



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Culver City Unified School District (CCUSD)

CDS Code: 19-64444-1932185

School Year: 2022-23

LEA contact information:

Mr. Quoc Tran

Superintendent

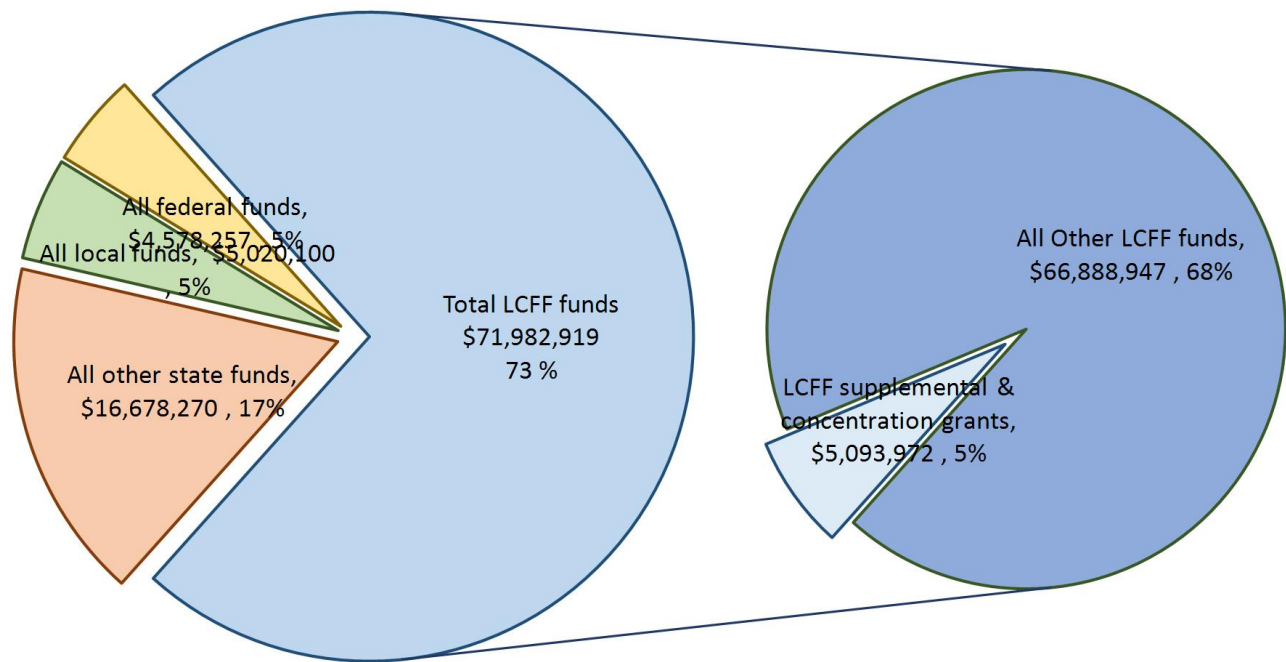
quoctran@ccusd.org

(310) 842-4220 Ext. 4222

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

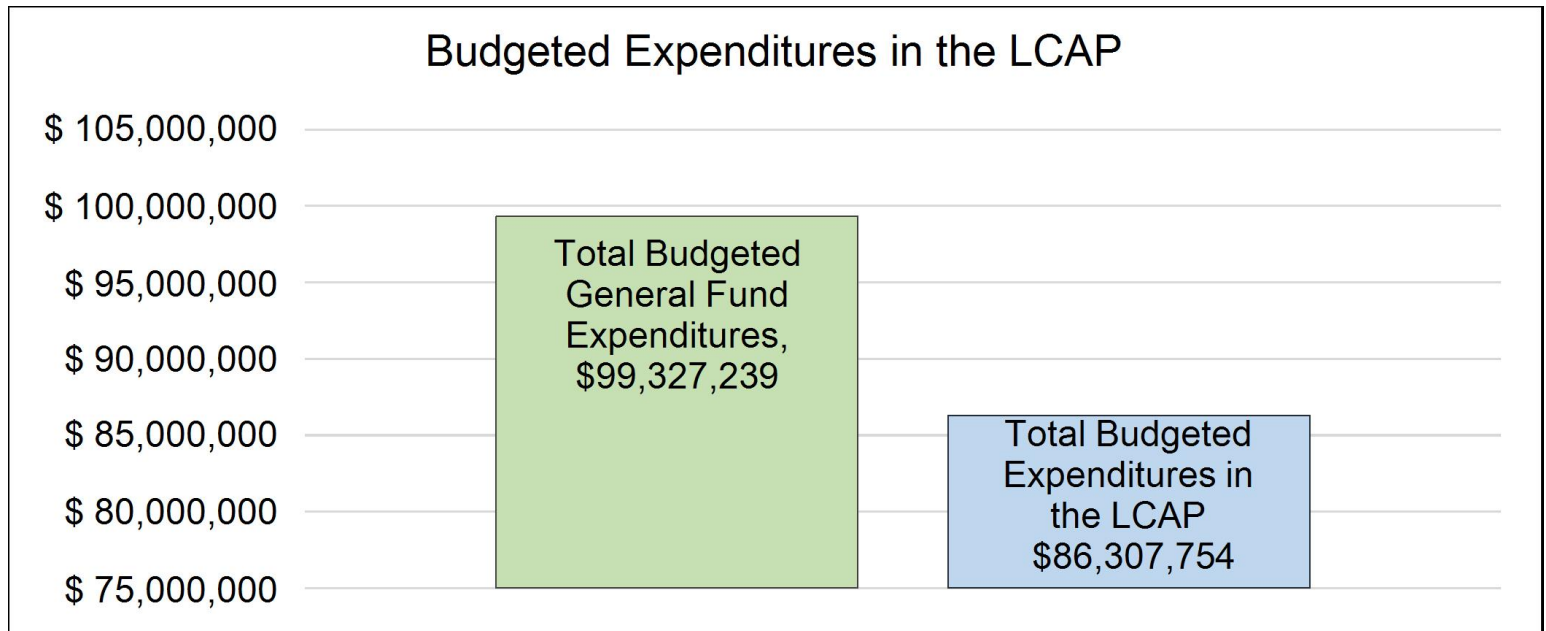


This chart shows the total general purpose revenue Culver City Unified School District (CCUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Culver City Unified School District (CCUSD) is \$98,259,546, of which \$71,982,919 is Local Control Funding Formula (LCFF), \$16,678,270 is other state funds, \$5,020,100 is local funds, and \$4,578,257 is federal funds. Of the \$71,982,919 in LCFF Funds, \$5,093,972 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Culver City Unified School District (CCUSD) plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Culver City Unified School District (CCUSD) plans to spend \$99,327,239 for the 2022-23 school year. Of that amount, \$86,307,754 is tied to actions/services in the LCAP and \$13,019,485 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

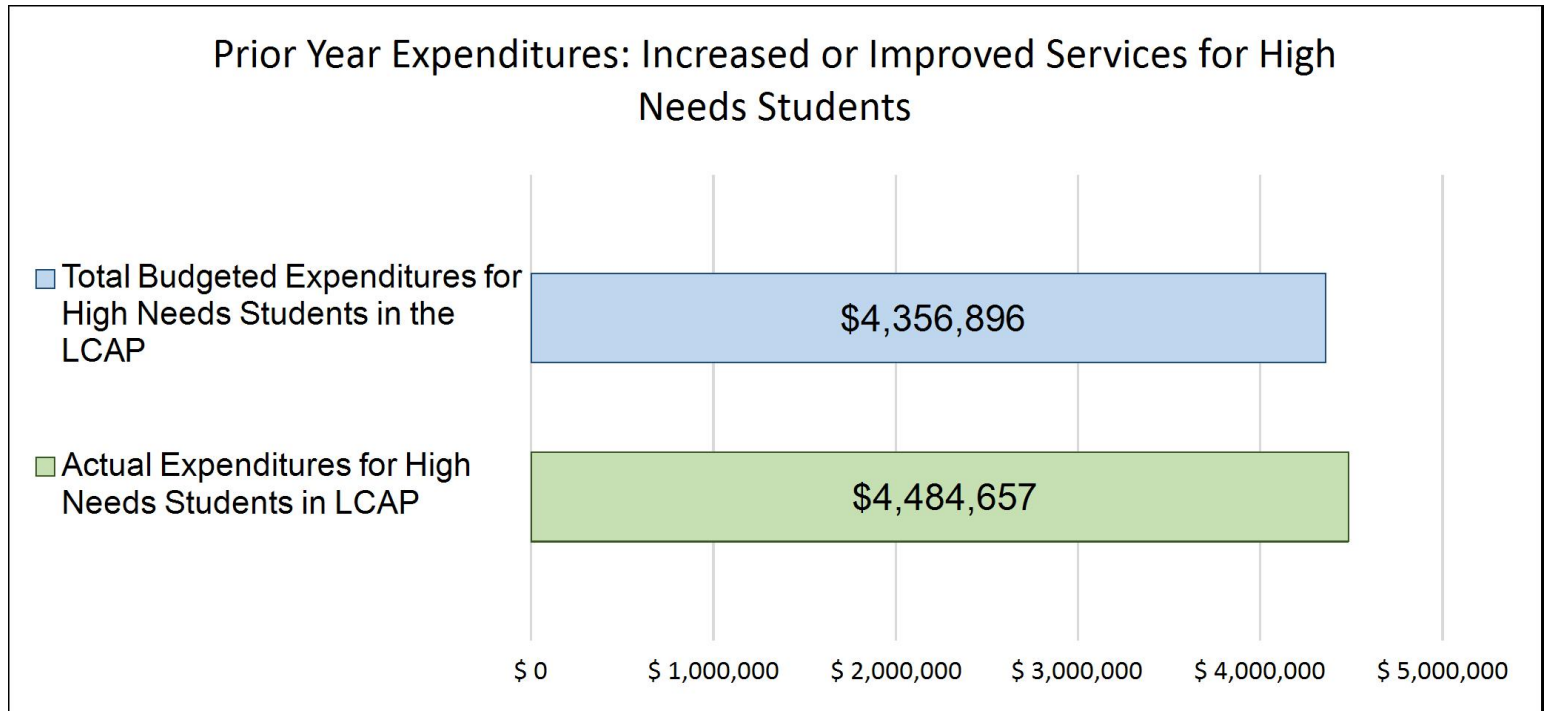
General Fund budgeted expenditures not included in the LCAP include but are not limited to the following: district office support services (Fiscal Services, Purchasing, Human Resources, Student and Family Support Services, etc.), custodial services, routine restricted maintenance, grounds keeping, transportation, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Culver City Unified School District (CCUSD) is projecting it will receive \$5,093,972 based on the enrollment of foster youth, English learner, and low-income students. Culver City Unified School District (CCUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Culver City Unified School District (CCUSD) plans to spend \$5,150,966 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Culver City Unified School District (CCUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Culver City Unified School District (CCUSD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Culver City Unified School District (CCUSD)'s LCAP budgeted \$4,356,896 for planned actions to increase or improve services for high needs students. Culver City Unified School District (CCUSD) actually spent \$4,484,657 for actions to increase or improve services for high needs students in 2021-22.

Culver City Unified School District
Local Control Accountability Plan (LCAP)

Glossary: Budget Overview for Parents

Local Control Funding Formula: LCFF

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students). Culver City receives "supplemental" LCFF funds but does not receive "concentration" funds.

Other State Funds:

State funding sources include: AB 602 Special Education and other Special Education funding and grants, State Lottery, After School Education and Safety (ASES) grant, Educator Effectiveness (One-Time funding), Career Technical Education Incentive Grant (CTEIG), K12 Strong Workforce, and Mandate Block Grant funding.

Local Funds:

Measure K provides funding for core programs in math, science, technology, engineering, art and music, and athletics, provides local reliable funding for local schools that cannot be taken by the State, attracts and retains highly qualified teachers, with no proceeds used for administrators' salaries, benefits and pensions.

Other local funding sources include leases and rents, interest, donations, Associate Student Body (ASB) funds, Parent Teacher Associations (PTA) funds, Booster Club Organization funds, Sony Grant, Culver City Education Foundation (CCEF) funds.

Federal Funds:

Title I addresses educationally disadvantaged students (low income) and parent involvement

Title II addresses professional development and class size reduction

Title III addresses English Learner (EL) services and EL parent involvement

Title IV addresses access to a well-rounded education, conditions for student learning, and use of technology to improve the academic achievement and digital literacy of all students.

Individuals with Disabilities Education Act (IDEA) addresses special education needs

Perkins V: Strengthening Career and Technical Education for the 21st Century

Expanded Learning Opportunities (ELO) Grant addresses learning loss experienced during the COVID-19 pandemic



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Culver City Unified School District (CCUSD)	Mr. Quoc Tran Superintendent	quoctran@ccusd.org (310) 842-4220 Ext. 4222

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In recognition of the importance of educational partners' involvement in strengthening informed partnerships, the Culver City Unified School District (CCUSD) values the perspectives and insights of the members of our district community and seeks meaningful consultation in the development of district plans. As an ongoing and interactive process, this foundational work allows for a deeper understanding of community needs, establishes two-way communications, builds collaborative relationships, and provides opportunities for informed decision-making. With the additional funding that was provided through the Budget Act of 2021, Culver City Unified School District (CCUSD) continues, and will continue, to engage with its educational partners for any funds that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Culver City Unified School District (CCUSD) 2021-22 Local Control and Accountability Plan (LCAP) was approved on June 22, 2021; since then, additional funds received through the Budget Act of 2021 provided Culver City Unified School District (CCUSD) with the following funding allocations:

- * Educator Effectiveness Block Grant (EEBG) - \$1,550,435
- * Expanded Learning Opportunities Program (ELOP) - \$835,692
- * Universal Prekindergarten/Universal Transitional Kindergarten (UPK/UTK) Grant - \$172,673
- * A-G Completion Improvement Grant - \$1,004,309

All actions and expenditure plans for funding provided by the Budget Act of 2021 are informed by extensive consultation with educational partners through the Local Control and Accountability Plan (LCAP) engagement process. This feedback is gathered from multiple opportunities held throughout the year, including the Educational Partners listed in the Table below:

Additionally, in order to address the specified purposes for each of the grant funds provided by the Budget Act of 2021, planning committees, district professional development committee, college/career committee, Universal Prekindergarten/Universal Transitional Kindergarten (UPK/UTK) committee, and extended learning committee - are being formed to synthesize the feedback and support the implementation of these multi-year grants.

PARENT/COMMUNITY	CERTIFICATED STAFF	OTHER SCHOOL PERSONNEL	BOARD	STUDENTS
Site and District English Language Advisory Committee	Site and District Office Departmental Meetings	Consultations with Association of Classified Employees	Board Presentations	Student advisory representatives (ASB, Equity Advisory Council, DCAT, LCAP-PAC and focus groups)
Special Education Local Plan Area (SELPA)	Administrative Council and Principal Meetings	Staff Surveys	LCAP Board Workshop	Surveys to students
Site and District-level PTA	Faculty Meetings and site focus group meetings	Site Focus Group Meetings		
Surveys parents and community	Teacher Leadership Teams			
District Advisory Committees (LCAP, Special Needs DAC, District Community Arts Team, Equity Advisory Council, Culver Needs)	Consultations with Culver City Federation of Teachers			
Community Partner Focus Groups at each school site	Staff Surveys			

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Culver City Unified School District (CCUSD) is not eligible for additional concentration grant add-on funding, as the enrollment of students who are low-income, English learners (EL) and/or foster youth is not greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Culver City Unified School District (CCUSD) received the following one-time federal funds to support recovery from the COVID-19 pandemic and the impacts of distance learning on our students:

- * Coronavirus Aid, Relief and Economic Security (CARES) Act: Coronavirus Relief Funds (CRF); Elementary and Secondary School Emergency Relief (ESSER) I; Governor's Emergency Education Relief (GEER) I
- * Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA): Elementary and Secondary School Emergency Relief (ESSER) II; Governor's Emergency Education Relief (GEER) II
- * American Rescue Plan (ARP) Act: Elementary and Secondary School Emergency Relief (ESSER) III

In a process that began as an acute response to the rapid shutdown of schools in March 2020 due to the COVID-19 pandemic, Culver City Unified School District (CCUSD) has relied on input to inform the actions and services outlined in the district's COVID-19 Operations Written Report (June 23, 2020), Learning Continuity and Attendance Plan (September 24, 2020), Expanded Learning Opportunities Grant (ELO-G) Plan (May 25, 2021), Local Control Accountability Plan (LCAP) (June 22, 2021), and the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan (October 26, 2021). As permitted, Culver City Unified School District (CCUSD) included input received from community members during the development of other plans listed above in areas that were relevant to the development of any subsequent plans. This feedback was gathered from surveys, parent and staff "Listen & Learn" meetings both at site and district level; educational partner committees including the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC), Culver City Unified School District (CCUSD) Citizen Budget Advisory Committee, the District Special Education Committee, and the District English Learners Advisory Committee; and public input during regularly scheduled school board meetings. Meetings were held virtually and enabled greater access to the engagement process. Surveys were available in multiple languages and meetings were held in English and in Spanish.

