LOS ALAMITOS UNIFIED SCHOOL DISTRICT

Academics • Athletics • Activities • Arts

District Advisory Committee (DAC)

Local Control and Accountability Plan

Messaging Workshop

2025-2026

Introductions

- Name
- School Site
- Children in the District

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.

<u>MONIES</u> 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).

<u>PLAN</u> 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 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 17.55% of our overall student population (unduplicated count)

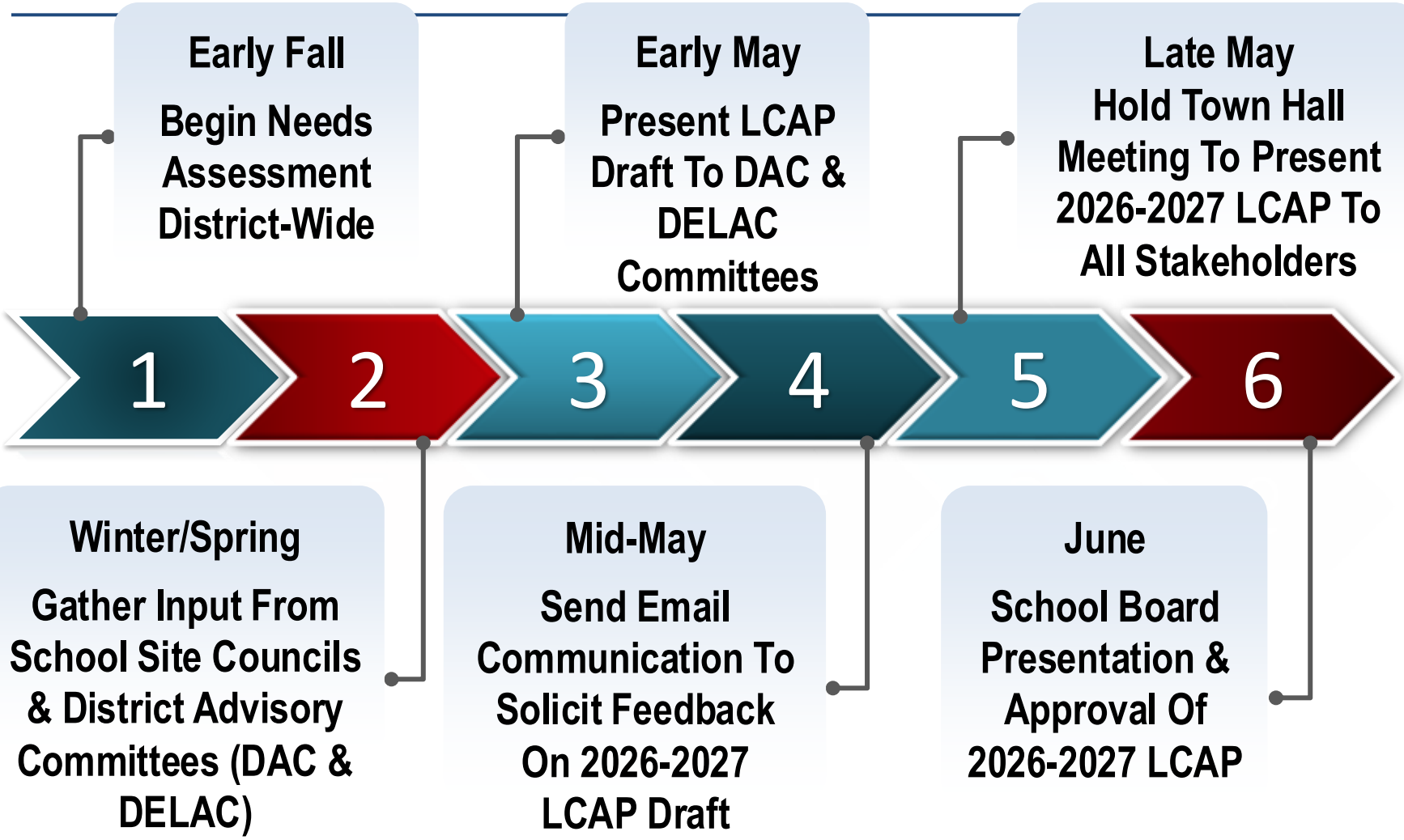
LCAP Requirements

- Develop a three-year LCAP and that is annually updated
  - Currently in Year 2 of the 2024 – 2027 LCAP (26-27 is the final year)

- 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 School Plan for Student Achievement (SPSA) must align with the LCAP

LCAP Timeline



LCFF BASE vs. LCFF Supplemental

LCFF BASE	LCFF SUPPLEMENTAL
Based upon student enrollment, or Average Daily Attendance for all students. •(TK-3) $10,256 •(4-6) $10,411 •(7-8) $10,719 •(9-12) $12,423 **Funding Level For All**	Based on a District's unduplicated counts of: •Foster Youth •English Learners •Low Income **2025-2026 LCFF Supplemental $3,536,338** **2026-2027 LCFF Projections will be included in Final 2026-2027 LCAP** **17.55% of Los Al USD**

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.

