



CULVER CITY UNIFIED SCHOOL DISTRICT
Academics • Athletics • Activities • Arts

**LOCAL CONTROL
and
ACCOUNTABILITY PLAN**

COMMUNITY TOWN HALL
May 16, 2017

#CULVERPRIDE

CCUSD: DISTRICT OVERVIEW

11 SCHOOLS/SITES

817 EMPLOYEES

6,856 STUDENTS

- STUDENT ETHNICITY

39% Latino

27% White

14% African American

10% Asian

8% 2 or More

2% Other

- SUBGROUPS

33% Low Income

12% English Learners

<1% Foster Youth

37% Unduplicated High Need

10% Special Education



CCUSD: ANNUAL REVENUES & EXPENDITURES

Source: CCUSD 2016-2017 Second Interim Report

TOTAL REVENUES
\$68,642,444

FEDERAL REVENUES

\$2,117,782 (3%)

OTHER STATE REVENUES

\$8,815,993 (13%)

OTHER LOCAL REVENUES

\$2,679,909 (4%)

LCFF REVENUES

\$55,028,760 (80%)



Employee Salaries/Benefits

\$58,596,476 (82%)

Services/Operations

\$10,115,001 (13%)

Books/Supplies

\$4,338,951 (5%)

Other

\$380,000 (<1%)



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PURPOSE OF LCAP

- ❑ To Develop a 3-Year Plan to explain Goals and Strategies for Improving Achievement for All Students
 - Budget must match spending to goals outlined in Plan
 - Plan must be approved by July 1 each year by School Board
- ❑ To plan for the spending of LCFF Supplemental dollars and ensure needs of numerically significant subgroups of students are met
 - Based on Unduplicated Count of Low Income, Foster Youth, English Learners



FROM LCFF REVENUES

\$55,028,760 (80%)



SUPPLEMENTAL

\$4,219,156 (8% of LCFF)

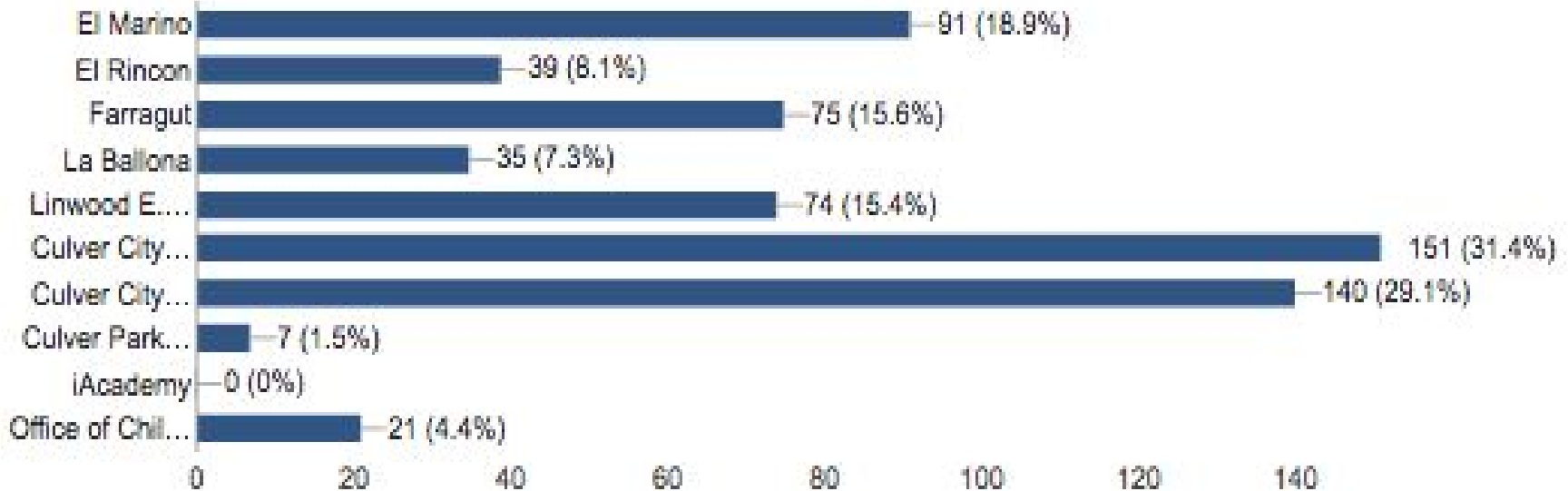


STAKEHOLDER INPUT: PARENTS/COMMUNITY

CCUSD must engage parents, educators, employees and the community to establish these plans.