Throughout the plan development process, district leaders have worked with educational partners in planning for learning recovery and addressing the impacts caused by the pandemic. For additional details on engaging educational partners for the use of federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on our students, please refer to the links below that

include descriptions of parents, teachers, and staff involvement in the development of the following plans:

* Culver City Unified School District (CCUSD) Expanded Learning Opportunities Grant (ELO-G) Plan: Pages 1-2

<https://4.files.edl.io/2588/10/22/21/040817-b2af407e-4d06-4f1a-994f-c002b869dc27.pdf>

* Culver City Unified School District (CCUSD) Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan: Pages 2-4

https://drive.google.com/file/d/12IZG6JmK879e6VU_UyjmHN7vF8IBFDHi/view?usp=sharing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The summary of actions below outlines Culver City Unified School District's (CCUSD) efforts to maintain the health and safety of students, teachers and other staff, as well as ensure the continuity of services, as required by the American Rescue Plan Act of 2021, and its implementation to date of the federal Elementary and Secondary School Emergency Relief (ESSER) funds, including successes and challenges. These funds are to be implemented through 2024.

1) Strategies for Continuous and Safe In-person Learning:

- Personal Protective Equipment (PPE), COVID-19 testing support, and hand washing stations: Federal funds - \$113,000 to date - have been used to provide weekly distributions of medical grade KF94 facial coverings for all students and staff, as well as face shields, other masks, gloves, individual, refillable water bottles, thermometers, and COVID-19 related signage for campuses. An additional \$135,000 has gone to the rentals of the outdoor hand-washing stations, and \$75,000 has been used so far to deliver COVID tests administered by our school nurses to the processing lab.
- Outdoor Learning: Over \$15,000 has been spent to date to increase the number of picnic tables and learning materials, including lap desks and portable whiteboards.
- iAcademy: In order to support learning opportunities for students unable to return to in-person learning; \$55,000 has been used to purchase curricular materials for the additional students who are enrolled in iAcademy.
- Health Services: To date, the certificated nursing staff have utilized over \$55,000 in extra-duty assignments for work outside of the school day that is related to COVID-19 testing and monitoring. An additional \$9,000 has been used for clerical time (substitutes, overtime) related to COVID-19 monitoring. For this staffing, \$15,000 has been used to cover benefits.
- Communications: \$21,000 has been spent for Zoom licenses, which enable group meetings to limit large group gatherings. To support testing, vaccination status and contact tracing, \$37,000 has been spent on the Qualtrics survey platform.

2) Addressing the Impact of Lost Instructional Time:

The remaining funds will be used to support any continued needs for the above strategies, as well as address the impact of lost instructional time by extending Expanded Learning Opportunities Grant (ELO-G), funded staffing, and materials for the 2022-2023 school year. Continued committee input, survey results, and student data analysis will be used to continue or refine strategies that were originally called out in the plan.

These strategies include:

- Expanded Learning: Summer programs, high-dosage tutoring
- During-the-day Counseling Support: Full time counselors at each elementary and additional counselors at the middle and high schools
- During-the-day Intervention: Elementary Math intervention teachers to supplement Local Control and Accountability Plan (LCAP)-funded literacy intervention teachers
- Multi-Tiered System of Support (MTSS): Site-based Multi-Tiered System of Support (MTSS) specialists to support progress monitoring to identify academic, social-emotional and behavioral needs
- Positive Behavior Interventions and Supports (PBIS): Assistant Principal support for Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices training and implementation
- Additional staffing to support English Learners (EL) and Students with Disabilities (SWD): Paraprofessionals, special education certificated staff (teachers and psychologist) and classified (clerks and instructional aides)

Implementation for the federal funding continues to be in progress, with the actions to support health and safety being our biggest priority. Successes include our demonstrated commitment to continuous and safe in-person learning by following the guidance from federal, state and county recommendations: vaccination, regular testing, and masking. Challenges have included inventory shortages, which have resulted in the need to search for and secure other vendors; and staffing shortages, which have resulted in uneven implementation of increased health services staffing, counselors, paraprofessionals, and special education personnel.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Culver City Unified School District (CCUSD) is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the 2021–22 Local Control Accountability Plan (LCAP) Goals: 1) High Quality Education; 2) College & Career Readiness; and 3) Engaged Students and Educational Partners. One source of federal funds - the In-Person Instruction (IPI) grant, may be used for any purpose consistent with providing in-person instructions pursuant the Education Code Section 43522(f). In recognition of the dedicated certificated and classified staff who supported the safe return to in-person learning. The district allocated a portion of these funds to provide a one-time, off-schedule bonus of 2% (\$1.3 million). All other actions and expenditures in The Plan for Safe Reopening, the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan, Expanded Learning Opportunities Grant (ELO-G) Plan, and the Educator Effectiveness Block Grant (EEBG) Plan are in alignment and supplement Culver City Unified School District's

priority areas in the following ways:

Local Control and Accountability Plan (LCAP) - Goal 1: All Culver City Unified School District (CCUSD) students will learn in optimal conditions for learning that include open and equitable access to all courses and educational technology, highly trained, culturally competent educators utilizing standards-aligned, culturally relevant and inclusive instructional materials, and safe and clean school facilities that are in good repair.

- Facilities: Filtration, ionization purification, shade tents, outdoor learning, extra custodial support
- Personal Protective Equipment (PPE)/COVID-19 Mitigation Strategies
- Technology: Chromebooks, Classroom microphone systems
- Professional Development (PD): Job-embedded instructional coaching, professional development/summer institutes on equity, grading practices, ethnic studies, early education, effective labor/management partnerships, technology-integrated instruction, literacy across content areas, math
- Special Education staffing to support Inclusive Practices
- Campus Supervisors
- Health Services staffing
- Free Bus Fare Program
- iAcademy Expansion

Local Control Accountability Plan (LCAP) - Goal 2: All students will demonstrate continuous academic progress to ensure college and career readiness by the end of 12th grade.

- Expanded Learning: Summer programming for credit recovery, enrichment, English Language Development (ELD), dual language, Advanced Placement (AP)/honors, summer bridge; after school opportunities, during the day credit recovery
- Intervention Teachers to support Tier 2 and Tier 3 learning loss recovery
- Multi-Tiered Systems of Support (MTSS) site specialists to identify intervention needs through data-informed Professional Learning Community (PLC) work
- Tutoring: High dosage after school in-person and remote services
- Paraprofessionals to support learning loss recovery
- Intervention materials: Lexia literacy, Dreambox math, Newsela; Transitional Kindergarten (TK)-5 summer workbooks

Local Control Accountability Plan (LCAP) - 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.

- School Counselors
- Mental Health Counselors
- Administrative Support for Positive Behavioral Interventions and Supports (PBIS)/Restorative Practices
- Professional Development: Restorative Practices, LGBTQ+, Positive Behavioral Interventions and Supports (PBIS)

To summarize, the state and federal resources received to support the safe return to in-person learning are aligned to and strengthen Culver

City Unified School District (CCUSD) Local Control Accountability Plan (LCAP) goals and address health/safety measures related to COVID-19 mitigation.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Culver City Unified School District (CCUSD)	Mr. Quoc Tran Superintendent	quoctran@ccusd.org (310) 842-4220 Ext. 4222

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Culver City Unified School District (CCUSD) is located in the city of Culver City, a five-square-mile, urban community of about 40,000 residents surrounded mostly by the City of Los Angeles. It is centrally located on the Westside near Santa Monica, Beverly Hills, and Los Angeles International Airport. Known for its well-run public school system, "small town" charm, growing high-tech and creative economies, and a dynamic downtown that is regionally known as a destination for restaurants, live theater, and art galleries, Culver City is also "The Heart of Screenland." The District is comprised of five Transitional Kindergarten (TK)-5 elementary schools, one middle school (6-8), one comprehensive high school (9-12), and an online iAcademy and Independent Study Program, all designed to meet individual student needs. The district also has a robust Adult Education Program and pre-school and school-age care Child Development Program. The District employs over 800 full- and part-time certificated and classified staff members. Culver City Unified School District (CCUSD) has a long tradition of educational excellence and high standards. The community is involved and supportive, with a rich network of partnerships that provide a wealth of opportunities for our students. Along with the assistance of the site-based Parent Teacher Association's (PTA) and Booster Club organizations and the district-wide Culver City Education Foundation, the District has benefited from collaborations and

donations from Sony Pictures Entertainment, the Fineshriber Family Foundation, Symantec Corporation, the Carol and James Collins Foundation, the Rotary Club of Culver City, Center Theater Group, LA County Arts Collective, Saint John's Health Center Foundation, and Venice Family Clinic, as well as a host of generous local businesses and private donors in our community. With strong partnerships and a focus on serving the Whole Child, Culver City Unified School District (CCUSD) offers a comprehensive Transitional Kindergarten (TK)-12 education program for approximately 6876 students.

The following percent and number of students are reflected in the student population in the 2021-22 school year: 38.2% (2,629) are eligible for Free and Reduced Lunch (FRL), 10% (686) are English Language Learners (ELL) and 0.1% (7) are Foster Youth.
(<https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964444&agglevel=district&year=2021-22&ro=y>).

A stable and diverse student population gives the district a rich international flavor. Over 30 languages other than English are spoken by our families, with Spanish and Japanese comprising the largest percentages. Of the 686 English Language Learners (ELL), 64% are Spanish speakers and 12.97% are Japanese speakers.

Adding to the diversity of our campuses is our population of 37.1% Hispanic, 10.4% Asian, 11.4 African American, 25.4% White and 12.5% of two races or more. Unduplicated pupils (UP) comprise 0.3% Foster, 9.35 English Learners (EL), 275 Low Income (LI). Our community places a high importance on the value of diversity and is committed to creating a school environment where every student and family feels included and valued. <https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1964444&agglevel=district&year=2021-22&ro=y&ro=y&ro=y&ro=y>

The development and completion of the Local Control Accountability Plan (LCAP) would not have been successful without the reliable, collaborative Local Control Accountability Plan (LCAP) District Preparation Team. Together, they committed to weekly team discussion meetings, gathered data, and met the Local Control Accountability Plan (LCAP) submission deadlines.

District Preparation Team:

Quoc Tran (Superintendent)

Tracy Pumilia (Former Assistant Superintendent, Educational Services)

Angela Elizondo Baxter, Ed.D. (Director of Teaching and Learning, Educational Services)

Terry J. Larsen, Ed.D. (President and CEO, Compliance Advantage, LLC)

Sean Kearney (Director, Fiscal Services)

Vanessa Aguiar

In March of 2021 a survey was sent to parents to choose hybrid in-person learning or full-time distance learning for the remainder of the 2020-21 school year. Student cohorts returned two days a week beginning on April 5 with Transitional Kindergarten (TK)-2nd grade, adding 3rd - 5th the following week on April 12, 2021. Secondary resumed on April 19, 2021. On April 26, 2021 all cohorts were combined and began attending four days per week together. Today, 132 students remain in our iAcademy virtual learning: Transitional Kindergarten (TK)-5 = 22; 6th-8th = 15; and 9th -12th = 95.

During the 2021-22 school year, the majority of students returned to in-person learning. Culver City Unified School District (CCUSD) maintained a full distance learning option that focused on the teaching of essential standards through online live, synchronous and flexible, asynchronous learning opportunities. Intense focused support was provided to identified students. For those families requiring full flexibility, a fully asynchronous option was provided for all grade levels through the district's iAcademy program. As we transitioned to full time, in-person learning for most students, teachers and staff were ready to meet their students and families with a welcoming, supportive, rigorous, and engaging learning program that was designed to re-calibrate, re-imagine, and reset for the 2021-2022 school year. As we move into the coming year, we have a solid foundation from which to grow and direction from our school community to set the path.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The work that Culver City Unified School District (CCUSD) teachers and staff have put into supporting student learning have garnered external recognition by both state and community organizations. For its innovative arts programming that provides a wealth of visual and performing arts classes both within and outside the school day, Culver City High School was awarded the 2021 California Exemplary Arts School and will serve as a model Arts, Media and Entertainment (AME) sector demonstration site for the California Department of Education. Additionally, Culver City Unified School District (CCUSD) received the National Association of Music Merchants (NAMM) Best Communities for Music Education Award for both 2020 and 2021. This award recognizes and celebrates outstanding efforts by teachers, administrators, parents, students and community leaders for their commitment to music education, and efforts to assure access to music for all students as part of a well-rounded education.

Both Homeless students and Students with Disabilities (SWD) improved the percentage met or exceeded standards in English Language Arts (ELA) over the baseline year of 2018-19. Homeless students improved in math, while Students with Disabilities (SWD) dropped only slightly. Both groups are approaching their 2022-23 goals.

Culver City Unified School District (CCUSD) is also proud of scoring higher than the state and county on most measures. We have a high level of participation and interest on the part of our community. Each school site is focused on the achievement of our Unduplicated Pupils (UP) and eagerly awaits the opportunity to analyze new assessment data that will guide their focus for the coming year.

For its outstanding program dedicated to preparing and mentoring teachers in their first two years of employment, the Culver City Unified School District Induction program was commended in 2020-21 by the Commission on Teacher Credentialing and received re-accreditation status with no stipulations nor recommendations.

Advancement via Individual Determination (AVID):

Finally, our outcome data from students enrolled in Advancement via Individual Determination (AVID) shows a significant increase in participating students who go on to four-year colleges upon graduation. With the success of the program, we will expand it by one section to support all grade levels at the high school.

REVIEW of DASHBOARD PROGRESS

Culver City Unified School District (CCUSD) is proud of the efforts our community has put forth in monitoring the achievement of all students as they return to campus from full-time virtual learning. The 2020-21 Graduation rate remained above that of the state with the All Students rate at 94.5%. The Grad Rate for major racial and ethnic groups was: African American 92%; Hispanic 93.9%; and White 94.7%.

College and Career Measures are reported differently in 2021. However, extrapolating Dashboard data for 2021, there is an indication that considerably more students completed one Career Pathway over 2020. A higher number of students completed A-G requirements is reported in 2021 as compared to 2020.

In 2018, Culver City Unified School District (CCUSD) was identified for Differentiated Assistance due to Homeless students placing in the Red Indicator Level for Chronic Absenteeism and the College/Career Indicator (CCI). Through a team approach with key members from Los Angeles County Office of Education (LACOE) and District staff, a yearlong study of the factors identified a need to individualize services for our students experiencing homelessness, with frequent check-ins led by the District Homeless Liaison and the High School's Homeless. This has Advocate, who monitored progress and provided in-the-moment wraparound services as needed. This personalized attention and monitoring led not only to improvement in chronic absenteeism and suspension, but it also impacted a significant improvement in their graduation rate and College/Career Indicators (CCI).

Students with Disabilities (SWD) had a notable decrease in their chronic absenteeism and suspension rates, and they also were in the Green (High) performance level in the graduation rate. They demonstrated increases in both English Language Arts (ELA) and Mathematics achievement, meeting their annual measurable outcomes.

Since 2014, Culver City Unified School District (CCUSD) has administered an annual Local Control Accountability Plan (LCAP) survey to all stakeholders regarding our district goals. This past year, Culver City Unified School District (CCUSD) added questions geared specifically to gauge perceptions and experiences from remote learning due to the COVID-19 pandemic. Results from the 2020 surveys, completed by 1220 parents across all school sites, revealed the following percentages of parents who stated they: were able to readily access remote learning platforms during distance learning (96%); agree/strongly agree that Culver City Unified School District (CCUSD) did a good job of keeping them informed about remote learning (88%); agree/strongly agree that their child knows what schoolwork is expected to be completed each day (90%); agree/strongly agree that support staff are available if needed (78%). Related to our district goals, parents reported that they agree/strongly agree that: parents feel welcome to participate in school (82%); school staff treat parents with respect (90%); they are well-informed about school activities (100%); the school promotes academic success for all students (86%); treats all students with respect (88%); and communicates the importance of respecting different cultural beliefs and practices (87%).

