

Los Alamitos Unified School District

District Advisory Council Local Control and Accountability Plan *Final Draft Review*

May 6, 2021



Purpose of Final Draft Review

- Communicate District's vision for teaching and learning
- Communicate District's LCAP philosophy
- Communicate LCAP process since last DAC meeting
- Review current draft of 2021-22 LCAP
- Revisions, edits and further suggestions for 2021-22 LCAP



LCAP Review

- To address the eight (8) State Priorities with actions and services that target the spending of LCFF supplemental dollars.
- In Los Al, 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 student

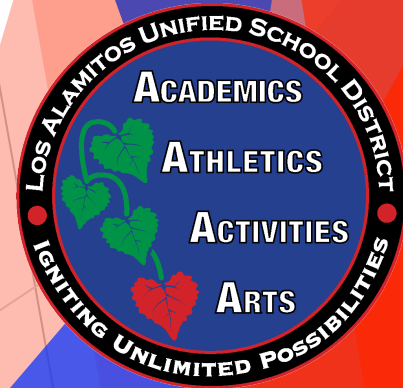
These populations are defined by The State Of California as “Low Income,” “Foster Youth,” “English Learner,” and “Redesignated English Learners”

In Los Alamitos, this represents 19% of our overall student population (unduplicated count)



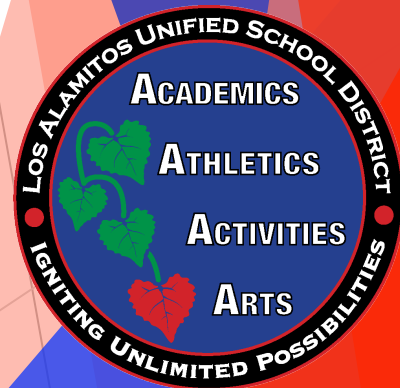
LCFF Base vs. LCFF Supplemental

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>



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.



8 State Priorities

Must be addressed
in the LCAP

1
Basic
Services

2
Common Core
State Standards

3
Parental
Involvement

4
Student
Achievement

5
Student
Engagement

8
Other Student
Outcomes

7
Course Access

6
School Climate



8 State Priorities

Captured in Three Overarching Goals

Goal 1 Exemplary Teaching & Learning

1
Basic
Services

2
Common Core
State Standards

7
Course Access

Goal 2 Exemplary Student Outcomes

4
Student
Achievement

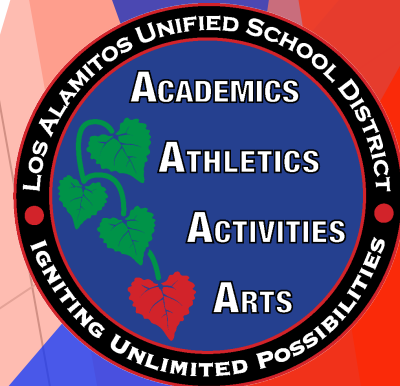
8
Other Student
Outcomes

Goal 3 Exemplary Connections

3
Parental
Involvement

5
Student
Engagement

6
School Climate



Stakeholder Engagement 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
- LCAP Survey to Stakeholders: March 2021
- **Present Draft of LCAP to OCDE For Review: May 17, 2021**
- DAC Meeting #3 LCAP Final Draft Review: May 6, 2021
- **Draft of LCAP Document available to Stakeholders: May 14, 2021**
- **Board Workshop & Public Hearing: June 1, 2021**
- **Seek Board Approval: June 22, 2021**



Exemplary Teaching and Learning

GOAL 1

Summary of Actions & Services

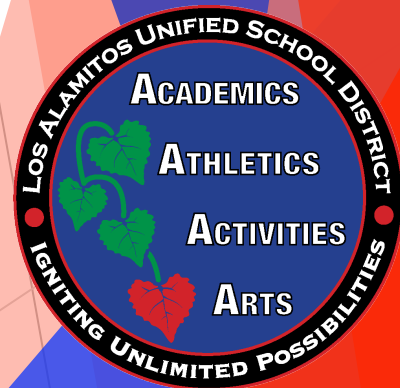
- Professional Development
- Instructional Materials
- Educational Technology
- Intervention
- Math Support
- English Language Arts Support
- Instructional Support Services
- Griffin Connections



New LCAP Actions & Services

GOAL 1

- **Professional Development**
 - **KYTE Learning**
- **Educational Technology**
 - **Music First**
- **Intervention**
 - **Brain Pop for ELL Students**
- **Griffin Connections**