Please indicate which school(s) you are most associated with.

481 responses



STAKEHOLDER INPUT: PARENTS/COMMUNITY

CCUSD must engage parents, educators, employees and the community to establish these plans.

PERCENTAGE OF PARENTS WHO AGREE/STRONGLY AGREE THAT:

- CCUSD seeks community input and promotes participation of all stakeholders - 58%
- Students are achieving - 81%
- Students are connected and Engaged - 85%
- CCUSD encourages Parental Involvement - 91%
- CCUSD maintains a Positive School Climate - 84%
- Students have access to Materials and Technology - 81%
- CCUSD Facilities are in Good Repair - 53%
- Students are sufficiently Prepared for College and Career - 74%

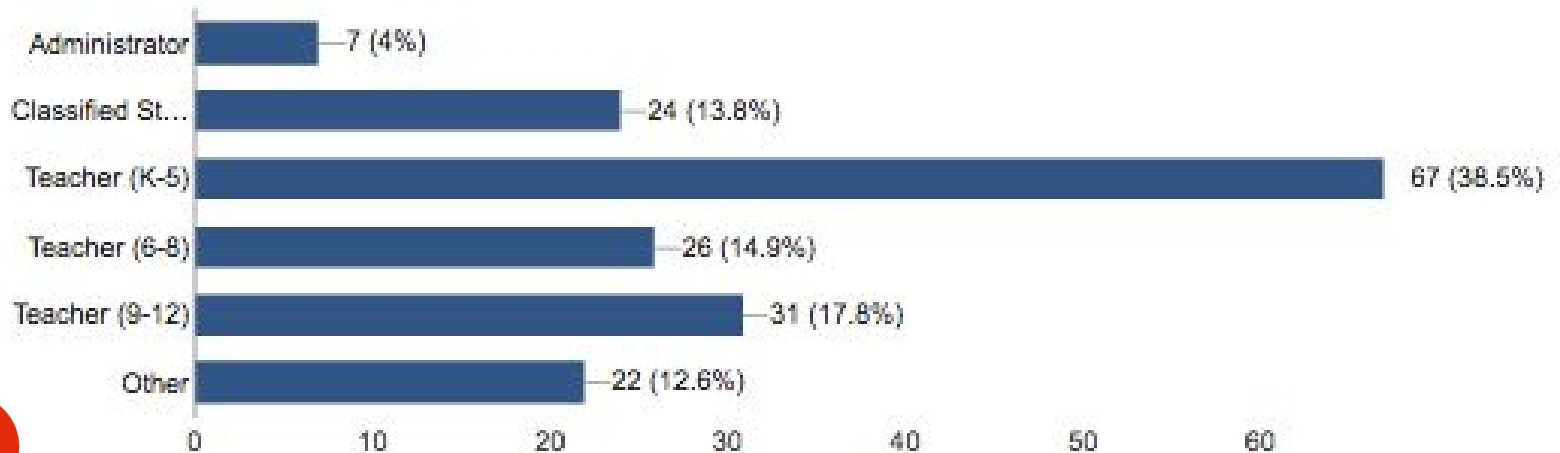


STAKEHOLDER INPUT: STAFF

CCUSD must engage parents, educators, employees and the community to establish these plans.

Current Position in CCUSD

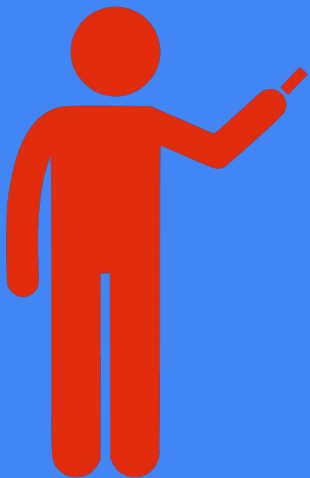
174 responses



STAKEHOLDER INPUT: TEACHERS & STAFF

PERCENTAGE OF TEACHERS / STAFF WHO AGREE/STRONGLY AGREE THAT:

- CCUSD seeks community input and promotes participation of all stakeholders - 63%
- Students are achieving - 81%
- Students are connected and Engaged - 85%
- CCUSD encourages Parental Involvement - 84%
- CCUSD maintains a Positive School Climate - 81%
- Students have access to Materials and Technology - 73%
- CCUSD Facilities are in Good Repair - 38%
- Students are sufficiently Prepared for College and Career - 79%