Increases in student achievement data and satisfaction rates reflect the concerted efforts that Culver City Unified School District (CCUSD) has placed in improving outcomes for foster youth, English Learners (EL) and low-income students. We attribute their growth to the direct services provided by counselors, intervention specialists, and indirect services provided by concerted professional growth and learning opportunities through instructional coaching, directors of teaching and learning, and contracted partnerships to strengthen standards-aligned instruction. In the coming year, we will continue and/or expand intervention, coaching, counseling, Makerspaces/Science, Technology,

Engineering, the Arts and Mathematics (STEAM) Labs, Visual Arts, Career Technical Education (CTE) pathways, and Advancement via Individual Determination (AVID) sections in order to reach select student subgroups.

As staff and students return to in-person learning, the district will maintain and build upon our successes by re-engaging the community in the initiatives and actions that have led to improvement across student groups. By monitoring leading indicators, including universal screeners, formative assessments, attendance figures, feedback and data throughout the year, staff will work to provide course adjustments to ensure student needs are being served.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2020-2021 California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Results:

Overall district California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) results from 2020-21 reflect a drop in students scoring at Level Three or Four from 51.1% in 2018-19 to 49.01 in 2020-21.

This drop is most prominent in these subgroups: Hispanic, White, Asian, Socioeconomically Disadvantaged (SED) and English Learner (EL).

California Assessment of Student Performance and Progress (CAASPP) Math results in 2018-19 showed 56.3% of students scored at Level three or Four as compared to 52.72% in 2020-21. This drop is evident in all subgroups with the largest declines see in Asian, White, Hispanic and Socioeconomically Disadvantaged (SED).

In addition to the overall declines in students meeting or exceeding standards, gaps in achievement among subgroups is evident. Black/African Americans, Hispanics, Socioeconomically Disadvantaged (SED) and English Learners (EL) (12+ months) demonstrate considerably lower percentages of students at Level Three or Four as compared to the White and Asian subgroups and Not Socioeconomically Disadvantaged (SED) and English Only (EO) subgroups.

Although this note appears prominently on the results page, "PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Schools made up of differing grade levels should be compared with caution. Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results," indicators suggest a need to address achievement gaps and declines. Culver City Unified School District (CCUSD) will continue our purposeful efforts based on the most recent data available as reported above.

Administrators and counselors are committed to establishing a comprehensive academic advising process in which students have opportunities early on in their high school career to plan, and, where necessary, intervene early to ensure they are on their path to college/career readiness.

To address gaps in student achievement, Culver City Unified School District (CCUSD) is implementing a wide range of supports ranging from direct programming in project-based learning through the Arts and Innovation Labs, to teacher support in English Language Development (ELD) lesson design. With the expanded services of elementary literacy interventionists at all sites and access to adaptive software that supports both English Language Arts (ELA) and English Language Development (ELD) a concerted effort will be made to address reading and literacy needs at the elementary level, before the gaps grow and limit success at the secondary level.

Graduation Rate:

Although the graduation rate was higher than that of the state as a whole, there was a slight decline in the overall Culver City Unified School District (CCUSD) rate of 0.2% from 2020. The African American rate dropped 5% from the 2020 rate of 97.1%; the rate for Hispanics dropped 2.2%; whereas the rate for Whites rose 2%.

The English Learner (EL) Grad Rate fell by 1.1% from 2019-20 to 2020-21

The Socioeconomically Disadvantaged (SED) Grad Rate fell by 3.3% from 2019-20 to 2020-21

College and Career Measures:

Although College and Career Measures are reported differently for 2021 as compared to 2020, the 2021 Dashboard shows fewer students scoring 3 or higher on two Advanced Placement (AP) exams. There are many reasons this could be the case, including the virtual environment, however it deserves scrutiny overtime.

Numbers of students completing A-G requirements rose from 2019-20 levels with the largest gain shown by Socioeconomically Disadvantaged (SED) students, followed by Hispanics. The percentage of A-G completers.

Students completing a pathway:

The recent expansion of second-year coursework in Career Technical Education (CTE) pathways will increase the number of students who complete pathways. We anticipate a significant increase in the overall number of students who will be prepared via the Career Technical Education (CTE) completer and/or the A-G Coursework Indicator, since all but one Career Technical Education (CTE) course is A-G approved.

Support for Unduplicated Pupils (UP):

To support teachers at all levels, the Director of Teaching and Learning and the Dual Language Teacher on Special Assignment (TOSA) will guide and support site administrators, instructional coaches, and designated site English Language Development (ELD) lead teachers in teacher professional development (PD) for integrated and designated English Language Development (ELD) and intense focus language development where applicable, so that teachers can develop their capacity to best support English Learner (EL) students by including both content and English Language Development (ELD) standards in their lesson planning and delivering scaffolded instructional strategies that promote progress in English proficiency.

As students returned to school, the full impact of distance learning was revealed with teacher assessment of their students' present levels of academic progress toward standards. With the need to modify instruction to accelerate student learning goals, and with the expansion of integrated technology instructional strategies, site-based instructional coaching and ongoing professional development (PD) has been implemented to support teachers in establishing priority standards and essential learning outcomes, adapting the scope and sequence of the

curriculum as necessary, incorporating scaffolds to address unfinished learning, and ensuring an inclusive lesson design with universal design for learning Universal Design for Learning (UDL) principles and through the Los Angeles County Office of Education's (LACOE) Technology Enhanced Arts Learning (TEAL) Project. These areas are reflected in the Narrative Summary of input for the 2022-23 Local Control Accountability Plan (LCAP).

Classified staff will be provided training in supporting students with special needs and English learners (EL) in the classroom.

Even as the pandemic wanes, input for the 2022-23 Local Control Accountability Plan (LCAP) indicated a continued need to increase school-based counseling at all sites to support the mental health, and social and emotional needs of our unduplicated pupils (UP) and their families.

Results from the Spring 2021 Registration Reservations Survey and follow-up Learning Options for 2021-2022 Survey showed that over 96% of returning families intended to send their children back to as close to a full-time, in-person, 5-days-per-week instructional setting as Los Angeles County health guidelines would allow. The follow-up survey results indicate that, for a number of reasons related to the COVID-19 pandemic, and there are over 200 students whose parents are interested in a non-traditional setting/schedule. What is evident from the survey results is that many families favor flexible schedules, and want opportunities for their child to interact with their peers. iAcademy in its current form is not sufficient to meet the needs, nor develop programs to address those needs indicated in the survey results. However, with Expanded Learning Opportunity Grant (ELO-G) funding, iAcademy will expand its programming to not only address the immediate needs that have resulted from the pandemic, but also to expand to be a positive alternative learning option for the district's families.

A demographic analysis of grades at the middle school and at the high school demonstrate that a disproportionate and higher percentage of the Ds and Fs are given to Hispanic students than any other student group. As staff deepen their awareness through a multi-year effort in supporting culturally relevant instruction, school staff members have indicated a strong desire to examine equitable grading practices that will result in improved outcomes for all students. To begin this journey, administrators and lead teachers will attend the Grading for Equity Institute during the summer of 2021 to analyze our current practices, uncover unintended consequences, and enact changes to equitably support all students.

In order to address the various academic, behavioral and social-emotional factors that impact success, Culver City Unified School District (CCUSD) has crafted a multi-pronged effort to implement a Multi-Tiered System of Support (MTSS) Framework to support the needs demonstrated by low-income, English learners (EL) and foster youth. The expansion of our district-level efforts will be focused on establishing school-based Multi-Tiered System of Support (MTSS) systems. Site-based Multi-Tiered System of Support (MTSS) specialists will work with interventionists, counselors, instructional coaches, administrators, leadership, grade-level and department teams to identify and intervene based on universal screener, diagnostic and common formative assessment data. With the implementation of EduClimber, staff will have access to academic, social-emotional, behavioral, attendance, and other pertinent student data in one system so that informed decisions can be made with all information at hand. Training on this program has begun and will be a two-year effort. Schools report Student Study Team (SST) meetings and communication regarding unduplicated pupil (UP) intervention has already been improved. In addition to supporting core instructional signature practices, staff will continue exploring implicit bias and inclusive, culturally responsive, and restorative practices to build capacity. From the addition of an ethnic studies graduation requirement to the creation of the Assistant Superintendent of Diversity, Equity and Inclusivity, our district is building upon the work of the district Equity Advisory Council to improve outcomes for students

who are historically underserved by a one-size-fits all traditional model. Leadership teams have been identified at all sites, and continued training and support are planned for the coming year.

Specific Support for English Learners (EL) at the secondary level will continue with additional language periods, adaptive software, and tutoring.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 Local Control Accountability Plan (LCAP) reflects Culver City Unified School District's (CCUSD) continued focus on a Whole Child approach to student success. The actions and services have been determined from an analysis of a wide range of data including achievement, attendance, graduation, suspension and dropout rates, English Learner (EL) progress, California Assessment of Student Performance and Progress (CAASPP) scores, qualitative surveys, and other state and local indicators by a diverse group of stakeholders to inform the decision making process. From that process, Culver City Unified School District (CCUSD) has identified the following three broad goal areas and key features, which support the state's eight priorities and reflect the Culver City Unified School District (CCUSD) Board of Education Key Focus Areas and Values: Equity, Inclusivity, Student-Centered Accountability, Innovation, and Partnerships.

Goal I: Exemplary Teaching and Learning - Culver City Unified School District (CCUSD) will provide optimal learning conditions for all students that include open and equitable access to all courses, highly trained educators utilizing standards-aligned instructional materials, technology for learning, and safe and clean school facilities that are in good repair.

Professional Development (PD) in Culver City Unified School District (CCUSD) Signature Practice Areas of Cognitively Guided Instruction (CGI), Balanced Literacy, Multi-Tiered Systems of Support (MTSS) including Universal Design for Learning (UDL) continues. With a return to in-person learning, Culver City Unified School District (CCUSD) has committed considerable resources to providing sustainable professional development (PD) programs focused on increasing the achievement of our Unduplicated Pupils (UP). Leadership teams across the district will continue to be instrumental in identifying key areas for professional development (PD), evaluating the effectiveness of that professional development (PD), and developing a coherent and articulated system of structures and supports to address the academic, social-emotional, and behavioral needs of our students.

Instructional Coaches are trained in both content and in reflective coaching practices. Each site will continue to be supported with instructional coaching to support student achievement, with a particular emphasis on methodology that supports achievement of unduplicated pupil (UP) groups. This year's elementary instructional focus will continue to be literacy and language development across content areas, and continue with specialized support for mathematics, history/social science (HSS) and culturally relevant pedagogy at secondary, and Transitional Kindergarten (TK)-12 Next Generation Science Standards (NGSS) implementation.

The Culver City Unified School District (CCUSD) Inclusion Initiative is part of the district's commitment to implementing a Multi-Tiered System of Support (MTSS). This includes, for 2022-23, full implementation of Learning Centers and push-in services at all elementary sites,

analyzing results and recommending adjustments. At the secondary level, collaborative classes will be realigned and expanded to foster 6-12 articulation in the core academics.

With the 2020 approval of the District Equity, Social Justice and Inclusivity Plan, the Culver City Unified School District (CCUSD) community is committed to the collective work to be done to ensure our systems are redesigned to maximize equitable participation and engagement from all. Practices across all departments and school communities continue to be analyzed to confirm focus areas. For the 2022-23, continuing to expand teacher recruitment to attract candidates from diverse backgrounds, exploring curricular materials through a lens of cultural relevance remain important.

Goal 2: Exemplary Student Outcomes - All students will demonstrate continuous academic progress to ensure college and career readiness by the end of 12th grade.

Culver City Unified School District (CCUSD) has structured a robust Multi-Tiered System of Support (MTSS) for inclusive academics, social-emotional and behavioral development that includes district-wide coordination of site implementation. A focus on providing data management and assessment platforms to enable Professional Learning Community (PLC) work, intervention programming, and Student Success Team processes remain a priority for 2022-23.

To diagnose and address unfinished learning as a result of the COVID-19 pandemic, school sites continue to provide dedicated time and support for grade-levels and departments to engage in curricular planning, common formative assessment development, data-informed analysis and response to student needs.

Through quality research-based materials and site-based personnel support, Culver City Unified School District (CCUSD) is using intervention to ensure equity and access for all students while maintaining a focus on increasing intense support to Unduplicated Pupils (UP). From extended learning opportunities with highly qualified teachers to robust individualized software programs, these intense supports are focused on allowing students to access higher level coursework, keeping the needs of Unduplicated Pupils (UP) in the forefront.

Recognizing the challenges that English Learners (EL), Foster Youth, and students of poverty face in overcoming the barriers placed in front of them, Culver City Unified School District (CCUSD) is expanding Advancement via Individual Determination (AVID) in the secondary setting.

An expansion of Career Technical Education (CTE) coursework will continue into 2022-23, with a focus on adding a pathway. The Career Technical Education (CTE) leadership team has made plans for expanded outreach to Unduplicated Pupils (UP) to increase the number of students who will be able to complete their chosen pathway. Dual enrollment options will increase in 2022-23 which will raise the District's College and Career Indicator, especially for Unduplicated Pupils (UP).

Culver City Unified School District (CCUSD) will continue to provide and improve its creative, hands-on learning programs, known collectively as Science, Technology, Engineering, the Arts and Mathematics (STEAM) Pre-Pathways at elementary sites to engage students and foster their academic progress through an articulated Transitional Kindergarten (TK)-5 project-based learning curriculum that will focus on English

Learner (EL) students, low income and foster youth (unduplicated pupils). The Culver City Arts & Innovation Labs (CCAIL) at each elementary school will allow students with limited outside experiential opportunities to engage in highly engaging and integrated creative experiences that promote language development and critical thinking. The Arts & Innovation (A&I) project-based curriculum integrates English Language Development (ELD)/English Language Arts (ELA), visual arts, and Next Generation Science Standards (NGSS) design-thinking standards and will enable multiple opportunities for guided social interaction, cooperative learning and critical thinking to take place.

Goal 3: Exemplary Connections: 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.

Culver City Unified School District (CCUSD) will continue to sponsor multiple opportunities for parents to be connected to their children's success. To foster understanding of Culver City Unified School District's (CCUSD) focus on supporting the academic, social-emotional, and behavioral needs of all of our students, parents will be provided with a series of learning opportunities that foster understanding of inclusive practices, cultural proficiency, and equity across schools.

Understanding the vital connection between academic success and social emotional and mental well-being, Culver City Unified School District (CCUSD) will expand counseling and social work services at all sites.

Culver City Unified School District (CCUSD) will continue and expand the support for active participation and input of families who speak languages other than English through interpreters, translations, and audio headsets at parent events.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Culver City Unified School District (CCUSD) has met its statutory obligation to involve our educational partners in the development of the Local Control Accountability Plan (LCAP). Regardless of the statutory nature of this obligation, it is the philosophy of the district to be inclusive and transparent in our processes of budgeting, goal setting and program development. The Culver City Unified School District (CCUSD) community expects our schools to provide a diverse haven of excellence for our students that delivers a challenging, personalized educational experience to each individual. We accept that responsibility.

Since the approval of the last Local Control Accountability Plan (LCAP) in June 2021, the input of educational partners was sought through multiple means throughout the 2021-22 school year. These opportunities included in-person and virtual sessions. Classrooms and student body groups at each site were visited in person, a Town Hall meeting with attendance from community and various partners was held, there were school focus group meetings at each site with staff and community. Surveys and public comments during Board of Education meetings also yielded input. The Local Control Accountability Plan (LCAP) Community Partners Advisory Committee (PAC) gave ongoing input, meeting 6 times.

By April 2022, all educational partner groups had provided feedback for 2022 Local Control Accountability Plan (LCAP): please see Educational Partners' Table below.

Strategic efforts have been made to align each school site's Single Plan for Student Achievement (SPSA) with the Local Control Accountability Plan (LCAP), providing a coherent body of work that both informed local communities and increased feedback opportunities. Key areas of the Local Control Accountability Plan (LCAP) were identified for sites to focus on in their site plans. Both the administrators and members of their School Site Councils (SSC) will be trained in fall 2022 to ensure understanding of the intertwined documents (Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA), transparent nature of the process and the crucial nature of their participation.