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
6. School Climate
7. Course Access
8. Other Student Outcomes

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

- All sites also have Targeted Interventions to meet the needs of struggling learners: EX: Reading labs (K-5), after school tutorials (6-12), Griffin Lab, and more.

GOAL 1
EXEMPLARY TEACHING & LEARNING

Summary of Actions

- Professional Development
- Instructional Materials
- Educational Technology
- Academic Interventions
- Math Support
- English Language Arts (ELA) Support
- Instructional Support Services
- Enhanced Supports for Students

GOAL 1
SUMMARY OF SERVICES

Exemplary Teaching and Learning

- Robust Professional Development Program – 5-year professional development program
- Textbook Adoptions
- Ed Tech (online subscriptions & tutoring, Ed Tech Coordinator)
- All Interventions District wide
- ELA & Math support (TOSA's, CGI, EdGenuity, Math & ELA Interventions)
- Foster Youth Supports
- Supporting students with Dyslexia, accommodations for students with the implementation of Ed Tech programs

GOAL 2
EXEMPLARY STUDENT OUTCOMES

Summary of Actions

- District Benchmarks & Collaboration
- Increase A-G Completion Rate & College Readiness
- Increase AP Access & Dual Enrollment
- Co-Teaching Model
- Career Technical Education (CTE) and STEAM
- English Learner Supports
- Long Term English Learner (LTEL) Supports

GOAL 2
SUMMARY OF SERVICES

Exemplary Student Outcomes

- MAP Assessment in ELA grades 3-8, Algebra, English I, English II
- College & Career Guidance
- A-G Completion
- AP Access & Course Completion
- Co-teaching Classes
- CTE Pathways, including the expansion to elementary schools through the Media Center teachers
- English Learner Support – EL Instructional Aide Support & Programs

GOAL 3
EXEMPLARY CONNECTIONS

Summary of Actions and Services

- Student Engagement
- Parent Engagement
- Student Safety
- Student Social-Emotional Well-Being
- Healthy and Drug-Free Learning Environment
- Student Mental Health
- Transportation
- Attendance

GOAL 3
SUMMARY OF SERVICES

Exemplary Student Connections

- Anything to connect students to school (All-District events, Clubs, Athletics, Challenge Success)
- Parent Education Nights
- All aspects of Student Safety (random drug testing, SART, SARB, CPR certification, Nicotine Cessation Courses, restorative practices, cyber safety, anonymous reporting, 5-star)
- Attendance Incentives
- Student Mental Health (Supports, increased counseling services, awareness)
- Student Social Emotional Well-being (SEL curriculum, Well Spaces)
- Transportation for students to and from school

California School Dashboard

- The Dashboard contains reports that display the performance of Districts and schools by student groups.

- The performance indicators are a set of state and local measures that identify strengths, weaknesses and areas in need of improvement.

- CA Dashboard is public in November with data from the previous year.



State Indicators

- CAASPP Results in ELA
- CAASPP Results in Math
- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- College/Career Readiness
- Science

Long Term English Learners (LTEL) are a student group

CA School Dashboard Indicators

Monitor success, no change needed.

Determine where improvements or changes can be made to create a positive impact on LCAP goals.

Create an action plan for improvement and address in current year's LCAP.



Highest

Lowest

How are these levels determined?

