



LOS ALAMITOS UNIFIED SCHOOL DISTRICT

Academics • Athletics • Activities • Arts

DELAC Meeting

February 4, 2021

DELAC/DAC



- ❑ Purpose of the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) is to provide input to the Board of Education and District Administration on school programs, as well as programs and services for English Learners.
 - Single Plan for Student Achievement (SSC)
 - District/School Needs (DAC/LCAP/SSC)
 - Help establish programs, goals and services for English Learner Students

Who Monitors The EL Program?



- ❑ District & Site EL Coordinators
- ❑ Parent involvement through the English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC)
- ❑ Teachers meet regularly to monitor progress of EL students and Redesignate (RFEP) students
- ❑ Move to representation on DAC for input on the LCAP

Current Identification Process



- ❑ Home Language Survey to all new students
- ❑ Initial English Language Proficiency Assessments for California (ELPAC) is given to a student if the Home Language Survey indicates a language other than English
- ❑ Areas Assessed:
 - Reading
 - Writing
 - Listening
 - Speaking
- ❑ ELPAC results determine if a student is:
 - Initially Fluent (IFEP) OR
 - English Learner (EL)



English Learners



- ❑ Take summative ELPAC annually
- ❑ Expected to go up at least one level per year: Beginning, Somewhat to Moderately Developed, Well Developed
- ❑ The goal is to transition out of the EL Program within five years.
- ❑ Follow ELD Framework from CDE

ELD Framework



- ❑ California, adopted its ELA/ELD Framework for instruction in 2014. It recommends a comprehensive approach to ELD instruction that involves two angles – Integrated ELD and Designated ELD.
- ❑ ELD Instruction is no longer a matter of accommodating English learners in the content area class, and it's no longer pulling them out into a special language class. The fastest way to bring English learners into full proficiency is to do both
- ❑ Designated Examples: (TK-5) Reading Lab & Small Groups, (6-8) Zero Period ELD Instruction, (9-12) Academic Lab

ELPAC Assessment



- ❑ ELPAC assessment window is February 1 – May 31, 2021
- ❑ Seven grades/grade spans: K, 1, 2, 3-5, 6-8, 9-10, 11-12
- ❑ ELPAC is a paper pencil test that transitioned in 2020 to a computer adaptive test
- ❑ No students will be redesigned (RFEP) until after the ELPAC summative is administered
- ❑ Reclassification occurs in August each school year, based on the District reclassification guidelines
- ❑ Once reclassified, students are monitored for four years in order to provide necessary support for them to be successful in the core curriculum.

Questions?



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.

MONIES received from the state to fund public education.

❑ 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).

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 AI, LCFF Supplemental dollars represent approximately 3% 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)