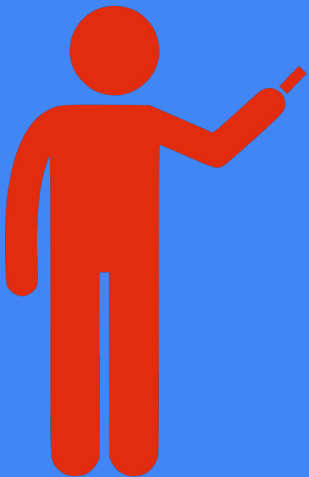


STAKEHOLDER INPUT: TEACHERS

123 Responses

PERCENTAGE OF TEACHERS WHO:

- Participate in a Professional Learning Community focused on Improving Student Learning - 97%
- Have been provided Professional Development in order to Enhance Collaboration - 90%
- Have been provided Professional Development in Effective Standards-aligned Instruction - 75%
- Have been provided Professional Development in Effective Use of Technology for Instruction - 75%



KEY LCAP DATES

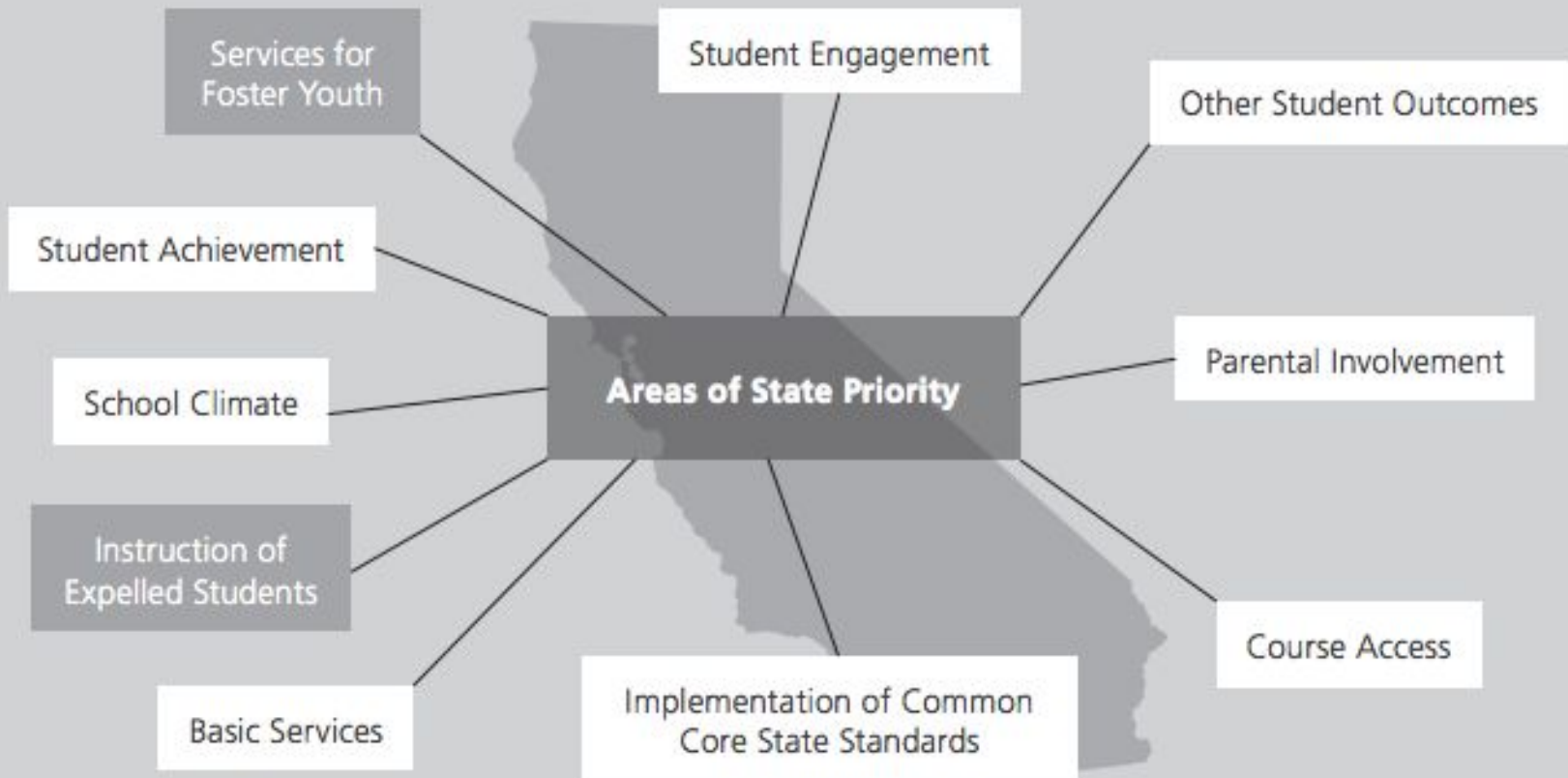
- Winter/Spring 2017
 - February/March/April:
 - Gather input from stakeholder groups: staff; community; School Site Councils; District Advisory Committees (DAC & DELAC) through meetings, surveys, and working committees
 - May:
 - Present LCAP draft plans for stakeholder input; post draft onto CCUSD website for feedback
 - District DAC approves final draft after input from Public Meeting
 - June 13 & June 27:
 - Present LCAP final draft to Board of Education for approval