The review process began anew in December of 2021. Staff responsible for areas in the Local Control Accountability Plan (LCAP) are providing updated information through the present. Metrics were updated and publicized to partner groups both at the District level and the site level. Data including graduation rate, English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP) scores, dropout rate and other state and local indicators from multiple sources including the District student information systems and the California Department of Education's Dashboard were shared with stakeholders to inform their decision-making and input process. Surveys were also sent out to all educational partners. Results were analyzed and utilized to confirm our areas of need based on the goals. This informed the review process which began with a gallery walk of the goals and actions of the Local Control Accountability Plan (LCAP) and all educational partners were encouraged to give feedback.

Through this participatory process, some long-standing themes were again recognized. For instance, Multi-Tiered Systems of Support (MTSS) continues to be important for academic progress, especially in the area of mathematics (as data shows), but the need for the social-

emotional aspect of student support comes through clearly in the mention of the need for counselors and on-site mental health services. The specific need to expand pathways to support college and career readiness for all students comes out more clearly at the high school level, yet the mention at the elementary level of intervention and curriculum needs feeds into the imperative to graduate well-prepared individuals after 4 years of study. Social justice and equity continue to be recognized as a need and is the overarching emphasis of the document.

The superintendent designee presented the Local Control Accountability Plan (LCAP) to the parent advisory committee (PAC) established pursuant to Section 52063 for review and comment on May 25th, 2022. The superintendent designee presented the Local Control Accountability Plan (LCAP) to the District English Learners Advisory Committee (DELAC) for review and comment on June 2nd, 2022. Follow-up on specific issues with members of the committees was done by the Superintendent's designee to ensure understanding and create a high level of transparency. The public was notified of opportunities to view the plan and provide written feedback via public notice in the newspaper, public posting and on the district website. A public hearing to solicit recommendations and comments from members of the public regarding the proposed specific actions and expenditures in the Local Control Accountability Plan (LCAP), as well as to review the proposed budget, was held on June 14, 2022. The superintendent designee responded, in writing, to comments received from the parent advisory committees and from the public hearing. The Local Control Accountability Plan (LCAP), budget and Local Control Accountability Plan (LCAP) Federal Addendum were adopted by the local governing board in a public meeting on June 28, 2022.

PARENT/COMMUNITY	CERTIFICATED STAFF	OTHER SCHOOL PERSONNEL	BOARD	STUDENTS
Site and District English Language Advisory Committee	Site and District Office Departmental Meetings	Consultations with Association of Classified Employees	Board Presentations	Student advisory representatives (ASB, Equity Advisory Council, DCAT, LCAP-PAC and focus groups)
Special Education Local Plan Area (SELPA)	Administrative Council and Principal Meetings	Staff Surveys	LCAP Board Workshop	Surveys to students
Site and District-level PTA	Faculty Meetings and site focus group meetings	Site Focus Group Meetings		
Surveys parents and community	Teacher Leadership Teams			
District Advisory Committees (LCAP, Special Needs DAC, District Community Arts Team, Equity Advisory Council, Culver Needs)	Consultations with Culver City Federation of Teachers			
Community Partner Focus Groups at each school site	Staff Surveys			

The Local Control Accountability Plan (LCAP) development process would not have been productive without the following members:

LCAP Community Partner Advisory Committee (PAC):

Susana Fattorini
David Holley
Eileen Pottinger
Jayro Armenta
Seth Rosenzweig
Elsy Villafranca
Jose Alacron
Rocio Nunez
Steven Acosta
Brian Guerrero
Paula Amezola
Andrea Parra
Joelina Machera
Daniel Behrendt
Alejandra Bravo
Lauren Jagnow
Raelie Loreda
Kelly Kent
Berenice Onofre Ed.D.
Allison Page
Stephanie Loreda

Local Control Accountability Plan (LCAP) Town Hall Attendees:

Khatija Dadabhoy
Rosi Gabl
Max Gabl
Hannah Duffy
Brian Guerrero
Paula Amezola
Susana Fattorini
Seth Rosenzweig
Joelina Machera
Jayro Armenta
Melissa (last name not provided)
Other community members and parents

District-Level English Learner Advisory Committee (DELAC):

Ron Levinson

Maricruz Palacios Cebeda

Zoila Moreira

Jennifer Metz

Katariina Kiuru

Susana Sandoval

Culver City Unified School District Site PTA Presidents:

Culver City Council PTA President: Patricia Garcia

Culver City High School/Culver Park: Kathy Vigil

Culver City Middle School: Lauren Jagnow

El Marino: Adrienne Snow

El Rincon: Allison Page

Farragut: Melissa Abramson

La Ballona: Sonni Paisley

Linwood Howe: Angela Izuel and Katie McNayr

Culver City Unified School District (CCUSD):

Quoc Tran

Tracy Pumilia

Angela Elizondo Baxter, Ed.D.

Robert Quinn

Jose A. Alarcon

Sean Kearney

Veronica Montes

Frank Villalobos

Lisa Cooper, Ed.D.

Elsy Villafranca

Mina Shiratori

Amy Hodge, Ed.D.

Katie Masterson

Rebecca Godbey, Ed.D.

Casey Chabola

Pamela Greenstein

Laura Denney

Erica Young

Culver City Unified School District (CCUSD) would like to thank all Others who contributed to the process and content of the Local Control Accountability Plan (LCAP) Development.

A summary of the feedback provided by specific educational partners.

Responses were reviewed and organized into 26 categories. The categories were then “rank ordered” based on frequency. As a result, the following are the top 6 common priority categories across all schools. Local Control Accountability Plan (LCAP) Partner Advisory Committee (PAC) feedback as well as the Town Hall feedback is also included in this analysis.

1. Professional Development (PD) - This area was mentioned in survey/meeting data from 6 of the 7 schools which included classified and certificated personnel, parents and community members and it was also a priority for the Partner Advisory Committee (PAC). Areas included best instructional practices with an emphasis on special populations, support for new teachers, and in-classroom coaching in English Language Development (ELD) (a DELAC priority), Multi-Tiered Systems of Support (MTSS), grading practices, Professional Learning Committee (PLC), Social Justice/Equity, mentoring and conflict resolution training).
2. Technology - This area includes stable WIFI, updated devices, storage and occurred in surveys/focus group meetings at 5 of 7 sites which included certificated and classified staff. Community partners also see the potential of this area. This was also a student priority. (Use of digital Learning in large spaces, and for rainy days).
3. Facilities - This was an area of interest in 4 of 7 focus group meetings which included classified and certificated staff and parents and Partner Advisory Committee (PAC). Student responses also indicated this to be a priority area. Specifics include improved upkeep, cleaner bathrooms, upgrades to buildings, shade structures and more meeting rooms.
4. Curriculum - This area was highly rated in focus groups at 4 of the 7 sites which included classified and certificated staff, and parents. Updated materials that support diversity in reading, math, and especially social studies were mentioned (Special Education Plan Local Area input). In addition, there was mention of the need for pacing guides and formative assessments that would form the basis of Professional Learning Committee (PLC) time. A general need to “reboot” Professional Learning Committee (PLC) strategies for effectiveness. Reduction of class size Transitional Kindergarten (TK)-12, particularly 4th and 5th. Offer more Foreign Language options; obtain more Physical Education (PE) equipment and as well as playground equipment. More teachers were requested for music, science, English Language Development (ELD) and interventions which was a specific District-Level English Learner Advisory Committee (DELAC) priority.
5. School counseling and mental health services - This was an area of interest in 3 of 7 sites which included certificated and classified staff and parents and the Partner Advisory Committee (PAC). Student responses indicated this to be a priority area, as well. It includes counselors and assistant principals to address Social Emotional Learning (SEL) curriculum needs and students in crisis.
6. Parent Workshops - 3 of 7 sites addressed this area in meetings that included classified and certificated staff and parents, as did the District-Level English Learner Advisory Committee (DELAC), Partner Advisory Committee (PAC), Parent Teacher Association (PTA) and Special Education Plan Local Area (SELPA). Mutual understanding of the important role played by parents in the educational setting, developing problem solving and trust as a means of increasing participation. Consider offering “Welcoming Schools” to facilitate parent participation in meaningful ways.

The following important enumerated items are suggested by partner groups. They address "Top Six" priority areas and are distilled from all partner input. Specific group feedback/input is included where available. These items are presented separately to acknowledge their importance to our partners.

Within the Goal 1 area:

1. Cultural Identity

(Top Six - Professional Development) - This reflects input from school site meetings which included certificated staff, classified staff, and parents, as well as district office department personnel.

Consider providing clarification within Professional Development (PD) opportunities, and other communications as well, to enhance the definition of "Culturally Responsive Teaching Practices" to include Cultural Identity centered on Research-based best practices. (To possibly be funded through Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources)

2. Designated and Integrated English Language Development (ELD)

(Top Six - Professional Development and Curriculum, Materials, Equipment) - This reflects input from school site meetings which included certificated staff, classified staff, and parents; District English Language Advisory Committee (DELAC) and Partner Advisory Committee (PAC).

Consider providing additional training, collaboration and coaching opportunities for teachers regarding Designated English Language Development (ELD) and Integrated English Language Development (ELD) to support the achievement of English Learners (EL) based on Research-based best practices and California's English Language Development (ELD) Standards. (To possibly be funded through Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources)

3. Professional Development (PD) - School Site Councils, School Leadership Teams, School Partnership Teams and Signature Strategies
(Top Six - Professional Development)

Consider School Site Councils (SSC), School Leadership Teams, and School Partnership Teams receiving Training, based on Research-based best practices, to build capacity so all can contribute to collaborative conversations focused on "Fidelity of Implementation" regarding Signature Strategies relevant to unduplicated pupils (UP). Activities may include:

- Developing a Timeline related to "Fidelity of Implementation"
- Developing a Rubric defining implementation of various Signature Strategies
- Consulting with local experts
- Reporting results

This area reflects input from school site meetings which included certificated staff, classified staff, and parents, District English Language Advisory Committee (DELAC) input, and input from the Partner Advisory Committee (PAC).

Within the Goal 2 area:

1. Continue the implementation of Multi-Tiered Systems of Support (MTSS) (Top Six - School Counseling/Mental Health, and Professional Development)

Consider developing a monitoring system for Multi-Tiered Systems of Support (MTSS), including Tiers I, II and III, to evaluate the level of implementation and the effect on student achievement for each Tier based on Research-based best practices with intense focus on English Learners (EL), Low-Income and Foster Youth. (To be possibly funded either through the Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources.)

The use of Social Emotional Learning (SEL) curriculum consistently in all classrooms was particularly important to the District English Language Advisory Committee (DELAC), as well as at site meetings which included certificated staff, classified staff, and parents. Students also contributed information supporting Multi-Tiered Systems of Support (MTSS) implementation and monitoring.

2. Science, Technology, Engineering, the Arts and Mathematics (STEAM) Pre-Pathways

Consider providing and implementing an elementary arts class, with emphasis on Visual Arts, at each elementary school with a focus on meeting the needs of English Learners (EL), Foster Youth and Low-Income students based on Research-based best practices. (To be possibly funded either through the Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources.)

Community Partners are particularly interested in this area as it feeds businesses that are art, theater and technology focused, additionally this reflects input from site meetings which included certificated staff, classified staff, and parents.

3. Dual Enrollment two- and four-year colleges.

Consider creating additional opportunities for students to participate in Dual Enrollment with 2- and 4-year colleges in order to support enhanced student success based on Research-based best practices focused on English Learners (EL), Low-Income and Foster Youth. (To be possibly funded either through the LCFF Supplemental or other appropriate funding sources.)

This area reflects input and feedback from site meetings which included certificated staff, classified staff, and parents, and district-level department input. Students are also interested in this area.

4. Phonics Instruction (Top Six - Curriculum, Materials and Textbooks)

Consider providing materials for Lin Howe to pilot a research-based phonics program to better meet the reading and language needs of English Learners (EL), Foster Youth and Low-Income students. (To be possibly funded either through the Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources.)

This area reflects specific input from site meetings at Lin Howe which included certificated staff, classified staff, and parents, and also district-level department input.

5. Next Generation Science Standards (NGSS) Implementation (Top Six - Curriculum, Materials and Textbooks)

Consider creating a science lab and a dedicated science teacher at each elementary school to the extent that budget allows based on Research-based best practices. (To be possibly funded either through the Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources.)

This reflects input from site meetings which included certificated staff, classified staff, and parents, at which implementation of Next Generation Science Standards (NGSS) was a priority.

Within the Goal 3 area:

1. Parent Input and Participation (Top Six - Parent Workshops/Parent Needs)

Revitalize School Site Councils with a wide-reaching campaign to fill vacancies. Conduct additional re-training in 2022-23 of all School Site Councils (SSC) in order to empower them to fully understand their role and implement their decision-making authority. (To possibly be funded either through Local Control Funding Formula (LCFF) Supplemental or other appropriate funding sources.)

This area reflects specific input from the District-Level English Language Advisory Committee (DELAC), as well as the Partner Advisory Committee (PAC), and reflects input from site meetings which included certificated staff, classified staff, and parents all of whom want to increase parent participation in Culver City Unified School District (CCUSD).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All educational partners had direct impact on the development of the 2022-23 Local Control Accountability Plan (LCAP). Common themes across staff, parents, community and student voices are reflected in the goals and actions of this document. As described above, the "Top Six" areas of importance have been included to provide direction and focus to the Local Control Accountability Plan (LCAP) implementors.

Goal I - Exemplary teaching and learning includes an up-to-date curriculum with pacing and formative assessments, technology that supports students' curiosity to learn, and professional development that supports the use of best practices in the classroom. This direction and focus input was generated at school site meetings which included certificated and classified staff and parents, and was important to District-Level English Language Advisory Committee (DELAC).

Full implementation of Next Generation Science Standards (NGSS) was generated from community partners, and echoed at site meetings, which included certificated and classified staff and parents.

When developing Metrics in the future for Potential New Actions, both Quantitative and Qualitative Data should be used, whenever possible, in the pre/post evaluation design. Pre/Post Survey data is also important to acquire with customization of the survey questions to meet local needs. (Local Control Accountability Plan Partner Advisory Committee Request).

Generally, this area addresses feedback from the Local Control Accountability Plan (LCAP) Partner Advisory Committee (PAC) feedback as well as input from the Town Hall.

Goal 2 - Exemplary Student Outcomes includes Multi-Tiered System of Support (MTSS) which addresses academic needs and school counseling and mental health services that support students' needs to feel safe and ready to learn. Students will have access to curriculum and material that address diversity through proven instructional techniques honed in professional development (PD) for teachers. Monitoring use of Social Emotional Learning (SEL) curriculum reflects input from the District English Language Advisory Committee (DELAC), and students. Use of diverse curriculum materials reflects feedback and input from students, and site meetings which included certificated staff, classified staff, and parents.

Goal 3 - Exemplary Connections includes presenting the community with pleasing, updated facilities that reflect the importance they place on education, support of families through the Parent Center, workshops in areas of interest to the parent community that recognize their importance in the educational system. This reflects feedback and input from specific groups including Partner Advisory Committee (PAC), District-Level English Language Advisory Committee (DELAC), general meetings including the Town Hall meeting as well as site meetings which included certificated staff, classified staff, and parents.

Goals and Actions

Goal

Goal #	Description
1	<p>All Culver City Unified School District (CCUSD) students will learn in optimal conditions for learning that include open and equitable access to all courses and educational technology, highly trained, culturally competent educators utilizing standards-aligned, culturally relevant and inclusive instructional materials, and safe and clean school facilities that are in good repair.</p> <p>State Priority Areas: 1, 2, 7</p>

An explanation of why the LEA has developed this goal.

Culver City Unified School District (CCUSD) recognizes the need to employ staff and fund all necessary expenditures to provide a robust program district-wide. As part of our core programs, we will continue to foster optimal learning conditions through comprehensive programming and services that enrich student opportunities in academics, arts, athletics and activities.

Understanding the critical role teachers play in the educational experience of students, Culver City Unified School District (CCUSD) commits to attracting highly qualified teachers from diverse backgrounds, and retaining them through a highly supportive Induction program for new teachers and continued professional development (PD) designed to support their practices in the five key focus areas. These Culver City Unified School District Board of Education focus areas include: Equity, Inclusivity, Student-Centered Accountability, Innovation, and Partnerships. With achievement gaps present among unduplicated pupils (UP) as compared to achievement demonstrated by students overall, actions and services will focus on building teacher and administrative capacity to ensure that English Learners (EL), socioeconomically disadvantaged (SED) students and foster youth are accessing the core curriculum and engaging in rigorous discourse needed to demonstrate proficiency. The work planned includes professional development (PD) to support math achievement, best practices in literacy instruction, English Language Development (ELD)/English Language Arts (ELA) integration, Arts integration, Technology integration, Positive Behavioral Interventions and Supports (PBIS), mental health supports, implicit bias, and inclusive, culturally responsive, and restorative practices to build staff capacity.