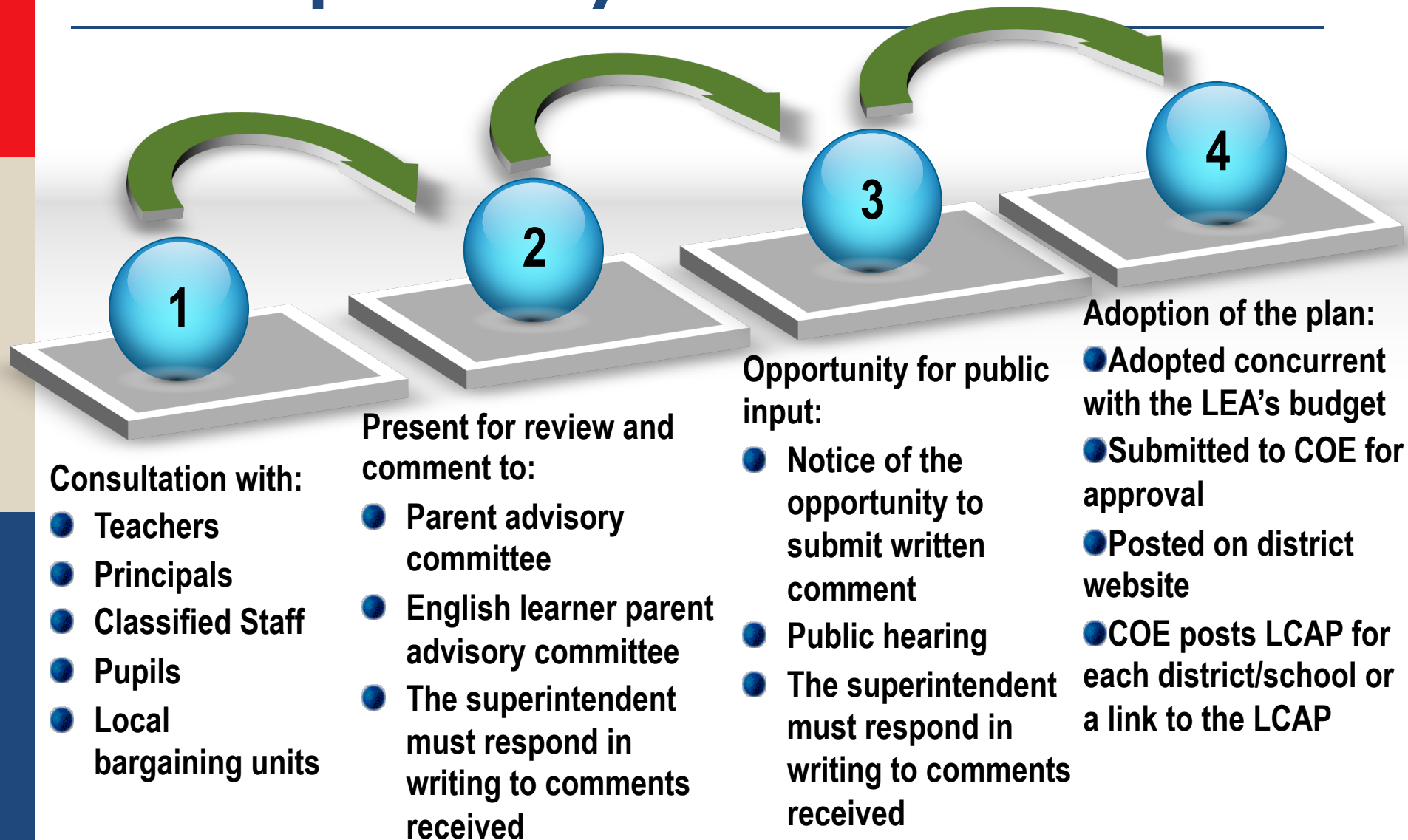
LCAP Requirements

- ❑ Develop a three-year LCAP and annually update it
 - 2019-2020 In lieu of LCAP Districts were required to submit:
 - ❑ Spring 2020 – COVID-19 Operations Written Report
 - ❑ Fall 2020 – Local Continuity and Attendance Plan (LCP)

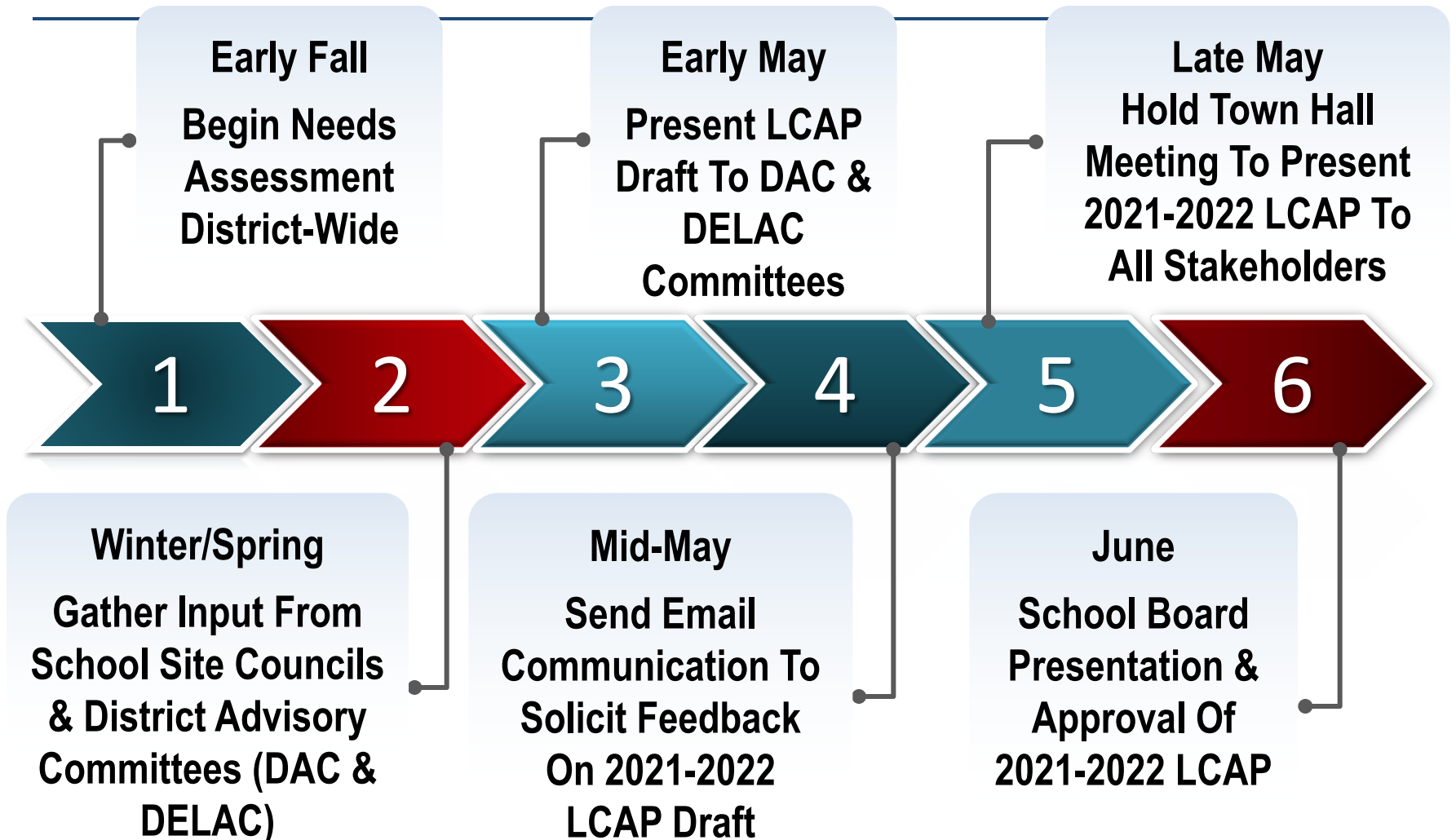
- ❑ The LCAP must
 - Identify goals based on state priorities for all students
 - List annual actions that the LEA will implement in accomplishing the goal
 - Describe expenditures in support of the annual actions and where they can be found in the LEA's budget

