



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

District Advisory Council

Local Control and Accountability Plan

Messaging Workshop

2021-2022

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.

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 21% of our overall student population (unduplicated count)

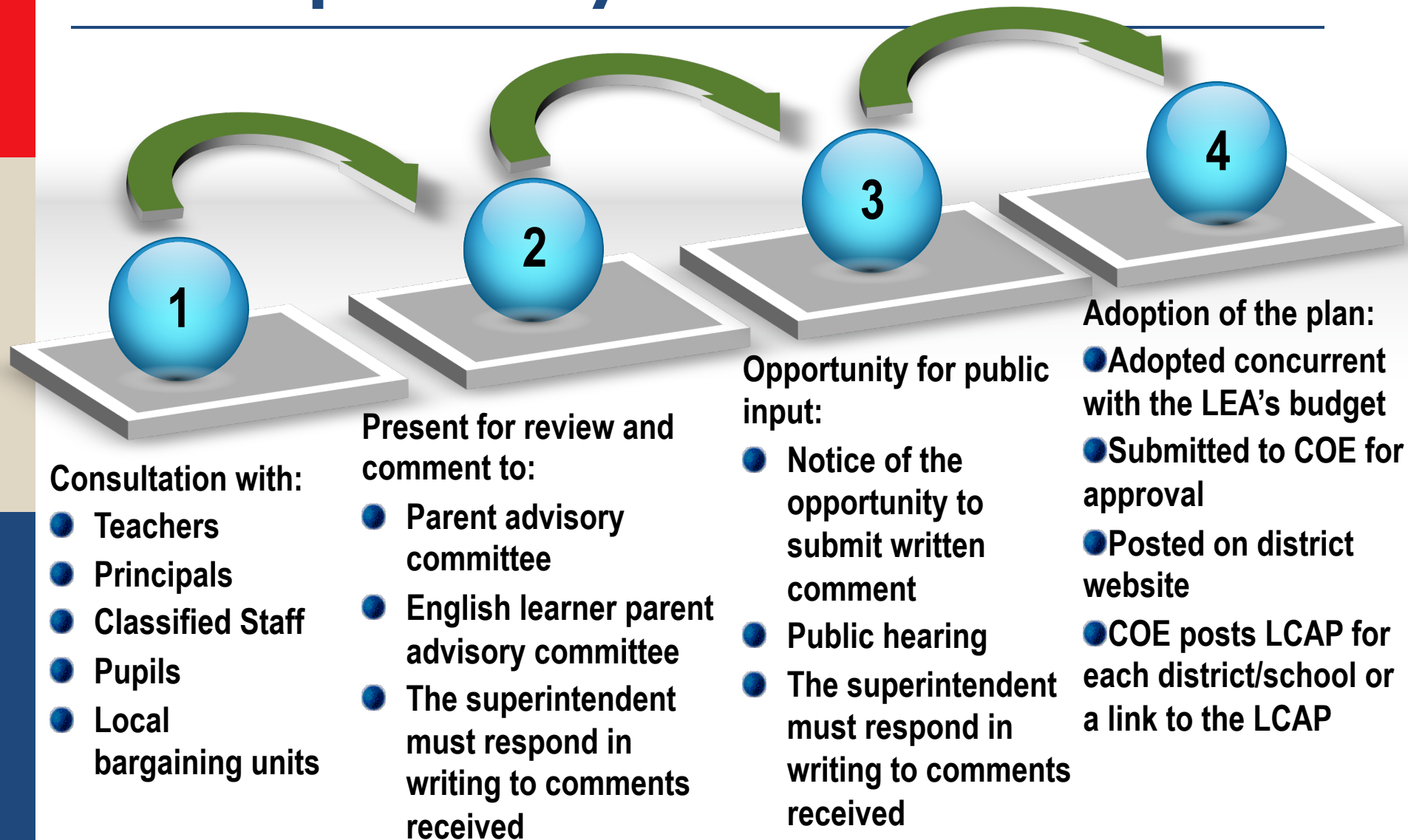
LCAP Requirements

- ❑ 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)