Instructional materials that are standards-based and reflect culturally relevant and inclusive content are a priority in order to meet the locally-developed goals and actions called out in the Culver City Unified School District Equity, Social Justice and Inclusion Plan.

The maintenance and upkeep of our facilities remains a top priority, including upgrades to technologies that range from energy-efficient utilities to communications and internet infrastructure. The need for educational technology has been amplified by the COVID-19 pandemic, with the need to shift quickly to remote and online learning. Moving forward, Culver City Unified School District (CCUSD) will continue to provide Chromebooks and internet hotspots to ensure student connectivity for daily learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with access to a broad course of study per Local Indicator Survey (Top Six - Curriculum/Materials/Textbooks)	100% of students during the 2020-2021 school year	2021-22 100%			100%
Percent of classrooms with access to interactive technology for learning for teachers and students (projector, document camera, web cameras, voice amplification systems, teacher laptops, student chrome books/touch screen tablets) (Top Six - Technology)	100% Resolution of Service Requests Establish Baseline during 2021-22 school year for percent of classrooms with interactive technology Establish Baseline for percent of students with access to dedicated technology)	In 2021-22 100% Resolution of Tech Service Requests was achieved.			100% Resolution of Service Requests 100% of classrooms with interactive technology 100% of students with access to dedicated technology at school
Percent of teachers appropriately assigned and credentialed using School Accountability Report Card (SARC)	98% in the 2020-2021 school year Update made 6/2022- There was an error in the previously reported data above.	2021 School Accountability Report Card (SARC) 342 Total Teachers 13 Misassignments (7 CCHS and 5 CCMS) 334 Correctly Assigned = 96%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The correct data is 93.1%				
Percent of Year 1 and Year 2 teachers who responded “Helpful” or “Very Helpful” on receiving support for minimizing bias and using culturally relevant pedagogy per year-end Induction Survey (Top Six - Professional Development)	89% during the 2020-2021 school year	2021-22 95% of teachers rated this area helpful or very helpful			95%
Level of implementation of academic content standards per Local Indicator Rubric; Lowest to highest: 1. Exploration and Research Phase; 2. Beginning Phase; 3. Initial Implementation; 4. Full Implementation; 5. Full Implementation and Sustainability (Top Six - Curriculum/Materials/ Textbooks)	4 - English Language Arts; 4 - Mathematics; 2 - History/Social Science; 3 - English Language Development; 3 - Next Generation Science Standards During the 2020-2021 school year Updated 6/5/22 - The information above is from the Culver City Unified School District Dashboard 2019: Implementation of Academic Standards	For the 2020-21 School Year Implementation of Academic Standards Professional Development (PD) 4 - English Language Arts; 4 - Mathematics; 2 - History/Social Science; 3 - English Language Development; 4 - Next Generation Science Standards Implementation of Academic Standards			5 - English Language Arts; 5 - Mathematics; 4 - History/Social Science; 4 - English Language Development; 4 - Next Generation Science Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Professional Development (PD)</p> <p>The information below from 2019 completes the picture for this metric: Implementation of Academic Standards Instructional Materials -</p> <p>5 - English Language Arts; 5 - Mathematics; 1 - History/Social Science; 3 - English Language Development; 3 - Next Generation Science Standards</p>	<p>Instructional Materials</p> <p>5 - English Language Arts; 5 - Mathematics; 1 - History/Social Science; 3 - English Language Development; 3 - Next Generation Science Standards</p>			
Percent of teachers who participate in professional development on signature focus areas per PowerSchool (Top Six - Professional Development)	Establish baseline in 2021 -2022	No Data Available because Power School no longer used.			100%
Percent of students with access to standards-aligned Instructional materials per School	100% during the 2020- 2021 school year	100% during the 2021-22 school year.			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accountability Report Card (SARC) (Top Six - Curriculum/Materials/ Textbooks)					
Percent of schools in good repair using Facilities Inspection Tool (Top Six - Facilities)	100% during the 2020- 2021 school year	88.8% of sites are listed as In Good Repair; 1 site is listed as Fair			100%
Percent of teachers who participate in job-embedded instructional coaching or professional development on signature focus areas per local indicator survey (Top Six - Professional Development)	Establish Baseline for Elementary during the 2020-2021 school year Establish Baseline for Secondary during the 2020-2021 school year	Currently Available data: In May 2021, 23 Teachers responded on the End-of-Year Induction Survey as having participated in job imbedded coaching and over 90% of them found it helpful or very helpful.			Increase of 2% annually from Baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Instructional Programs (Top Six - Curriculum/Materials/ Textbooks)	Culver City Unified School District (CCUSD) will continue to foster the growth of our students by recruiting and retaining highly qualified, exemplary administrative, certificated, and classified staff to implement comprehensive core instructional programming that enrich students in academics, arts, athletics and activities. These core programs and services include but are not limited to staffing for Transitional	\$54,116,208.00	No

Action #	Title	Description	Total Funds	Contributing
		Kindergarten (TK)-12 differentiated academics, Kindergarten (K)-8 dual language immersion programs in Spanish and Japanese, Transitional Kindergarten (TK)-12 physical education, civics, technology, physical and emotional safety, maintenance and facilities: Science Lab Tech, elementary (1) Library/Media Clerks, Technology technicians at all sites, and a dedicated Technical Director for the renovated Frost Auditorium. Core staffing for Special Education Inclusive Practices, Career Technical Education and Visual Arts are called out in other Actions.		
1.2	Textbook Adoptions and Instructional Materials (Top Six - Curriculum/Materials/ Textbooks)	High quality, standards-aligned digital and print textbooks and resources will be purchased and annually updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines.	\$468,116.00	No
1.3	Technology for Learning (Top Six - Technology)	To ensure connectivity and access, the district technology team will ensure students and staff have devices/peripherals, interactive classroom technology, and ongoing support. A district computer educational technology specialist will implement and monitor connectivity to support access to academic intervention software for English learners (EL), low income and foster youth.	\$205,000.00	Yes
1.4	Recruit & Retain Staff (Top Six - Professional Development)	Implement practices to recruit and retain diversity of staff. Support teaching practices of new teachers by providing mentors and professional learning for Culver City Unified School District (CCUSD) Induction Program participants. (.2 Elementary Coordination; .2 Secondary Coordination; Stipends for 30 Mentors for new teachers)	\$100,000.00	No
1.5	Instructional Coaching (Top Six - Professional Development)	Site-based Teaching and Learning Partners and a District Transitional Kindergarten (TK)-12 Next Generation Science Standards (NGSS) Teachers On Special Assignment (TOSA) will work with teachers to provide ongoing job-embedded coaching and professional	\$1,035,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development (PD) and will guide and support signature teaching practices that are culturally responsive, universally designed with the needs of English learners (EL), low-income youth, foster youth, in mind. (Elementary: Literacy, Language Development, Math; Secondary: History/Social Science, English Language Development (ELD), Technology, Culturally Relevant Pedagogy)		
1.6	Professional Development (Top Six - Professional Development)	With a return to in-person learning, Culver City Unified School District (CCUSD) has committed considerable resources to re-implementing and leading sustainable professional development (PD) programs focused on increasing the achievement of our unduplicated pupils (UP). With achievement gaps present among unduplicated pupils (UP) as compared to achievement demonstrated by students overall, actions and services will focus on building teacher and administrative capacity to ensure that English Learners (EL), socioeconomically disadvantaged (SED) students and foster youth are accessing the core curriculum and engaging in rigorous discourse needed to demonstrate proficiency. To support teachers at all levels, the Director of Teaching and Learning and the Multi-Tiered Systems of Support (MTSS) Teacher on Special Assignment (TOSA) will guide and support site administrators, instructional coaches, and designated site English Language Development (ELD) lead teachers in teacher professional development (PD) to support universal design for learning (UDL), Adaptive Schools/Cognitive Coaching, data-informed instruction, math achievement, Next Generation Science Standards (NGSS) implementation, best practices in literacy instruction, English Language Development (ELD)/English Language Arts (ELA) integration, designated English Language Development (ELD), Dual Language instruction, Arts integration, Technology integration, Positive Behavioral Interventions and Supports (PBIS), mental health supports, implicit bias, Grading for Equity Institute, and inclusive, culturally responsive, and restorative teaching practices to build staff capacity. The professional development (PD) will be differentiated according to site needs; leadership teams across the district have been identified and will be instrumental in identifying key areas for professional development (PD), evaluating the effectiveness of that	\$366,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development (PD), and developing a coherent and articulated system of structures and support to address the academic, social-emotional, and behavioral needs of our students. Leadership teams across the district have been identified and will be instrumental in identifying key areas for professional development (PD), evaluating the effectiveness of that professional development (PD), and developing a coherent and articulated system of structures and support to address the academic, social-emotional, and behavioral needs of our students. (Staffing: .5 Director, K12; Multi-Tiered System of Support (MTSS) Teacher on Special Assignment (TOSA); Contracts, Conferences for Equity and Inclusivity)		
1.7	Safe and Clean Facilities (Top Six - Facilities)	Additional maintenance, custodial staffing and supplies to address safety and sanitation measures due to pandemic.	\$146,000.00	No
1.8	iAcademy Expansion (Top Six - Curriculum/Materials/ Textbooks and Technology)	iAcademy will serve students Kindergarten (K)-12 who may choose an instructional option that does not include five days in-person learning due to a number of personal or medical reasons. This action is called out to demonstrate Culver City Unified School District's efforts to not only expand its programming to address the immediate needs that have resulted from the pandemic, but also to expand to be a positive alternative learning option for the district's families.	\$939,300.00	No
1.9	Inclusive Practices	In keeping with Board Policy 0435, which is in accordance with federal law, this action is a stated commitment to the Board's goal of creating schools that are inclusive of all students, with particular focus to inclusion of students with disabilities (SWD). The addition of special education personnel, along with technical assistance, professional development (PD) and coaching for all teachers from 2Teach are strategies in our multi-year implementation to support general education teachers, special education teachers, faculty, staff, students and parents. (2Teach consulting and coaching; Increase in Special	\$19,998,894.00	No

Action #	Title	Description	Total Funds	Contributing
		Education staffing: Co-lab classes at secondary, Co-teachers/ Learning Center teachers at elementary, Embedded Aides)		
1.10	Diversity, Equity, Inclusivity	To support the implementation of the District Strategic Equity, Social Justice and Inclusion Plan, district staff will work with all departments and the Equity Advisory Council in examining institutional practices and establishing priorities and actions. (Assistant Superintendent of Diversity Equity and Inclusion, staffing support. Professional Development (PD) is supported in Action 5.)	\$328,000.00	No
1.11	Expand Teacher Recruitment Outreach	Culver City Unified School District (CCUSD) recognizes that its teachers are disproportionately represented in some groups over others, with fewer representation of Black and Latino teachers than the student population. Research from Johns Hopkins University and American University demonstrates the benefit of students of color being taught by teachers who look like them. Black students who have had a Black teacher by third grade are 13% more likely to enroll in college, and that the positive “role model effect” is especially beneficial for low-income young Black men, who are 39 percent less likely to dropout of high school by having at least one Black teacher in elementary school (Papageorge & Gershenson, 2018). The Human Resources Department will work with the newly formed Diversity, Equity and Inclusivity Department to explore partnerships with local colleges to establish and support pipelines for teachers of color - no additional expense is required to implement this action at this time.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of these actions:

Goal 1 was partially implemented. 9 of 11 actions were implemented fully

2 of 11 actions were implemented partially.

The most successful aspects of our implementation of these actions have been Professional Development (PD) and Instructional Coaching. New and veteran teachers are eager for opportunities to learn new skills or hone their knowledge of engaging instructional strategies as they return to an in-person environment. Baseline data was established this year in Professional Development (PD) areas of job embedded coaching, and PowerSchool. 89% of teachers reported that sessions on minimizing bias and implementing culturally relevant pedagogy were helpful or very helpful.

Additionally, the level of implementation of content standards for Next Generation Science Standards (NGSS) moved up one level from 3 to 4, and other areas English Language Arts (ELA), Mathematics, History Social/Science (HSS) maintained their baseline level.

The most challenging aspect of our implementation of these actions has been maintaining safe and clean facilities. In using the Facilities Inspection Tool, only 8 of 9 sites rated "Good" and one rated "Fair", representing a decline for one site which is already being addressed by the district. Finding skilled professionals to do the necessary work at the current wage and committing enough money to fund the tasks as the cost of products and materials continues to rise has made this action difficult to implement fully.

Additionally, although device access was provided and all technology service requests were handled effectively, maintaining access to devices as they age, break and are lost is straining the system. The district is committed to this action. It is imperative as access to texts and assignments continue to be largely handled electronically, even as in-person instruction is in place.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Action # 1.3 (35%) and 1.10. (100%)

Reasons for difference:

Action 1.3: Personnel issues arose related to the district's vaccine mandate in regard to the position of computer specialist. Specialist not hired. This resulted in spending less than planned.

Regarding Action 1.10: Reason for difference: The process of interviewing, selecting and hiring a new Assistant Superintendent of Diversity, Equity and Inclusivity (DEI) was delayed due to the pandemic. This resulted in spending less than planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Metrics: The following metrics were particularly effective in making progress toward the goal:

100% of students have access to a broad course of study. 100% of classrooms have access to interactive technology. All teachers are appropriately assigned and trained.

Action 1.1, 1.2, 1.3, and 1.8 all contribute substantially to meeting this goal. Core instructional materials (1.1, 1.2) and programs as well as supplemental programs are provided on-line which requires access to technology (1.3 and 1.8), continual monitoring and expedited repair or replacement of devices. Although maintaining this level of performance is challenging, this forms the basis of equity of access across the district. Students are allowed to use home devices that meet the district standard, and others without home devices are provided devices and hot spots to even the field.

Results of professional development (PD) (1.5 and 1.6) are good, but topics need to be expanded to include signature strategies and be offered to more teachers. Coaching provides the largest benefit and received glowing reviews. This is especially true with inclusive practices, diversity, and equity. Professional Development (PD) remains high in the "Top Six" priority areas. Plans for a classroom implementation timeline, and monitoring is under consideration. Additionally, progress has been made in eliminating misassignments of teachers.

The need/desire for science labs at the elementary schools became apparent during input meetings which demonstrates the effectiveness of efforts to increase the level of Next Generation Science Standard (NGSS) implementation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There is one metric change. PowerSchool is no longer used. Therefore this metric will no longer be used. Also, please note that we did add informational descriptors based on the Top Six Priority Areas from Educational Partners' feedback to selected Metrics (Top Six) and Action Titles (#1.8, #1.7, #1.6, #1.5, #1.4, #1.3, #1.2, #1.1). This identifies alignment between Educational Partners' Priorities, Metrics and Actions. Additionally, baseline data was updated to indicate year and data source for Level of Implementation of Content Standards, and Percentage of teachers appropriately assigned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will demonstrate continuous academic progress to ensure college and career readiness by the end of 12th grade.

An explanation of why the LEA has developed this goal.

Culver City Unified School District (CCUSD) believes that high quality core instructional programs require a breadth of programs and a depth of experience to ensure the maximum growth of all students for college and career readiness. Striving to meet our core values necessitates that our students will meet the University of California and California State University A-G requirements. To ensure students are given the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners, Culver City Unified School District's (CCUSD) Career Technical Education (CTE) courses will continue to be A-G approved and introduce students to workplace competencies through hands-on learning. Therefore, all students will be enrolled in robust programs that prepare them for and provide them with multiple pathways in English, mathematics, science, history, foreign language, visual and performing arts, Career Technical Education (CTE), and Science, Technology, Engineering, the Arts and Mathematics (STEAM) that will provide technological and practical experiences for post secondary success.