Exemplary Student Outcomes

GOAL 2

Summary of Actions and Services

- District Benchmarks & Collaboration
- Increase A-G Completion Rate
- Increase AP, CTE and/or Dual Enrollment Course Completion
- Co-Teaching Model
- Career Technical Education (CTE) and Project Lead the Way (PLTW)
- Robotics



New LCAP Actions & Services

GOAL 2

- **District Benchmarks & Collaboration**
 - Transition from ICA/IAB assessments to District Benchmarks
- **Increase AP, CTE and/or Dual Enrollment Course Completion**
 - Every student completes either an Advanced Placement, Career Technical Education and/or Dual-Enrollment course in High School



Exemplary Connections

GOAL 3

Summary of Actions and Services

- Student Engagement
- Parent Engagement
- Student Safety
- Student Mental Health and Social-Emotional Well-Being
- Maintain a Safe, Healthy and Drug-Free Learning Environment



New LCAP Actions & Services

GOAL 3

- **Student Engagement**
 - Challenge Success
- **Student Safety**
 - Restorative Practices
 - Cyber Safety
 - Human Relations Intervention & Education Programs
- **Student Mental Health & Social-Emotional Well-Being**
 - Increase Mental Health Staff & Supports
- **Maintain a Safe, Healthy and Drug-Free Learning Environment**
 - CPR Certification
 - Nicotine Cessation Courses



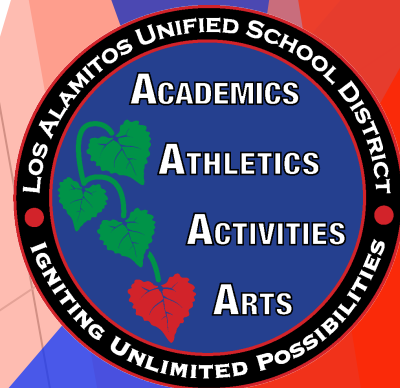
Los Alamitos Unified School District

Board Priority Goal 2.0

2.1 Enhance Mental Health Services to support student wellness.

2.2 Engage stakeholders and taskforce groups to implement robust programs that focus on:

- **Social, Emotional, and Mental Health**
- Human Relations
- Positive Digital Citizenship Practices
- Violence, Bullying, Vaping and Substance Abuse Prevention and Response
- **Student and staff training on mental health awareness**, emergency preparedness and crisis response



Stakeholder Engagement

Parent Survey

LCAP Parent Input – DAC/Districtwide Survey

- **100%** District Advisory Council (DAC) representatives ranked student mental health supports as primary concern
- Local Control Accountability Plan (LCAP) Parent Engagement Survey results show mental health is the **most common concern** over past three years



Stakeholder Engagement

Staff Survey - April 2021

As school reopens traditionally next year, what are your primary concerns for **STUDENTS**?

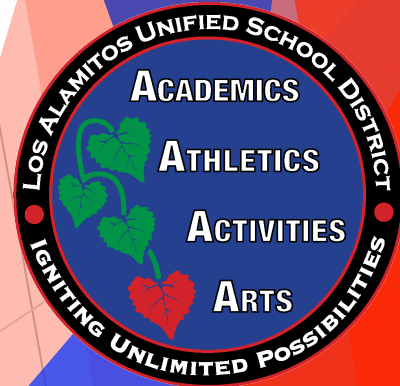
- **69%** indicated student mental health and well-being as their primary concern for students next school year

As school reopens traditionally next year, what are your primary concerns for **PARENTS**?

- **71%** indicated supporting their child's mental health and well-being as their primary concern for parents next school year

As school reopens traditionally next year, what are your primary concerns for **STAFF**?

- **60%** indicated staff well being and mental health as their primary concern for staff next school year



Mental Health & Wellness: 2021-2022

We must ensure that students feel safe and connected to their friends and teachers when they return to school by developing a systematic approach to addressing the social-emotional well-being of all students.