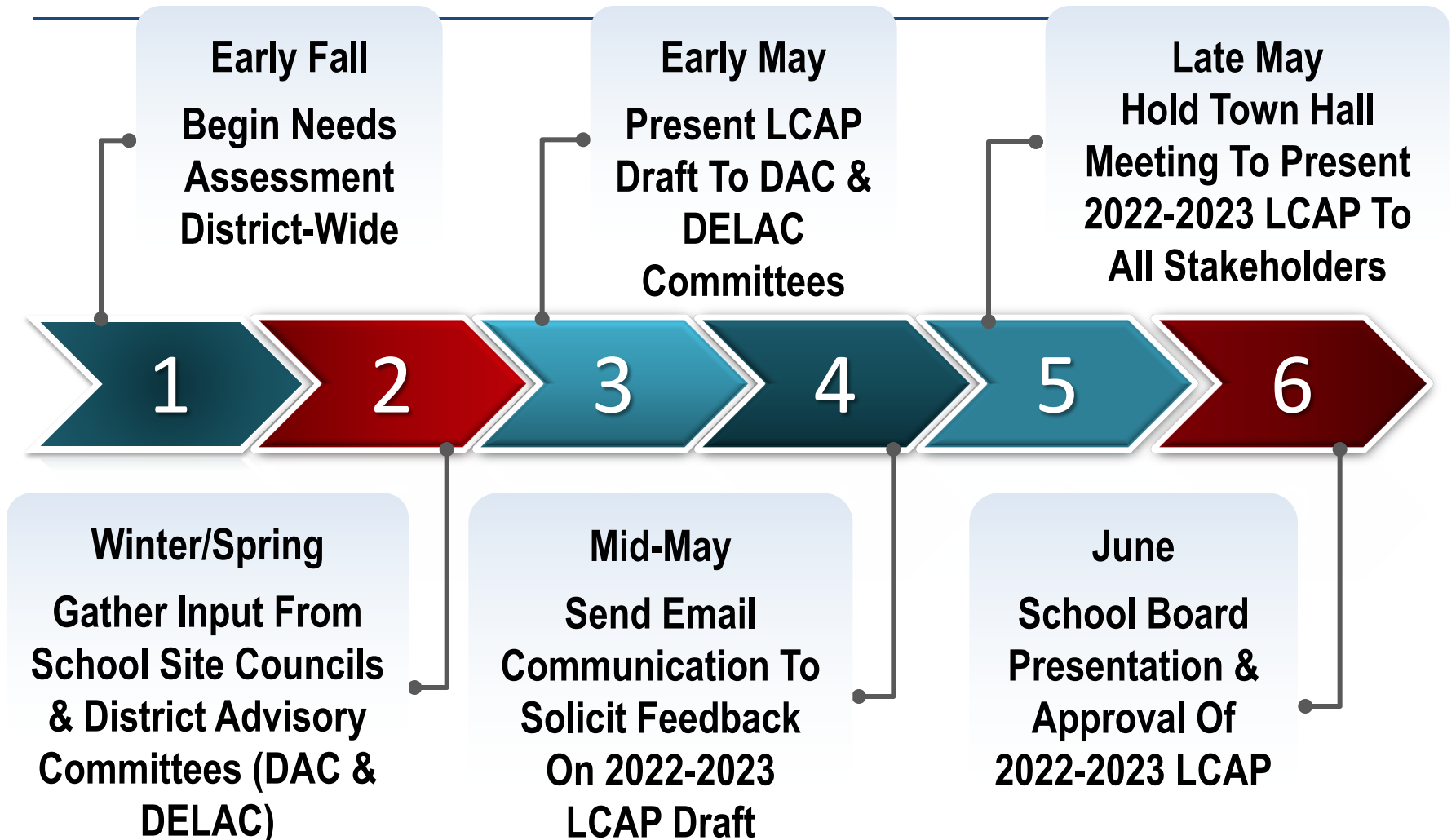
- ❑ The LCAP must
 - Identify goals based on state priorities for all students
 - List annual actions that the LEA will implement in accomplishing the goal
 - Describe expenditures in support of the annual actions and where they can be found in the LEA's budget

- ❑ 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) \$8,093•(4-6) \$8,215•(7-8) \$8,458•(9-12) \$9,802 <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>2021-2022 LCFF Supplemental \$3,262,198</p> <p>2022-2023 LCFF Projections will be included in Final 2022-2023 LCAP</p> <p>21% of Los AI USD</p>

LCFF Base – LCFF Supplemental – LCFF Concentration

LCAP Updates

- LCAP and SPSA alignments
- Second year of the 2021 – 2024 LCAP cycle
(3 year cycle)
- **NEW:** Supplement to Annual Update for 21-22 LCAP
(due February)

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

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

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.

GOAL 1

EXEMPLARY TEACHING & LEARNING



Summary of Actions and Services

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

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

GOAL 2

EXEMPLARY STUDENT OUTCOMES



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



GOAL 3

EXEMPLARY CONNECTIONS

Summary of Actions and Services

- Student Engagement
- Parent Engagement
- Student Safety
- Student Social-Emotional Well-Being
- Maintain a Safe, Healthy and Drug-Free Learning Environment
- Middle School Summits

Activity



At your table, 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)

Activity



Share Out

LCAP Process



- District Representatives Attend Multiple Trainings & Meetings at OCDE: August 2021 – May 2022
- DAC Meeting #1 LCAP Messaging Workshop: January 13, 2022
- **DAC Meeting #2 LCAP Stakeholder Engagement Workshop: March 21, 2022**
- **Survey Constituents: Finalized by March 2022**
- **DAC Meeting #3 LCAP Final Draft Review: May 17, 2022**
- **Present Draft of LCAP to OCDE For Review: May 2022**
- **Town Hall Meeting: May 17, 2022**
- **Board Approval: June 2022**

So What's Next?



We are setting
the VISION...

Los Alamitos Unified School District
Local Control Accountability Plan – Stakeholder Engagement Form
Completed During 2021 - 2022 for Input on 2022 - 2023 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 2021 - 2022 for Input on 2022 - 2023 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 (j) 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 (j), inclusive of Education Code section 51220, as applicable

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

THANK YOU