State Priority Areas: 4, 5, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) (Top Six - Curriculum/Materials/ Textbooks)	Percentage of students who met/ exceeded standards in English Language Arts (ELA) during the 2019-2020 school year: All: 69.7% Low Income: 55.8%	In 2020-21 Percentage of students who met/ exceeded standards in English Language Arts (ELA): All: 62.4% Low Income: 45.6% English Learners: 14.9%			Maintain scores through recovery from COVID-19 pandemic and by 2023-2024, increase by 2 percentage points who met/exceeded standards in English Language Arts (ELA)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: 21.5%</p> <p>Students with Disabilities: 26.7%</p> <p>Hispanic: 58.8%</p> <p>Asian: 79.7%</p> <p>African American: 62%</p> <p>White: 82%</p> <p>Dashboard Indicators:</p> <p>All: Green</p> <p>Low Income: Yellow</p> <p>English Learners: Orange</p> <p>Students with Disabilities: Yellow</p> <p>Hispanic: Yellow</p> <p>Asian: Green</p> <p>African American: Green</p> <p>White: Blue</p> <p>2+Races: Green</p> <p>Homeless: Yellow</p> <p>Low Income: 55.8%</p>	<p>Students with Disabilities: 28.6%</p> <p>Hispanic: 49.6%</p> <p>Asian: 74.8%</p> <p>African American: 49.8%</p> <p>White: 75.6%</p> <p>Homeless: 52.9%</p> <p>2 or more races: 68.7%</p> <p>State law suspended the reporting of state dashboard indicators for 2021.</p> <p>Due to factors surrounding the COVID-19 pandemic, testing participation for 2020-21 varied. Care should be used when interpreting results. The data provided should be regarded for information purposes and should not be compared to 2019 data.</p>			<p>for All students and student groups:</p> <p>All: 71.7%</p> <p>Low Income: 57.8%</p> <p>English Learners: 23.5%</p> <p>Students with Disabilities: 28.7%</p> <p>Hispanic: 60.8%</p> <p>Asian: >80%</p> <p>African American: 64%</p> <p>White: >80%</p> <p>Dashboard Indicators:</p> <p>All subgroups will be at Green or Blue, OR will increase Change Level to move from Orange to Yellow.</p>
California Assessment of Student Performance and	Percentage of students who met/exceeded	In 2020-21 Percentage of students who			Maintain scores through recovery from COVID-19

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress (CAASPP) Mathematics	<p>standards in Math during the 2019-2020 school year: All: 56.3% Low Income: 37.1% English Learners: 25.5% Students with Disabilities: 19.5% Hispanic: 40.9% Asian: 81.3% African American: 36.3% White: 72.4%</p> <p>Dashboard Indicators: All: Green Low Income: Orange English Learners: Orange Students with Disabilities: Yellow Hispanic: Orange Asian: Green African American: Orange White: Blue 2+ races: Blue Homeless: Orange</p>	<p>met/exceeded standards in Math: All: 52.7% Low Income: 32.2% English Learners: 18.6% Students with Disabilities: 19.3% Hispanic: 36.8% Asian: 74.4% African American: 32.6% White: 67.8% Homeless: 29.4% 2 or more races: 61.2%</p> <p>State law suspended the reporting of state dashboard indicators for 2021.</p> <p>Due to factors surrounding the COVID-19 pandemic, testing participation for 2020-21 varied. Care should be used when interpreting results. The data provided should be regarded for information purposes and should not be</p>			<p>pandemic and by 2023-2024, increase by 2 percentage points who met/exceeded standards in Math for All students and student groups: All: 58.3% Low Income: 39.1% English Learners: 27.5% Students with Disabilities: 21.5% Hispanic: 42.9% Asian: >80% African American: 38.3% White: 76%</p> <p>Dashboard Indicators: All subgroups will be at Green or Blue, OR will increase Change Level to move from Orange to Yellow.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		compared to 2019 data.			
Graduation Rate	<p>During the 2020-2021 school year student graduation rates were: 94.7% - Overall English Learners 95% Homeless 100% Socioeconomically Disadvantage (SED) 96.8% Students with Disabilities 88.5% African American 97.1% Asian 95.1% Hispanic 96.1% White 92.7%</p> <p>Updated 6/3/22 2020-21 (Dataquest, Four Year Adjusted Cohort Outcome Grad Rate) 94.7% - Overall English Learners 94.7% Homeless 68.8% Socioeconomically Disadvantaged (SED) 93.5% Students with Disabilities 85.5% African American 92%</p>	<p>Pending Graduation Rate 2021-22 from Dataquest. Local Graduation Rate data is not available at this point in time.</p>			<p>Maintain >95% (Very High) overall >90% for any identified student group</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian 98.3% Hispanic 94.3% White 94.6%				
Percentage of students Meeting Prepared on College/Career Indicator (CCI) Report	<p>During the 2018-2019 school year student groups meeting College/Career Indicator (CCI):</p> <p>All Students: 59.7 % African American: 46.2% Asian: 73.8% Hispanic: 55.1% White: 68.7% 2+Races: 65.4% English Learners: 20% Socioeconomically Disadvantage (SED): 53% Students with Disabilities: 15.4% Homeless: 47.4%</p> <p>Updated 6/5/22 The data above is from 2019-20. The actual 2018-19 Dataquest Groups Meeting College/Career Indicator "Prepared" is below:</p>	<p>2019-20 Dataquest Groups Meeting College/Career Indicator "Prepared"</p> <p>All Students: 59.7% African American: 46.2%% Asian: 73.8%% Hispanic: 55.1% White: 68.7% 2+Races: 65.4% English Learners: 20% Socioeconomically Disadvantage (SED): 53% Students with Disabilities: 15.4% Homeless: 47.4%%</p>			Maintain >60% overall in response to impact from COVID-19 pandemic Increase of 2 percentage points for any group below 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students: 55.7% African American: 40.2% Asian: 77.4% Hispanic: 50% White: 67.4% 2+Races: 65.4% English Learners: 25% (Dataquest Only for EL's) Socioeconomically Disadvantage (SED): 42.7% Students with Disabilities: 12.5% Homeless: 21.1%				
Career Technical Education Pathway Completion	14.4% (87 completed; 77 met Prepared/Approaching Prepared on College/Career Indicator (CCI); 536 total in 4-year Adjusted Cohort) during the 2020-2021 school year Updated 6/5/22	29.3% in 2021 Dataquest College/Career Measures Report			Increase 3% per year to 23.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020 Percent of Students Completing a Pathway Dataquest 22.2%				
Seal of Biliteracy	<p>Percentage of students earning the State Seal of Biliteracy: 25% of all 4- year Adjusted Cohort Students during the 2020 -2021 school year</p> <p>Updated 6/5/22 College Career Measures Report - Dataquest 2020 42.4% (134 Students)</p>	<p>32.7% (192 of 587 students)</p> <p>Updated 6/5/22 College/Careers Measures Only Report - Dataquest 2021 Percentage of students earning the State Seal of Biliteracy: 0.3% (2 students)</p>			30% of of all 4-year Adjusted Cohort Students
A-G completion	<p>61.8% (331 out of 536 Adjusted 4-year Cohort Rate) during the 2020- 2021 school year</p> <p>Updated 6/5/22 2019-20 College Careers Measures</p>	<p>70% (414 of 587 students)</p> <p>Updated 6/5/22 2021 College/Careers Measures Report Only Completed A-G: 70.5%</p>			Maintain rate due to COVID-19 pandemic and increase by 2% to 63.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Report Completed A-G: 91.7%				
Early Assessment Program: English Language Arts (ELA)	<p>The percentage of students who are "Prepared for College" was 74.9% in 2019.</p> <p>Updated 6/5/22 2019 California Assessment of Student Performance and Progress (CAASPP) Gr. 11 Met or Exceeded in English Language Arts (ELA) 72.64%</p>	<p>Students Tested: 609 Exams Given: 1,133 Percent of Students with a score of 3 or better: 73.7% (449)</p> <p>Updated 6/5/22 2021 California Assessment of Student Performance and Progress (CAASPP) Gr. 11 Met or Exceeded in English Language Arts (ELA) 69.03%</p>			Above 75%
Early Assessment Program (EAP) Math	<p>The percentage of students who were "Prepared for College" in 2019 was 39.84%</p> <p>Updated 6/5/22 2019 California Assessment of Student Performance and Progress (CAASPP) Gr. 11 Met or Exceeded in Math 38.19%</p>	<p>Updated 6/5/22 2021 California Assessment of Student Performance and Progress (CAASPP) Gr. 11 Met or Exceeded in Math 47.69%</p>			Above 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Combined Career Technical Education (CTE) and A-G Completion Rates	<p>115 Students in 2019-20 (21.5%) met both Career Technical Education (CTE) and A-G completion criteria</p> <p>Updated 6/5/22 2019-20 A-G Completer % + Pathway Completer % /2 = 56.05%</p>	2021 A-G and Career Technical Education (CTE) Pathway College/Careers Measures Only Report 22.9%			Above 25%
Advanced Placement Exam Participation	<p>During the 2019-2020 school year: Students Tested: 628 Exams Given: 1,288 Exams Passed with a score of 3 or better: 537 (85.51%)</p>	<p>2020-21 DataQuest 4 Year Grad Cohort scoring 3 or higher on 32 or more exams: Students Tested - 188 Exams Given - unavailable Exams Passed with a score of 3+: All Students 32.4% African American (9) 10.3% Asian (32) 53.3% Hispanic (62) 27.0% White (61) 40.9% Socioeconomically Disadvantaged (55) 18.8% English Learner - 0</p>			<p>>600 students tested >1250 total exams given >85% passage rate</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth - 0			
English Learner (EL) Reclassification Rate	Percent of English Learners (EL) enrolled who reclassified to Fluent English Proficient Status during the 2019-2020 school year: 16.4% (LA County: 8.1%; State: 8.6%)	Percent of English Learners (EL) enrolled who reclassified to Fluent English Proficient Status during the 2020-2021 school year: 12.7 (LA County: 6.8%; State: 6.9%) Will be administered Spring 2022 for 2021-22 Results			Increase and maintain district reclassification rate to >20% and remain above state and county rates
English Learner (EL) Progress per English Language Proficiency Assessments for California (ELPAC) Summative Assessment	The percentage of English Learners (EL) making progress toward English Proficiency in the 2019-2020: Overall: 53.7% (State Performance level of “Medium”) The percentage of English Learners (EL) who increased at least 1 English Learner Proficiency Level (ELPL): 45.8%	Pending 2021-22 Results			The percentage of English Learners (EL) making progress toward English Proficiency: >55% The percentage of English Learners (EL) who increased at least 1 English Learner Proficiency Level English Learner Proficiency Level (ELPL): >55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The percentage of English Learners (EL) who maintained English Learner Proficiency Level (ELPL) 4: 7.8%</p> <p>The percentage of English Learners (EL) who maintained English Learner Proficiency Level (ELPL): 23%</p> <p>The percentage of English Learners (EL) who decreased English Learner Proficiency Level (ELPL): 23.2%</p> <p>Updated 6/5/22 Data above is from the 2019 school year not 2019-20</p>				<p>The percentage of English Learners (EL) who maintained English Learner Proficiency Level (ELPL) 4: <10%</p> <p>The percentage of English Learners (EL) who maintained English Learner Proficiency Level (ELPL): >20%</p> <p>The percentage of English Learners (EL) who decreased English Learner Proficiency Level (ELPL): <15%</p>
Third Grade Reading Levels: Percent of third grade students meeting or exceeding Reading Levels per local measures	Literably Spring 2021: 61.9%	Literably Spring 2022: Meeting or Exceeding: 67%			Increase the percentage of students reading at or above grade level to 66%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Top Six - Curriculum/Materials/ Textbooks)					
Elementary Reading Levels: Percent of identified student groups meeting or exceeding reading levels per local measures (Top Six - Curriculum/Materials/ Textbooks)	Literably Spring 2021: African American 56.1% Hispanic 43.2% Asian 66.2% White 65.4% Low Income 35.8% Students with Disabilities (SWD) 25.4% English Language Learner (ELL) 20%	Literably Spring 2022: African American 50% Hispanic 44% Asian 71% White 67% Low Income (Not Available) Students with Disabilities (SWD) 30.2% English Language Learner (ELL) 21.5% Overall 59%			African American 60% Hispanic 47% Asian >66% White >66% Low Income 40% Students with Disabilities (SWD) 29% English Language Learner (ELL) 24%
California Science Test (CAST)	43.31% Met or Exceeded Standard for Science in 2018-19	Year 1 results will be reported from 2021-22 school year when available.			Above 65%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support (MTSS) (Top Six - School Counseling)	Ensure a robust Multi-Tiered System of Support (MTSS) for integrated and inclusive academics, social-emotional and behavioral development that includes districtwide coordination of site implementation. The Multi-Tiered System of Support (MTSS) framework integrates all efforts: assessments, professional development, and teacher collaboration to monitor student progress and provide necessary academic, social-emotional, and/or behavioral interventions to support student learning. The work is designed to	\$354,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure specific and special attention to our Low Income, English Learners (EL) and Foster Youth. A district Multi-Tiered System of Support (MTSS) Teacher on Special Assignment (TOSA) (expenditure included in Goal 1, Action 5) will guide site teams as systems are implemented and strengthened. Provide data management and assessment platforms to enable Professional Learning Community (PLC) work, intervention programming, Student Study Team (SST) referral (Illuminate Document Management System [DMS]; Canvas Learning Management System [LMS])		
2.2	Professional Learning Communities (Top Six - Curriculum/Materials/ Textbooks and Professional Development)	Ensure Professional Learning Community (PLC) time and support for grade-levels and departments to engage in curricular planning, common formative assessment development, data-informed analysis and response to student needs. From ascertaining the academic language needed to access the content for our English Learners (EL), to examining the curriculum through the lens of trauma-informed care for our low-income students and foster youth, this action will provide the necessary structure for teacher collaboration to ensure that the academic and language development, social-emotional, and behavioral needs of our unduplicated pupil population is considered first (Substitute costs for Professional Learning Community (PLC) days/conference attendance/curricular materials for each school site).	\$273,956.00	Yes
2.3	Intervention Programming (Top Six - School Counseling)	To support Tier 2 and Tier 3 intervention needs, site staffing will be provided for Apex Credit Recovery (3 periods at High School) and Elementary Literacy and Elementary Math Intervention Specialists at each site to serve English Learners (EL), foster youth and low-income students, whose math and English Language Arts (ELA) achievement is under-performing compared to their peers. To support credit recovery efforts at the High School, intervention staff will utilize the Apex Credit Recovery platform. English Language Development (ELD) intervention is described in Action 6.	\$682,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Academic Advising for College/Career Readiness (Top Six - School Counseling)	Our counselors are committed to establishing a comprehensive academic advising process in which students have opportunities early on in their high school career to plan, and, where necessary, intervene early to ensure they are on their path to college/career readiness. This direct approach in school counseling will be enacted to ensure that students, particularly those from student groups that are not meeting College/Career Indicators (CCI), are enrolled in the proper coursework and will achieve the grades necessary to stay on track for college/career readiness upon graduation.	\$960,050.00	No
2.5	Expanded Learning and Social Emotional Learning (SEL) Support (Top Six - School Counseling)	Staffing will be provided to increase access to rigorous course work at Culver City High School to serve English Learners (EL), foster youth and low-income students, whose math and English Language Arts (ELA) achievement is under-performing compared to their peers. Summertime Advanced Placement (AP) and honors "boot camps" are a continuing action and have increased the number of low-income students in courses designed to prepare them for a four-year college. Additionally, with mental health needs continuing between spring and fall, site-based mental health specialists will offer continuing services for low-income, foster youth and English Learners during the summer months.	\$91,000.00	Yes
2.6	English Language Development Support (Top Six - Professional Development and Curriculum/Materials/ Textbooks)	In order to monitor the English Language Development (ELD) and the academic achievement of identified students, provide additional English Language Development (ELD) staffing and programs above the core at each site to increase the educational services for all English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. Services called out in other actions to support English Language Development (ELD) include the Director of Teaching and Learning (Goal 1 Action 6) and the Dual Language Teacher on Special Assignment (TOSA) (Goal 2 Action 10), who will guide and support site administrators, instructional coaches, and designated site English Language Development (ELD) lead teachers in teacher professional development for integrated and designated	\$624,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Development (ELD) and focus on language development (where applicable), so that teachers can develop their capacity to best support English Learner (EL) students by including both content and English Language Development (ELD) standards in their lesson planning and delivering scaffolded instructional strategies that promote progress in English proficiency. (Local Control Funding Formula: English Language Development (ELD) Teacher on Special Assignment (TOSA), Site English Language Development (ELD) Leads, Instructional Assistants, Secondary periods; Title III English Learner (EL) and Immigrant: Tutoring for English Learners (EL) new to US; IXL (I Excel) and other supplementary instructional materials; Expanded Learning Opportunities Program (ELOP): Lexia)		
2.7	Advancement via Individual Determination (AVID) Programming (Top Six - School Counseling and Curriculum/Materials/ Textbooks)	Serve students at Culver City Middle School and Culver City High School with access to the Advancement via Individual Determination (AVID) program through intense support both during and after the school day through an academic elective period. The sequential course is designed to develop the skills necessary for students from low-income households and foster youth to successfully complete their core coursework, as well as provide afterschool tutoring to support content learning. Field Trips will be taken to local colleges and universities to orient the students to their future goals. (Dues, training, staffing, tutors, field trips)	\$252,400.00	Yes
2.8	Career Technical Education (CTE) (Top Six - Curriculum/Materials/ Textbooks)	Work-based learning, mentorship and mentoring programs; visiting artists for Arts Media Entertainment (AME) pathways; dual-enrollment programming and supplies; industry-level equipment; Naviance college and career guidance software; Culver City Middle School feeder programming	\$1,908,600.00	No
2.9	Visual and Performing Arts	Staff, programming, and materials to continue implementation of Kindergarten (K)-12 District Arts Strategic Plan. Support secondary stand-alone and sequential pathways and; Kindergarten (K)-12	\$801,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(Top Six - Curriculum/Materials/ Textbooks)	equitable learning opportunities in theater, music, visual arts, dance, and media arts (6-12)		
2.10	Science, Technology, Engineering, the Arts and Mathematics (STEAM) Pre-Pathways	Culver City Unified School District (CCUSD) will continue to provide and improve its creative, hands-on learning programs at all elementary sites to engage students and foster their academic progress through an articulated Transitional Kindergarten (TK)-5 project-based learning curriculum that will focus on English Learner (EL) students, low income and foster youth. The Culver City Arts & Innovation Labs (CCAIL) at each elementary school will allow students with limited outside experiential opportunities to engage in highly engaging and integrated creative experiences that promote language development and critical thinking. The Arts & Ideas (A&I) project-based curriculum integrates English Language Development (ELD)/English Language Arts (ELA), visual arts, and Next Generation Science Standards (NGSS) design-thinking standards and will enable multiple opportunities for guided social interaction, cooperative learning and critical thinking to take place. (5.6 teachers; Materials and Supplies; District Arts Initiative)	\$770,420.00	Yes
2.11	Dual Language	District staff will support teachers, students and families to improve dual language programming, which serves a third of our families and has the highest concentration of English Learners (EL) across the District. The Dual Language Teacher on Special Assignment (TOSA) will coordinate biliteracy efforts across all sites and update and support the implementation of the District Dual Language Strategic Plan; Dual Language Program Teacher on Special Assignment (TOSA)	\$157,900.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