(TK-12)
Mental
Health
Supports

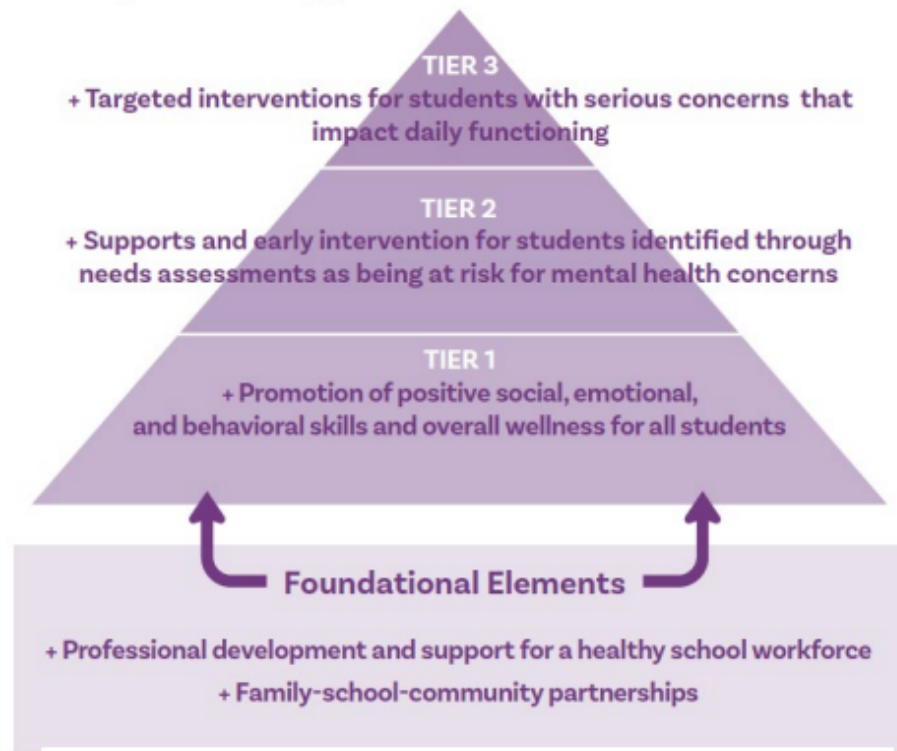


Figure 1. Multi-tiered system of support



(TK-12) DISTRICT	<ul style="list-style-type: none"> • Lead wellness and mental health initiatives across District schools • Provide training for staff • Provide group and individual counseling for students • Facilitate parent workshops focused on mental health and wellness • Provide special education counseling as designated in student IEPs
(TK-5) Elementary	<ul style="list-style-type: none"> • Teach lessons in classrooms using Social Emotional Learning curriculum and wellness strategies
(6-8) Middle School	<ul style="list-style-type: none"> • Manage the middle school Well Spaces • Teach lessons in core classrooms using Social Emotional Learning curriculum and wellness strategies
(9-12) High School	<ul style="list-style-type: none"> • Create and manage a Well Space at Los Alamitos High School • Partner with student groups to support campus wellness initiatives

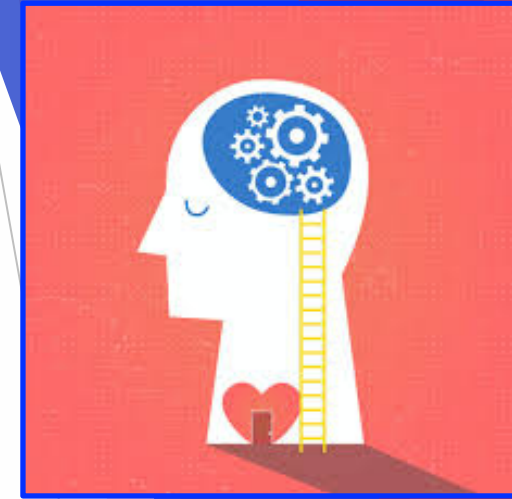
Mental Health Priorities



Mental Health & Wellness

Proposal 2021 - 2022

(TK-5) Elementary 3,578 students	<ul style="list-style-type: none">• 2.0 FTE- Servicing General Education (<i>Minimum requirement of PPS Credential and Teaching Credential preferred</i>)
(6-8) Middle School 2,115 students	<ul style="list-style-type: none">• 1.0 FTE – Servicing General Education (<i>Minimum requirement of PPS Credential</i>)
(9-12) High School 3,199 students	<ul style="list-style-type: none">• 1.0 FTE – Servicing General Education (<i>Minimum requirement of LCSW & PPS preferred.</i>)• .4 FTE – Servicing Special Education (<i>Minimum requirement of LCSW & PPS</i>)
(TK-8) Special Education	<ul style="list-style-type: none">• .6 FTE – Servicing Special Education (<i>Minimum requirement of LCSW & PPS</i>)