- ❑ 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>Funding Level For All</p>	<p>Based on a District's unduplicated counts of:</p> <ul style="list-style-type: none">•Foster Youth•English Learners•Low Income <p>2020-2021 LCFF Supplemental \$3,008,392</p> <p>2021-2022 LCFF Projections will be included in Final 2021-2022 LCAP</p> <p>19% of Los AI USD</p>

LCFF Base – LCFF Supplemental – LCFF Concentration

NEW LCAP CYCLE

- New LCAP template for the 2021 – 2024 LCAP Cycle
- LCAP e-template will be released early February
- LCAP and SPSA's will be aligned
- Opportunity to address new Goals & Actions

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

5

Student
Engagement

6

School Climate

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)

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



Discuss 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)

LCAP Process



- District Representatives Attend Multiple Trainings & Meetings at OCDE: August 2020 – May 2021
- DAC Meeting #1 LCAP Messaging Workshop: January 26, 2021
- **DAC Meeting #2 LCAP Stakeholder Engagement Workshop: March 22, 2021**
- **Survey Constituents: Finalized by March 2021**
- **DAC Meeting #3 LCAP Final Draft Review: May 6, 2021**
- **Present Draft of LCAP to OCDE For Review: May 2021**
- **Town Hall Meeting: May 6, 2021**
- **Board Approval: June 2021**

So What's Next?



We are setting
the VISION...

Los Alamitos Unified School District
Local Control Accountability Plan – Stakeholder Engagement Form
Completed During 2020 - 2021 for Input on 2021 - 2022 LCAP

	<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?			

Los Alamitos Unified School District
Local Control Accountability Plan – Stakeholder Engagement Form
Completed During 2020 - 2021 for Input on 2021 - 2022 LCAP

LCAP Eight Priorities

Priority #	What is it?
(1) Basic Conditions	Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d)
(2) Implementation of State Standards	Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
(3) Parent Involvement	Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups
(4) Pupil Achievement	Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.
(5) Pupil Engagement	School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates
(6) School Climate	Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness
(7) Course Access	Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i) inclusive, of Section 51220, as applicable
(8) Other Pupil Outcomes	Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive of Education Code section 51220, as applicable

Google link will be emailed to committee members after the meeting for input

DELAC/DAC

- ❑ District Advisory Committee (DAC) is responsible for reviewing the LCAP. Allows you as a parent to:
 - Be the voice as an EL parent
 - Assist in the allocation of funds for EL students
 - Gives you a voice about how money is spent in the district

- ❑ Motion for folding DELAC into the District Advisory Committee (DAC) for LCAP input and recommendations.

THANK YOU