1. In Goal 2, 11 of 11 actions were fully implemented.
2. The most successful aspect of our implementation of these actions is that the number of students enrolled in and completing a Career Technical Education (CTE) Pathway increased consistent with our efforts to enhance student success via Pathway choices. Gains were made in meeting the standard for “Prepared” on the College/Career Indicator for Hispanic, African American, low-income students and Students with Disabilities (SWD). Early Assessment Program (EAP) math results indicate a greater percentage of students in Gr. 11 met or exceeded the standard of “Prepared for College”. Additionally, the overall percentage of students meeting or exceeding third grade reading levels increased based on the local measure (Literably).
3. One of the most challenging aspects of our implementation of these actions has been establishing a consistent source of data for metrics to accurately judge progress. That said, however, it is clear that one challenge has been the decline in California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts (ELA) and Math in all subgroups except English Language Learners (ELL) and Students with Disabilities (SWD) in which very minor increase was shown. Graduation rates suffered as well. These results reflect the transition to online learning and the eventual return to in-person learning which was difficult for students and teachers to navigate. Assessment results from post-pandemic return to in-person instruction will guide implementation efforts as we move forward. This area remains a district focus area, supported by the “Top Six” priority areas, actions and Goals 1 and 3.
4. There were no planned actions that were implemented in a manner that differed substantively from how it was described in the adopted Local Control Accountability Plan (LCAP).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was one material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Action:
Action # 2.11
Reason for difference: The Dual Language Teacher on Special Assignment (TOSA) was not hired due to post-pandemic hiring issues including vaccine mandates. This resulted in spending less than planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Metrics impacted by specific actions include:

- Grade 3 Reading Level
- Scoring at the “Prepared” level on College and Career Indicators
- Pathway Completion
- Graduation Rate
- Reclassification Rate
- California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Math Percentage of students meeting or exceeding standards
- A-G completion

In terms of making progress toward the goal, all Goal 2 actions have a deep research base documenting success with unduplicated pupils (UP) as well as with all students in general.

Each of these academic and social/emotional actions supports improvement for students in those areas, and thus, progress toward achieving the goal.

I. Multi-Tiered Systems of Support (MTSS) (#2.1) implementation, including both academic and social/emotional learning, specifically actions detailing expanded Social-Emotional Learning (SEL) (#2.5), Advanced via Individual Determination (AVID) (#2.7), English Language Development (ELD) support (#2.6), Intervention Programming (#2.3), and Professional Learning Communities (PLC) (#2.2), work together to improve college and career readiness, graduation rate, A-G completion, California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and math, local measures of Gr. 3 reading levels and reclassification rate.

II. Career Technical Education (CTE) (#2.8), Visual and Performing Arts (VAPA) (#2.9), Science, Technology, Engineering, the Arts and Mathematics (STEAM) (#2.10) and Dual Language (#2.11) opportunities allow students to first explore and later develop a focus for their future, leading to a career they understand and are well-prepared to enter. These action items support college and career indicators, pathway completion and graduation rate.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes. However, please note that we did add informational descriptors based on the Top Six Priority Areas from Educational Partners feedback to selected Metrics and Actions. This identifies alignment between Educational Partners Priorities, Metrics and Actions.

Also note that baseline data was updated to indicate year and data source for graduation rate, "Prepared" on Career College Indicator (CCI), Career Technical Education (CTE) Pathway completion, A-G completion, Career Technical Education (CTE) + A-G completion, Early

Assessment Program (EAP) English and Math, and English Learner (EL) Progress on Summative assessment. Year 1 data was update from previous drafts for Seal of Biliteracy, A-G completion and Early Assessment Program (EAP) English and math.

A Metric was added to Goal 2 for CAST for Baseline, Year 1 and the desired 2023-24 Outcome. This metric was added because the California Science Test was given in 2021-22 to Gr. 5 and Gr. 11. It will generate results to support our Science, Technology, Engineering, the Arts and Mathematics (STEAM) program and implementation of Next Generation Science Standards (NGSS).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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. State Priority Areas: 3, 5, 6

An explanation of why the LEA has developed this goal.

Culver City Unified School District (CCUSD) recognizes that family and student engagement is a foundational component of a high-quality educational program. Survey data consistently demonstrate that parents feel welcome in the schools, are treated with respect and want to receive parent education on topics that are relevant to their needs.

Studies demonstrate significant relationships between school climate at school and student attendance, achievement, engagement, behavior, and social and emotional development. Research also suggests that the impact of classroom climate may be greater on marginalized and/or low-income students. (Adelman & Taylor). Other studies show that absences sharply increase a student's risk of eventually failing and leaving school (Balfanz, Romero, Lee). While most metrics were met for this goal and stakeholders reported a strong connection to their schools, Chronic Absenteeism was at Orange for Foster Youth and Homeless Students, and the Suspension rate was at Yellow for African American and Homeless students. The actions and services outlined in Goal 3 are designed to address these performance gaps through a greater focus on providing services through a Multi-Tiered System of Support (MTSS) Framework.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (Top Six - School Counseling)	Established in 2020-2021 96.5%	Attendance rate to date is 94.6% 2020-21 Average Daily Attendance = 6871			Maintain 96% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate (Top Six - School Counseling)	<p>Established in 2020-2021</p> <p>All Students 5.4%</p> <p>Low income students 10.4%</p> <p>English learner students 7.6%</p> <p>Special education students 7.3%</p> <p>Hispanic students 7.9%</p> <p>Asian students 3%</p> <p>African American students 7.3%</p> <p>Homeless students 27.6%</p> <p>UPDATED 6/6/22</p> <p>The information above is from the Culver City Unified School District (CCUSD) Dashboard 2019.</p> <p>For purposes of consistency of source, DataQuest 2019 presents the following:</p> <p>All Students 6.7%</p> <p>Low income students 10.8%</p> <p>English learner students 8.6%</p> <p>Special education students 10%</p>	<p>2020-21 DataQuest Chronic Absenteeism Rate:</p> <p>Overall 2.2%</p> <p>African American 3%</p> <p>Asian .3%</p> <p>Hispanic 3.3%</p> <p>White 1.3%</p> <p>English Learner 4.7%</p> <p>Foster Youth 4.2%</p> <p>Homeless 10.6%</p> <p>Students with Disabilities 5.1%</p> <p>Socioeconomically Disadvantaged 4.3%</p>			<p>All Students <4.5%</p> <p>Low income students <10%</p> <p>English learner students <7%</p> <p>Special education students <7%</p> <p>Hispanic students <7%</p> <p>Asian students <4.5%</p> <p>African American students <7%</p> <p>Homeless students <20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic students 8.4% Asian students 4.3% African American students 7.2% Homeless students 28.1%				
Suspension Rate (Top Six - School Counseling)	Established in 2020-2021 All: 1.6% Blue or Green: All, English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Filipino, Hispanic, White, 2 or More Races student groups Yellow: Homeless, African American student groups Updated 6/5/22 The data above is from the 2019 Culver City Unified School District (CCUSD) Dashboard, not 2021.	2020-21 DataQuest - Suspension rate for all students and subgroups is 0.00% .			Maintain less than 2% Maintain Green or Blue Status for all student groups Decrease suspension rates for Homeless and African American students by 0.3% or greater to achieve Green Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>For purposes of consistency of source, DataQuest 2019 presents the following:</p> <p>All: 1.6%</p> <p>African American 3.5%</p> <p>Asian 0.5%</p> <p>Hispanic 1.8%</p> <p>White 1.1%</p> <p>English Learner 1.5%</p> <p>Foster Youth 4.0%</p> <p>Homeless 4.5%</p> <p>Socioeconomically Disadvantaged 2.7%</p> <p>Students with Disabilities 3.2%</p>				
Dropout Rates (Top Six - School Counseling)	<p>Established in 2020-2021</p> <p>Middle School: 0%</p> <p>High School: .06% (dropouts + California High School Proficiency Examination (CHSPE) Completer)</p> <p>Updated 6/6/22</p> <p>The metric is better reported from DataQuest High School</p>	<p>2020-21 High School Four Year Adjusted Cohort Outcome Dropout Rate 4.6%</p> <p>2020-21 Middle School Dropout Rate: 0%</p>			Maintain less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Four Year Adjusted Cohort Outcome Dropout Rate For 2019-20 the rate was 3.4% 2019-20 Middle School Rate (CAL PADS) was 0%				
Expulsion Rate (Top Six - School Counseling)	Established in 2020-2021 0% Updated 6/5/22 The 2021 Expulsion Rate for all students and groups is 0.0%	Pending 2021-22 data			less than 1%
Parent and Family Engagement (Parent Input and Participation) (Top Six -Parent Workshops)	Percentage of Parents in 2020-2021 who respond to the Annual California Healthy Kids Survey (CHKS): Parent Survey that Agree/Strongly Agree that: 1. Their school actively seeks the input of parents before making important decisions: 73%	Percentage of Parents in 2021-2022 who respond to the Annual California Healthy Kids Survey (CHKS): Parent Survey they Agree/Strongly Agree that: 1. Their school actively seeks the input of parents before making important decisions: 73% (Elementary)			Maintain or increase percentage of Parents who respond to the Annual Parent Survey that Agree/Strongly Agree that: 1. Their school actively seeks the input of parents before making important decisions: >75% (elementary); >75% (secondary)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(elementary); 72% (secondary) 2. They attended a school meeting or attended a parent/teacher/counselor conference: 93% (elementary); 75% (secondary)	55% (Secondary) 2. They attended a school meeting or attended a parent/teacher/counselor conference: 70% (Elementary) 65% (Secondary)			2. They attended a school meeting or attended a parent/teacher/counselor conference: >90% (elementary); >75% (secondary)
Safety and School Connectedness (Parents) (Top Six - Parent Workshops)	Through the 2019-2020 California Healthy Kids Survey (CHKS) Parent Survey: The percentage of parents who feel welcome to participate in school was 82%. The percentage of parents who feel their school communicates the importance of respecting different cultural beliefs and practices was 87%. The percentage of families who feel their child is safe at school was not measured	Through the 2021-22 California Healthy Kids Survey (CHKS) Parent Survey: The percentage of parents who feel welcome to participate in school was 72%. The percentage of parents who feel their school communicates the importance of respecting different cultural beliefs and practices was 86%. The percentage of families who feel their child is safe at school was not measured in 2019-20.			Through the California Healthy Kids Survey (CHKS) Parent or other locally designed Climate Survey: The percentage of parents who feel welcome to participate in school will be above 87%. The percentage of parents who feel their school communicates the importance of respecting different cultural beliefs and practices will be above 90%. The percentage of families who feel their child is safe at school will be above 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and a base line will be established.	The baseline established in 2021-22 is 84%			
Safety and School Connectedness (Students) (Top Six - School Counseling)	<p>In 2020-2021 California Healthy Kids Survey:</p> <p>Percentage of students who Agree/Strongly Agree that: Are happy to be at this school: *5th: 77% *7th: 69% *9th: 64% *11th: 44%</p> <p>Feel safe at this school: *5th: 84% *7th: 71% *9th: 63% *11th: 52%</p> <p>The teachers/adults believe that I can do a good job (elementary)/ will be a success (secondary): *5th: 89% *7th: 80% *9th: 70% *11th: 70%</p>	<p>In the 2021-2022 California Healthy Kids Survey:</p> <p>The percentage of students who: Are happy to be at this school: Agree/Strongly Agree *5th: 77% *7th: 67% *9th: 45% *11th: 51%</p> <p>Feel safe or very safe at this school: *5th: 85% *7th: 69% *9th: 42% *11th: 56%</p> <p>The teachers/adults believe that I can do a good job Elementary Most or All of the Time: *5th: 89%</p> <p>I will be a success (Secondary):</p>			80% or higher of students will report feeling safe at school 80% or higher of students will report feeling connected at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>There is a teacher/adult who listens to me when I have something to say: *5th: 87% *7th: 76% *9th: 72% *11th: 70%</p> <p>I try hard to make sure that I am good at my schoolwork: *5th: 88% *7th: 90% *9th: 86% *11th: 81%</p>	<p>Pretty much or Very Much True: *7th: 75% *9th: 63% *11th: 68%</p> <p>There is a teacher/adult who listens to me when I have something to say: Elementary Most or All of the Time *5th: 72%</p> <p>Secondary Pretty Much or Very True *7th: 72% *9th: 54% *11th: 70%</p> <p>Elementary I try hard to make sure that I am good at my schoolwork: This question was not asked directly this year.</p> <p>To three questions about trying harder, demonstrating persistence, and</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>perseverance Most or All of the Time: *5th: 88%</p> <p>Secondary Agree or Strongly Agree *7th: 88% *9th: 75% *11th: 77%</p>			
Safety and School Connectedness (Teachers)	The percentage of teachers who feel safe at school and report working in an environment that supports their needs. Establish baseline in 2021-2022 using locally administered Climate Survey.	Pending 2021-22 Locally Administered School Climate survey data from teachers			Above 85% will feel safe at school Above 85% will feel their needs are being supported
Social-Emotional Learning (Top Six - Curriculum/Materials/ Textbooks)	Establish Baseline through Social-Emotional Learning Implementation staff survey in 2020-2021: % of elementary teachers who delivered some/most/all Social Emotional Learning (SEL) lessons during	<p>2021-22 Local survey data: 100% of elementary teachers delivered Social Emotional Learning (SEL) lessons using Second Step during the first 7 days of school.</p> <p>50% of elementary teachers surveyed</p>			Social Emotional Implementation survey: 95% of elementary teachers who delivered some/most/all Social Emotional Learning (SEL) lessons during the first seven days of school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the first seven days of school</p> <p>% of secondary teachers who delivered Social Emotional Learning (SEL) lessons during the first month of school</p> <p>% of elementary teachers who provided weekly Social Emotional Learning (SEL) lessons</p> <p>% of secondary teachers who provided quarterly Social Emotional Learning (SEL) opportunities</p>	<p>delivered Social Emotional Learning (SEL) lessons weekly during the year.</p> <p>100% of secondary teaches delivered Social Emotional Learning (SEL) lessons during the first weeks of school.</p> <p>100% of MS teachers used Panther Prep and Pod weekly along with PAWS, WEB/ASB, and Healthy Teen Living through Second Step</p> <p>100% of HS teachers provided quarterly opportunities through the onboarding process, CP Flex, Wellness Wednesdays and Counselor-lead grief groups, mediation, and ethnicity support groups.</p>			<p>95% of secondary teachers who delivered Social Emotional Learning (SEL) lessons during the first month of school</p> <p>95% of elementary teachers who provided weekly Social Emotional Learning (SEL) lessons</p> <p>95% of secondary teachers who provided quarterly (SEL) opportunities</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling (Top Six - Counseling)	To strengthen the Multi-Tiered Systems of Support (MTSS) framework of support services, school counselors will ensure social emotional development through direct Tier 1 and 2 services, expanded to reduce the student-counselor ratio at secondary (ELOP) and full time at each elementary. Feedback from the District Registration Survey, which measured the impact of the COVID-19 pandemic on students and families, showed that a disproportionate percentage of low income, foster youth and English learners had experienced a traumatic event in the past six months (loss of job, death or hospitalization of family or friend, housing and/or food insecurity). The increase of school counseling at all sites is designed to support unduplicated pupils (UP) in their social-emotional well-being, particularly after returning to in-person instruction after more than a year of distance learning and isolation from peers.	\$1,035,000.00	Yes
3.2	Mental Health Counseling (Top Six - Counseling)	The creation of the position of school-based mental health counselor will support students and their families requiring Tier 3 interventions who may be experiencing trauma with full time counseling at the secondary sites and two Family Centers for the elementary sites and provide one dedicated Licensed Clinical Social Worker (LCSW) for foster youth and students experiencing homelessness. Feedback from the District Registration Survey, which measured the impact of the COVID- 19 pandemic on students and families, showed that a disproportionate percentage of low income, foster youth and English learners had experienced a traumatic event in the past six months (loss of job, death or hospitalization of family or friend, housing and/or food insecurity). This action is designed to support low income and foster youth students with wraparound mental health services, particularly after returning to in-person instruction after more than a year of distance learning and isolation from peers.	\$302,800.00	Yes
3.3	Positive Behavioral Interventions and	To strengthen the Multi-Tiered Systems of Support (MTSS) framework of support services, teams from each school will ensure the consistent implementation of districtwide Positive Behavior Interventions and	\$40,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supports (PBIS) (Top Six - Counseling)	Supports (PBIS) initiative based on culturally relevant, trauma-informed restorative practices. Based on a review of discipline data that show a higher number of low income and foster youth referrals, teams will participate in Los Angeles County Office of Education (LACOE) Positive Behavior Interventions and Supports (PBIS) training focused on Tier 1 and Tier 2 practices in order to decrease behavioral referrals and suspensions.		
3.4	Parent Input and Participation (Top Six - Parent Workshops/Parent Needs))	Promote formal and informal Parent input and participation through site and district advisory committees, surveys, town hall opportunities, and family engagement activities outside the school day	\$10,000.00	No
3.5	Parent and Community Outreach and Education (Top Six - Parent Workshops/Parent Needs)	Support parents to serve as partners in their children's education by providing workshops on topics developed by parent advisory committees, linked-to-learning events such as Family Math and Literacy Nights, and supporting the Parent Center at Culver City Middle School (CCMS). Planned topics include helping parents of students in general education develop awareness and appreciation of the district's Inclusion Initiative, helping all parents develop awareness and appreciation for the district's work in improving culturally responsive and anti-bias environments, helping parents support their child on a path toward college/career, helping parents of students with disabilities (SWD) on the Alternative Dispute Resolution process, internet safety for all, and on student mental health and suicide prevention.	\$52,000.00	No
3.6	Translation Services (Top Six - Parent Workshops/Parent Needs)	Support the active participation and input of families who speak languages other than English through interpreters, translations, and audio headsets at parent events (staff translation and/or contracted services during and beyond the school day)	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Student Input and Participation	Seek and promote student input and participation through site and district advisory committees, surveys, town hall opportunities, focus groups, and student engagement activities outside the school day.	\$6,000.00	No
3.8	Inclusive Engagement	Provide programming to develop positive school adjustment for students in 6th and 9th grades (Where Everyone Belongs - WEB, Link Crew) and positive peer relationships among students with varying abilities (Circle of Friends, Prime Time Sports).	\$20,000.00	No
3.9	Student and Family Support (Top Six - Counseling)	<p>Our School and Family Support Services (SFSS) department will continue to coordinate wraparound access to both district and community resources ranging from telehealth services for medical and mental health needs to our weekend backpack program for food-insecure families.</p> <p>The School and Family Support Services (SFSS) Coordinator provide direct support to low income or foster youth students who may be experiencing trauma due to social-emotional, behavioral, or other concerns, and indirect support to monitor and promote student engagement and attendance of unduplicated pupils (UP), who have a higher incidence of chronic absenteeism than their peers.</p>	\$192,300.00	Yes
3.10	Staff Wellness	Recognizing that positive interventions can help reduce employee stress by changing the culture and approach to the workplace, District staff will form a Staff Wellness Committee to explore and provide in-house programming for mentoring, workplace wellness, social emotional learning, and mindfulness, which are all proven to improve staff well-being and student outcomes. This action comes as a result of feedback from teachers and staff, which reflects research that finds that 46% of teachers nationwide report high daily stress, which compromises their health, sleep, quality of life, and teaching performance, which, in turn, results in students demonstrating lower	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		levels of both social adjustment and academic performance (Greenberg MT, Brown JL, and Abenavoli RM, 2016).		
3.11	Employee Assistance Service for Education (EASE)	The Human Resources Department will provide information to all employees on Employee Assistance Service for Education (EASE), a program that provides free consultation to counseling and referral services to all employees who are dealing with issues that are impacting their well-being.	\$10,000.00	No
3.12	Care Solace Mental Health Referral Services (Top Six - Parent Workshops/Parent Needs and Counseling)	To provide additional mental health support, Culver City Unified School District (CCUSD) will serve families and Culver City Unified School District (CCUSD) employees by partnering with Care Solace, a 24/7 multilingual Care Concierge team that connects students, families and staff with available, verified mental health providers and substance use treatment programs matched to their needs regardless of circumstance.	\$14,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

