the 2020 – 2023 LCAP Cycle
- LCAP e-template will be released early February
- LCAP and SPSA's will be aligned
- Opportunity to address new Goals & Actions

OUR LCAP PHILOSOPHY IN LOS AL

- “The most important thing to improve student learning is to enhance the knowledge and skills of our teachers in providing the best FIRST INSTRUCTION for students...”
- Best first instruction is supported by a strong Professional Development Program targeting the District’s Signature Practices: Depth and Complexity, Thinking Maps, Reading Foundations, CGI/Math Wall, Instructional Networking and GRR (Gradual Release Of Responsibility Framework).
- All sites also have Targeted Interventions to meet the needs of struggling learners: Reading labs (K-5), after school tutorials (6-12), double-block classes, Griffin Lab, and more.

EXEMPLARY TEACHING & LEARNING

CATEGORY 1

- Highly Qualified, Highly Trained, and Credentialed Teachers Exist In Every Classroom (PD Training On Signature Practices, 5-Year New Teacher Training Model, Ongoing PD for All Teachers – TOSAs & Coaching)
- Students Are Provided With Standards-Based Instruction And Materials In Math, ELA, And Literacy
- Teachers Continue To Implement New Common Core State Standards In Math, ELA, And NGSS (Increased Collaboration Time)

SEPTEMBER Professional Development SNAPSHOT

September		
3	8:00-2:30	(TK-5) RFCC: Year 1, Day 1 Administering F&P Benchmark
4	3:30-4:30	(6-12) NGSS Book Study #1
5	8:00-2:30	(TK-12) IBB Training: Day 1
9	8:00-2:30	(TK-5) CGI: Year 2, Day 1
10	8:00-10:30	(K) NGSS: All About Animals Unit – Lesson Sequence (Moved to 9.19.19)
11	8:00-10:30	(3-5) Structuring Your Math Block
12	8:00-10:30	(TK-2) Structuring Your Math Block
12	3:30-5:30	(TK-12) New Teacher Module#1(Year 1 Only)
12	8:00-2:30	(TK-12) IBB Training: Day 2
16	3:15-5:15	(TK-5) Structuring Your Math Block
17	8:00-2:00	(TK-5) D&C: Year 3, Day 1
18	8:00-10:30	(TK-5) RFCC: Year 4, 5 – Day 1
18	3:15-5:15	(K) NGSS: All About Animals Unit – Lesson Sequence
19	8:00-10:30	(K) NGSS: All About Animals Unit – Lesson Sequence (Moved from 9.10.19)
19	8:00-10:30	(6-12) Turn It In: Best Practices for Originality and Feedback (Moved to 9.20.19)
20	8:30-11:00	(6-12) Turn It In: Best Practices for Originality and Feedback (Moved from 9.19.19)
23	8:00-2:30	(TK-5) CGI: Year 1, Day 1
23	3:15-5:15	(TK-12) Special Education Google: Digital Accessibility for Students
24	8:00-10:30	(TK-2) Readers Workshop Collaborative: Year 2 – Day 1
24	12:00-2:00	(TK-2) Readers Workshop Collaborative: Year 1 – Day 1
25	3:30-5:30	(K-5) Deep Dive with Reading Plus – Identify and Target Student Skill Needs
25	8:00-2:30	(6-12) Ambitious Science Teaching Cohort Day 1
25	3:00-4:30	(6-12) SMC Collaborative Meeting
26	11:00-2:30	(K-2) Site Reading Specialist Meeting #2
26	8:00-10:30	(TK-5) ELA Steering Committee
26	8:00-2:30	(6-12) Ambitious Science Teaching Cohort Day 2

EXEMPLARY STUDENT OUTCOMES

CATEGORY 2

- Every Student Scores At Grade Level Or Above on ELA & Math Assessments (Benchmarking, Data Conferences, ICA, IAB)
- College & Career Readiness for All Students by achieving a 100% A-G Completion Rate (Naviance, College Days, Griffin Plan)
- AP FOR ALL --- All Students Take At Least One AP Class In Their High School Career (67% of Class of 2019, College Board Honor Roll)
- Increase Achievement on ELPAC and Improve EL Reclassification (Targeted Interventions & Supports)
- Enhance Career Pathway Access and Communication (CTE Grant, PLTW)

EXEMPLARY CONNECTIONS

CATEGORY 3

- Student Connectedness In The 4 A's: Academics, Athletics, Activities, and The Arts (Promote Clubs And Service Opportunities - 74%, Use Social Media, And Track Student Participation)
- Parental Involvement in Site And District Committees (Actively Recruit Parents For Shared-Decision-Making Opportunities, Increase School-To-Home Communications, i.e. Newsletters, Memos)
- A Positive And Safe School Climate (School Cameras, Fencing, New Playgrounds, Visitor Management System, Campus Supervisors, Emergency Preparedness Supplies)

Activity Similarities?



Exemplary Teaching & Learning (Priorities 1, 2, 7)

Exemplary Student Outcomes (Priorities 4, 8)

Exemplary Connections (Priorities 3, 5, 6)

Snapshot of Los AI USD

- ❑ 10,000 students
- ❑ 1,000 employees
- ❑ 9 Schools
- ❑ Three distinct communities
- ❑ One mission:

Igniting Unlimited Possibilities!

This Is Los Al...

- ❑ K-3 Class sizes 24:1.
- ❑ Lowered class sizes in grades 4-12 to 33.
- ❑ Thousands of technology devices have been deployed to our schools and are in the hands of students...Everyone connected, anytime, from anywhere in the world.
- ❑ All schools are ready for 21st Century learning.

This Is Los Al...

- ❑ All schools are California Distinguished Schools
- ❑ All secondary schools are Gold Ribbon Schools
- ❑ Four schools in the top 10 in Orange County
- ❑ Number seven in CA for closing the achievement gap
- ❑ One of only four districts in the United States named to the College Board Honor Roll seven years in a row

This Is Los Al...

- ❑ Top 1% of high schools in the United States
- ❑ Post secondary enrollment rate – 92%
- ❑ Highest A-G completion rate – 75%
- ❑ AP Access for all highest in district history – 67% (Class of 2019)
- ❑ Award-winning and CIF-honored programs in athletics, activities, and the arts:
 - Six-time National Champion Show Choir
 - 160+ Division 1 Athletes in the last five years
 - 19+ CIF Championships and 277+ Sunset League Championships
 - 97 National Merit Scholars in the last five years (Up to 2019)



LCAP Process

- District Representatives Attend Multiple Trainings & Meetings at OCDE: August 2019 – May 2020
- DAC Meeting #1 LCAP Messaging Workshop: January 28, 2020
- **DAC Meeting #2 LCAP Stakeholder Engagement Workshop: April 2, 2020**
- **Survey Constituents: Finalized by March 2020**
- **DAC Meeting #3 LCAP Final Draft Review: May 13, 2020**
- **Present Draft of LCAP to OCDE For Review: May 2020**
- **Town Hall Meeting: May 13, 2020**
- **Board Approval: June 2020**

So What's Next?



We are setting
the VISION...

Los Alamitos Unified School District

Local Control Accountability Plan – Stakeholder Engagement Form 16-17

	<u>Conditions of Learning</u> <ul style="list-style-type: none">• Basic Conditions – Williams• Implementation of State Standards• Course Access	<u>Student Outcomes</u> <ul style="list-style-type: none">• Student Achievement• Other Outcomes	<u>Engagement</u> <ul style="list-style-type: none">• Student Engagement• Parent Engagement• School Climate
What do we want to increase or improve?			
What should we start doing to increase services or improve performance?			

THANK YOU