Academic Indicator EXAMPLE

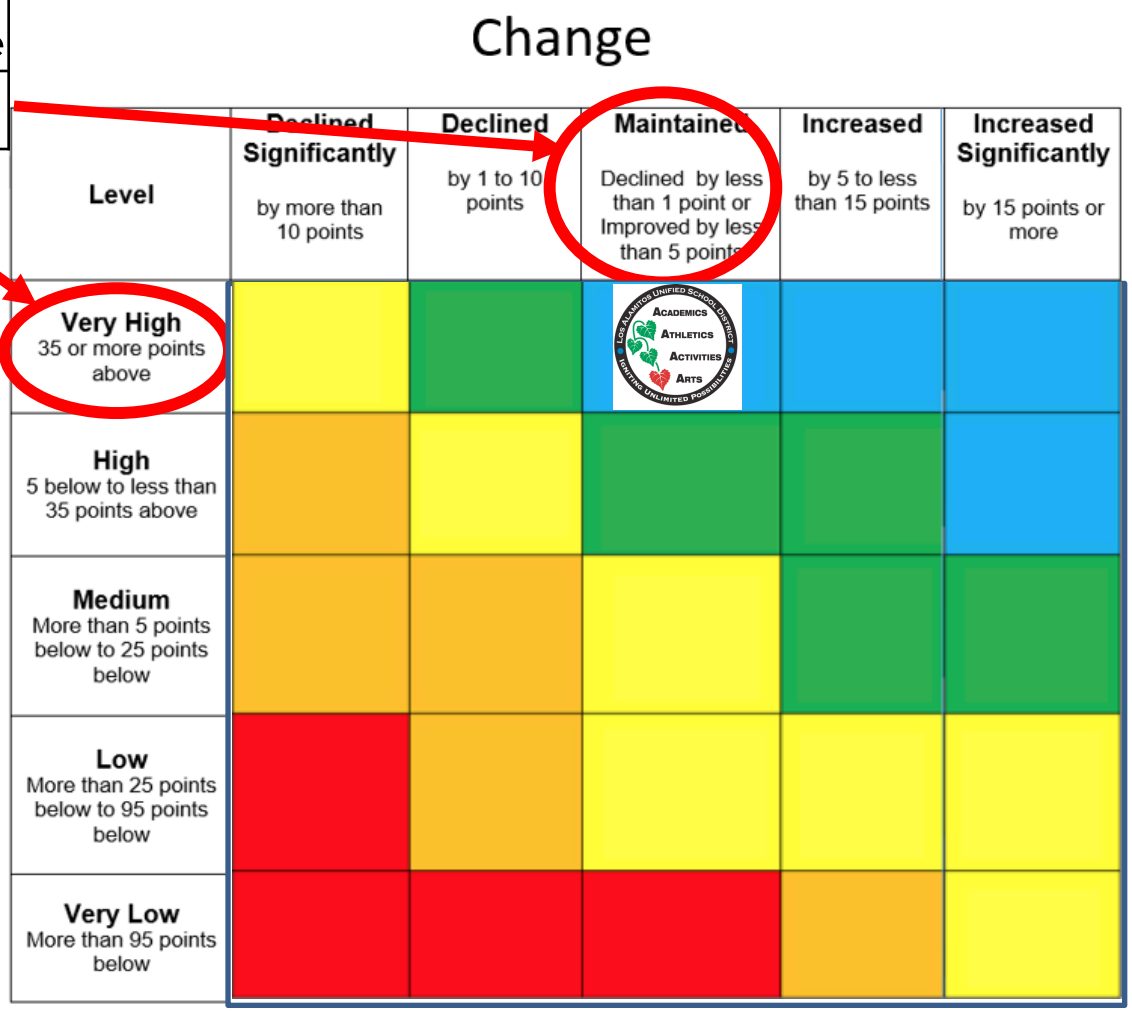
	Current Status	Prior Status	Change
Los Al	52.6	49.9	+2.7