EIGHT PRIORITIES ADDRESSED IN LCAP

Areas of State Priority That Must Be Addressed in LCAPs

(Eight for districts/Ten for County Offices of Education)



Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13), CSBA



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THREE CATEGORIES FOR THE PRIORITIES

❑ Conditions of Learning (Priorities 1, 2, 7)

Basic: Teachers, Materials & Facilities
Implementation of State Standards
Course Access

❑ Pupil Outcomes (Priorities 4, 8)

Pupil Achievement
Other Pupil Outcomes

❑ Engagement (Priorities 3, 5, 6)

Parental Involvement
Pupil Engagement
School Climate



LCAP GOALS: 2017 - 2020

☐ Conditions of Learning (Priorities 1, 2, 7)

Exemplary Teaching & Learning

Goal 1: All CCUSD students will learn from highly trained educators utilizing standards-aligned instructional materials in school facilities that are in good repair.

☐ Pupil Outcomes (Priorities 4, 8)

Exemplary Student Outcomes

Goal 2: All students will have open access to all courses and successfully progress academically through each grade level to ensure college and career readiness by the end of 12th grade.

☐ Engagement (Priorities 3, 5, 6)

Exemplary Connections

Goal 3: All students will be engaged in schools that provide physical and emotional security, facilitate responsible decision making, and seek input and participation from all stakeholders.



EXEMPLARY TEACHING & LEARNING

- Highly Qualified, Highly Trained, and Credentialed Teachers Exist in Every Classroom (PD Training on Signature Practices, 5-Year New Teacher Training Model)
- Students are provided Standards-Based Instruction and Materials In Math, ELA, and Literacy (ELA Adoption, Revised Unit Studies In Math)
- Teachers Continue to develop their expertise in Common Core State Standards in Math, ELA, And NGSS (Increased Collaboration Time; ELD, Curriculum & Instruction TOSAs)
- Vertical K-12 Articulation, Systematic Intervention Programs, Curricular Initiatives (Directors of Teaching and Learning)



EXEMPLARY STUDENT OUTCOMES

- Every Student Scores At Grade Level Or Above on ELA & Math Assessments (Instructional Coaches; Benchmarking; IAB/ICA; CAASPP)
- College & Career Readiness for ALL Students by achieving a 100% A-G Completion Rate (Intervention Specialists; AVID; Beyond the Bell Support; Naviance)
- AP FOR ALL --- All Students Take At Least One AP Class In Their High School Career (AP/Honors Boot Camp)
- Increase Proficiency Indicators on CELDT/ELPAC and Improve EL Reclassification (Summer School; Personnel, Targeted Interventions & Supports)
- Enhance Career Pathway Access and Communication (CTE Grant; PLTW)



EXEMPLARY CONNECTIONS

- Student Connectedness In The 4 As: Academics, Athletics, Activities, and The Arts (STEAM/Makerspace Labs; iAcademy for Credit Recovery; Promote Clubs And Service Opportunities, Use Social Media, And Track Student Participation)
- Parental Involvement (Monthly Parent Education Opportunities; Actively Recruit Parents for Shared Decision-Making Opportunities; Increase School-to-Home Communications, i.e. Newsletters, Memos)
- A Positive and Safe School Climate (Counseling Services to Ensure Emotional Security; Implement Recommended Safety Priorities)





For Further Information:

1. **CALIFORNIA DASHBOARD:**

<http://www.caschooldashboard.org> identifies district and site performance and progress on key measures aligned to the 8 state priorities.

2. **LCFF 2016-17 State Priorities Snapshot at**

<http://ias.cde.ca.gov/lcffreports/>

3. **The Culver City Unified School District Website at**

www.ccusd.org

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