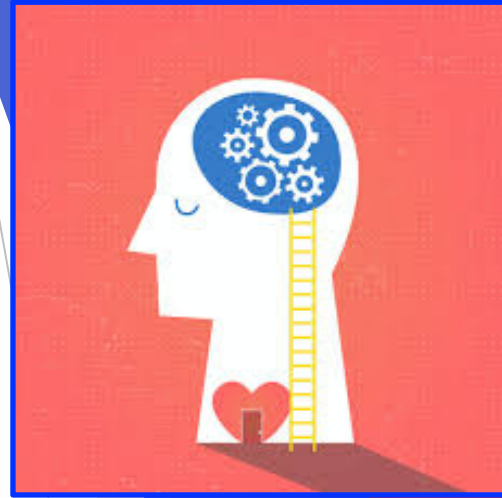
In addition to
current staffing of:

**(9) School
Counselors**

**(9) School
Psychologists**

Mental Health & Wellness

Proposal 2021 - 2022



Current Staffing: 2.6 FTE = \$402,136

- (1.0 FTE) LCSW/PPS
- (1.0 FTE) PPS
- (.6 FTE) LCSW/PPS

Proposed Staffing: 5.0 FTE = \$722,563

- (2.0 FTE) PPS & Teaching Credential Preferred
- (1.0 FTE) PPS
- (1.0 FTE) LCSW/PPS
- (.4 FTE) LCSW/PPS
- (.6 FTE) LCSW/PPS

**+\$320,427
Increase**

**In addition to
current staffing of:**

**(9) School
Counselors**

**(9) School
Psychologists**

Challenge Success

6-12 Partnership with Stanford University

At **Challenge Success**, we believe that our society has become too focused on grades, test scores, and performance, leaving little time for kids to develop the necessary skills to become resilient, ethical, and motivated learners. We partner with schools, families, and communities to embrace a broad definition of success and to implement research-based strategies that promote student well-being and engagement with learning. After all, success is measured over the course of a lifetime, not at the end of a semester.

What is the Challenge Success School Program?

The Challenge Success Program is a year-long, collaborative partnership that helps schools transform their students' experience by gaining alignment and commitment to a shared vision of school culture, policies, and practices that support student health, well-being, and academic engagement.

Schools in the program implement research-based reforms in areas such as school climate, student schedules, curricular design, assessment practices, and community education. Our change process with schools follows these steps:



Challenge Success

6-12 Partnership with Stanford University

Our Schools Made These Changes

- ✓ Reduced homework and busywork
- ✓ Changed school schedules/added late starts
- ✓ Started parent education and student wellness programs
- ✓ Modified grading and assessment practices
- ✓ Implemented project-based learning
- ✓ Launched advisories and tutorials for students

Benefits of School Change



Kids sleep more



Kids cheat less



Kids engage more in learning



Kids stress less



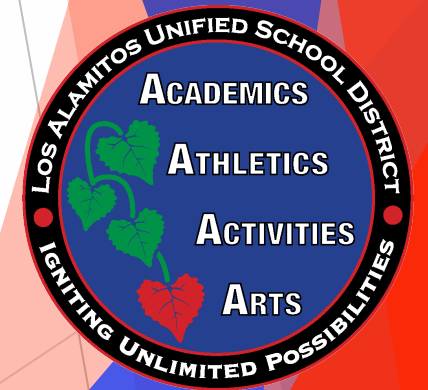
Kids feel better supported by teachers



Kids perform just as well or better in school

Expanded Learning Opportunities Grant Plan

- The plan will explain how the District will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for students
- Grant funds will be used to provide supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks
- Grant funds must be spent by August 31, 2022
- Los Alamitos should receive approximately \$5.9 million



Expanded Learning Opportunities Grant Plan

The ELO Grant Plan will include the following:

- Stakeholder Engagement
- How will students will be identified and the needs of students will be assessed
- How will parents/guardians be informed of the opportunities for instruction and support
- The District's plan to provide instruction and support

For Los Alamitos USD, the Expanded Learning Opportunities Grant Plan will Mirror the LCAP Goals & Actions



LCAP Take-Aways

- 3% of overall operating budget (about 3 million dollars)
- Annually updated plan that sets goals over 3-year time period
- LCFF Funds intended to meet needs of unduplicated count (19% of Los Al USD Students)
- Los Al USD Philosophy = Best First Instruction for ALL Students
- 3 District LCAP Goals: **EXEMPLARY...**
 - ❑ Teaching & Learning
 - ❑ Students Outcomes
 - ❑ Student Connections



THANK YOU!