Prior Status: The average student score above Level 3

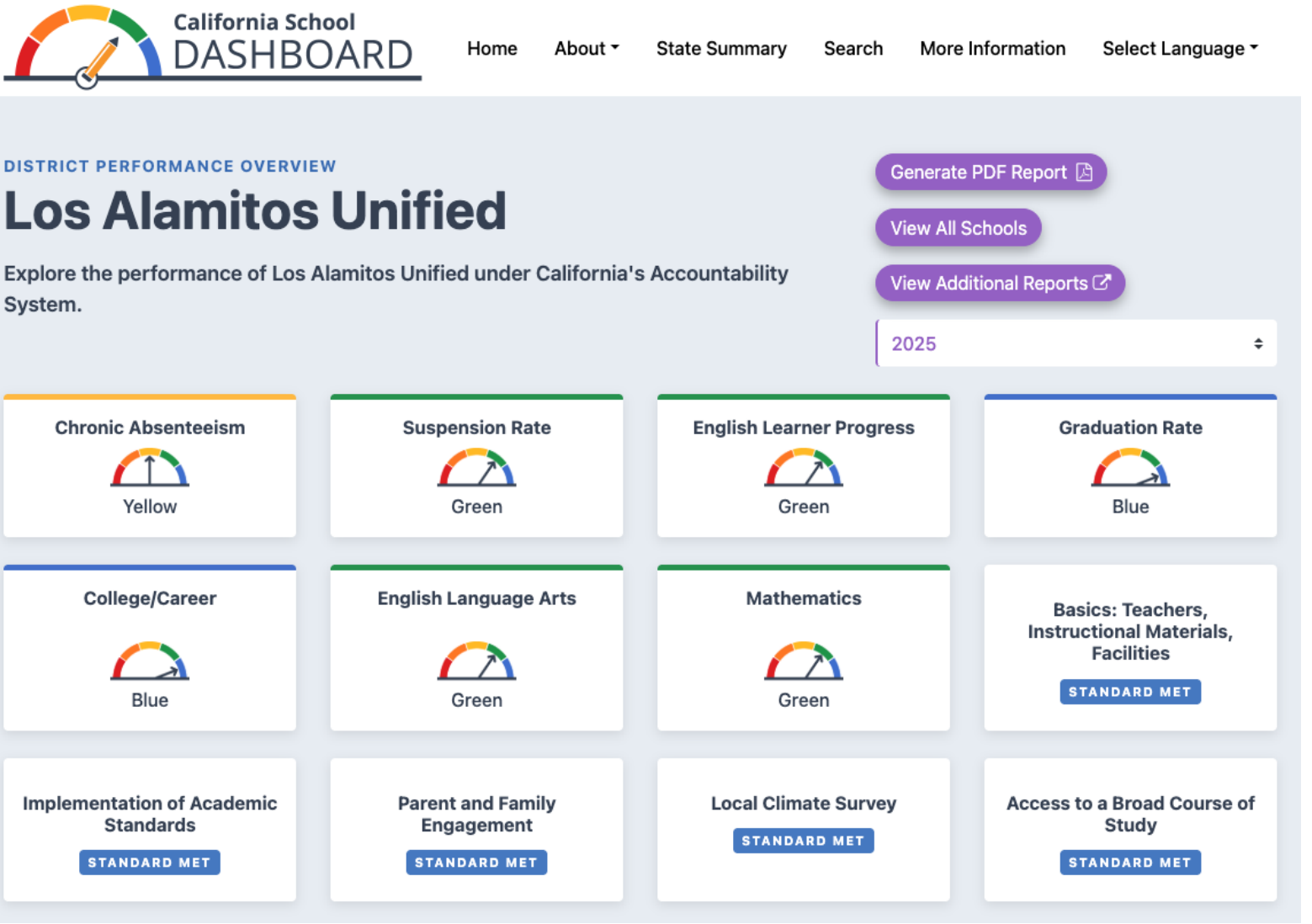
Status = Very High

Current Status: The average student score above Level 3.

Change = Maintained



Los Al's Dashboard



Los Al's Dashboard

Student Group Details

All Student Groups by Performance Level

14 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

Long-Term English Learners

Students with Disabilities



Green

African American

English Learners

Socioeconomically Disadvantaged



Blue

Asian

Filipino

Hispanic

Two or More Races

White



No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

Dashboard & LCAP Correlation

- Provides transparent data across the state
- Dashboard metrics are reported annually in the LCAP
- Brag about strengths in the LCAP annual update
- Define areas of growth and outline a plan to address how improvement will be made
- Sometimes an action is only for a small subgroup of students

Activity

At your table, record any GLOWS or GROWS on the chart paper by each goal.

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

GOAL 2: Exemplary Student Outcomes (Priorities 4, 8)

GOAL 3: Exemplary Connections (Priorities 3, 5, 6)

GLOW: What's working well?

GROW: What could be strengthened or clarified?

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

Activity

Share Out

LCAP Process

- District Representatives Attend Multiple Trainings & Meetings at OCDE: August 2025 – May 2026
- DAC Meeting #1 LCAP Messaging Workshop: January 22, 2026
- **DAC Meeting #2 LCAP Educational Partners Engagement Workshop: April 20, 2026 – NEW DATE**
- **Survey Educational Partners: Finalized by March 2026**
- **LCAP Final Draft Review to DAC Members: May 2026**
- **Present Draft of LCAP to OCDE For Review: May 2026**
- **Share Draft of LCAP with Educational Partners: May 2026**
- **Board Approval: June 2026**

THANK YOU