1. Ten of 12 Actions were fully met. Actions Partially met: Parent Input and Participation (#3.4) and Parent and Community Outreach (#3.5) were partially implemented. The California Healthy Kids Survey (CHKS) data shows parents felt the school actively seeks the input of parents before making important decisions was maintained from the elementary baseline at 73% whereas the secondary fell to 55%. Parents who attended a school meeting or attended a parent/teacher/counselor conference fell in both levels to 70% (Elementary) and 65% (Secondary). It will take concerted effort and time to regain pre-pandemic levels, and it is for this reason parent workshops/parent needs appear as a "Top Six" priority area. The transition back to in-person learning from a virtual environment was a challenge for many parents, students, and teachers. In the beginning, many webinars and meetings continued online, moving towards more in-person settings as all became more comfortable with the idea of in-person contact again.
2. The most successful aspects of our implementation of these actions have been Positive Behavioral Interventions and Supports (PBIS) which has had a positive impact on suspension rates and chronic absenteeism. In many cases, in addition to Positive Behavioral Interventions and Supports (PBIS) strategies, students have counseling and mental health specialist support as needed. This has helped

with the transition back to in-person learning as students navigate social and behavioral situations they did not experience in the months of on-line learning, though much more work is yet to be done in this area.

For the most part, elementary students maintained their level of optimism about their school experience on the California Healthy Kids Survey (CHKS) with scores for Safety and School Connectedness remaining above 75%. Secondary numbers vary. Although overall secondary numbers are lower than baseline in each area, more than 50% of students agree or strongly agree about a positive school experience. As with the parent group, it will take concerted effort and time to regain pre-pandemic results. It is for this reason that counseling is a "Top Six" priority area.

3. The most challenging aspects of our implementation of these actions have been Inclusive Engagement (#3.8) and Parent Participation (#3.4). The California Healthy Kids Survey (CHKS) results indicate a decline in the percentage of students who are "happy to be at this school" from base line to year 1 outcome for Gr. 7 and Gr. 9. California Healthy Kids Survey (CHKS) results indicate a decline in parent connectedness and participation.

4. There were no planned actions that differed substantively from how it was described in the adopted Local Control Accountability Plan (LCAP).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been no material differences (0%) between the Budgeted Expenditures and the Estimated Actual Expenditures for any of the actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Metrics impacted by specific actions include:

Chronic Absenteeism

Suspension Rate

Expulsion Rate

Social Emotional Learning (SEL) Implementation

Counseling

Action Counseling (#3.1), Mental Health Counseling (#3.2), Positive Behavioral Interventions and Supports (PBIS) (#3.3), along with Student and Family Support including Mental Health Referrals (#3.9 and #3.12) work in concert to positively affect the metrics listed above to make progress toward the goal. Likewise, Social Emotional Learning (SEL) provides a basis for understanding oneself and one's actions.

Combined with individual and family counseling, Social Emotional Learning (SEL) lessons affect school attendance and behavior in a positive way. As students grow in their recognition that they have a place within the system and are valued, school is seen as a positive, helpful environment in which to learn and grow, rather than unwelcoming and unrelatable.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes. However, please note that we did add informational descriptors based on the Top Six Priority Areas from Educational Partners' feedback to selected Metrics and Actions. This identifies alignment between Educational Partners' Priorities, Metrics and Actions. Also note that baseline data was updated to indicate year and data source for the following metrics: chronic absenteeism, suspension rate, dropout rate, and expulsion rate.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,093,972	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.63%	0.00%	\$0.00	7.63%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

While the scope of many of the actions in our Local Control Accountability Plan (LCAP) are provided school-wide, there are also those that focus on needs, conditions, and circumstances of low-income students (LI) that are provided with the intent to improve the overall instructional program. These actions and services, have all been specifically designed to support the academic achievement and school success of our Unduplicated Pupils (UP). They are principally directed towards Foster Youth (FY), English Learners (EL), and low-income students (LI) designed to meet their needs. It is also important to note that some of the actions are carryovers from 2017-20.

The following are Local Education Agency (LEA)-wide but directed at services for these students. The achievement of Unduplicated Pupils (UP) was considered first in designing actions in the Local Control Accountability Plan (LCAP). This was accomplished by analyzing data disaggregated to the greatest extent possible. The California Healthy Kids Survey (CHKS) data, particularly in the areas of feeling connected to school, identifying a caring adult and feeling safe demonstrated slight differences among ethnic groups and the overall student body. Universal screening data confirms this. These indicators of school success have not yet yielded significant gains in academic achievement. The data does coincide with the emphasis placed on counseling and mental health services by input groups as shown in the Top Six Priority Areas of agreement. Available academic outcome data, both state and local measures, indicate English Learners (EL), Foster Youth (FY) and Low-income students significantly underperform in comparison to measures of overall progress. This is confirmed through a review of

disaggregated discipline data, analysis of D's and F's, English Language Development (ELD) progress and local indicators. The actions and services in the 2022-23 Local Control Accountability Plan (LCAP) comprise the most effective use of funds in supporting the unduplicated pupils (UP) in Culver City Unified School District (CCUSD). The percentage of unduplicated pupils (UP) in Culver City Unified School District (CCUSD) is less than 55%, however, the funded supports are directly tied to unduplicated pupils (UP) progress through research in best practices and in keeping with the Culver City Unified School District (CCUSD) priorities of inclusivity and achievement.

Multi-Tiered Systems of Support (MTSS) provides an inclusive framework for social-emotional learning and behavior support as well as academic intervention. Numerous studies have shown the effectiveness of a successful implementation of an Multi-Tiered Systems of Support (MTSS), with positive outcomes in school climate, student achievement, student behavior, and student social-emotional development (Wang & Degol, 2016; National Center on Safe Supportive Learning Environments; MacNeil, Prater, & Busch, 2009; Ripski & Gregory, 2009; Bradshaw, Koth, Thornton, & Leaf, 2009).

The following Actions/Services contributing to meeting the increased or improved services and identified as Local Education Agency-wide are geared toward Unduplicated Pupils (UP) across the District while being provided broadly to support students districtwide.

While outcome data appears to be inconsistent data in most areas for our English Learners, foster youth and low-income students, they still significantly underperform in comparison with the overall progress of all students.

The actions and services outlined below are either maintaining or expanding existing actions from the prior Local Control Accountability Plan (LCAP) and are carried into 2022-23 relying on the the research base indicating success with consistent, sustained implementation. Culver City Unified School District (CCUSD) is committed to institutionalizing practices which yield significant gains overtime to address achievement gaps and develop a greater focus on equity of opportunity to succeed.

Goal 1, Action 3: As students return from a full-time virtual program to in-person learning, the need for up-to-date devices and internet connectivity remains crucial. Most texts and supplemental materials are available on line and, intervention programs are accessed through this means as well. Whereas some students have access at home to newer devices and internet, low socioeconomic students (SES), Foster Youth (FY) and English Learner (EL) are less likely to fall into that category. It is imperative to level the playing field by providing them access commensurate with that of their peers to support academic and language progress, as measured by an increase in California Assessment of Student Performance and Progress (CAASPP) scores for math and particularly in English Language Arts (ELA), as shown in the metric, for Foster Youth (FY) and low-income students and for English Learners (EL), an increase in English Language Proficiency Assessment for California (ELPAC) levels. For these groups the dashboard reported metrics will increase. Due to these increases in internet and updated devices, students will be able to keep up with lessons, access, complete, and submit assignments in a timely manner. Research base: Dino,

et al 1980 demonstrated that the Literably assessment is a particularly effective tool for identifying struggling readers and measuring their progress.

Goal 1, Action 5, Continued Action: Services detailed in this action are provided to continue the district's efforts in supporting and improving the teaching and learning in our classrooms.

Instructional Coaches, known as "Teaching and Learning Partners" (TLPs) at each elementary site, plus designated instructional coaching periods for math, technology, History Social/Science (HSS) and culturally relevant practices at the secondary site, and finally a K-12 Next Generation Science Standards (NGSS) coach, will all serve to support teachers in developing their instructional capacity in literacy, math, Next Generation Science Standards (NGSS) implementation, and Universal Design for Learning (UDL) to meet the diverse needs of English Learners (EL), students from low-income households and foster youth. The emphasis on these foci and methodologies has been in place for the 2021-22 school year as students and teachers returned to in-person learning. The full impact has yet to be seen as district implementation expectations are rolled out and results of the multitude of measures are analyzed as 2022 test results are published. Preliminary data indicate that teachers found the coaching model to be helpful in developing practices supportive of Unduplicated Pupils (UP), and it appears as a significant part of the #1 input priority of professional development (PD). This is a strong indication that the needs of Unduplicated Pupils (UP) are considered a priority by their teachers who interact with them daily.

The support that classroom teachers received through the Teacher Learning Partner's (TLP) are directly aimed at serving the specialized needs of English Learners (EL), who require scaffolded instruction, varied opportunities to demonstrate understanding of academic content, and a learning environment that encourages frequent peer collaboration and language production, as well as the needs of students from low-income households, who benefit from relational learning in a supportive context and scaffolds to connect their life experiences within a broader context of the curriculum, and foster youth, who often have experienced levels of trauma that must be understood and whose individual stories must be taken into consideration when designing learning experiences for them.

In their meta-analysis of the effects of teacher coaching on achievement and instruction, Kraft, Blazar and Hogan (2107) found positive effects on both instruction and achievement, especially in comparison to the effects of stand-alone professional development (Yoon et al., 2007) and other school-based interventions (Fryer, 2016). This continuing action is deemed to be effective based on Culver City Unified School District's implementation efforts to date in providing job-embedded support of instructional focus areas. Through this action, it is expected that the percentage of students served by teachers who participate in instructional coaching will increase as measured by the local staff survey. At present, 89% of teachers surveyed who participated in the coaching model found it to be "Helpful" or "Very Helpful" in reducing bias. As students move into their second year of in-person learning, and teachers continue to participate in the coaching model, the results of this training will become more apparent. Again, however, we recognize the promise of the research base for consistent, sustained efforts in this regard.

Goal 1: Action 6, Continued Action: Conducting the SWIFT Fidelity Integrity Assessment (FIA) at each school site, results informed instruction and were utilized by schools. Site teams identified a need for focused professional development in the areas of effective and research-based instructional strategies for English Language Development, culturally relevant practices, trauma-informed instruction, content-area development, PBIS, co-teaching, Universal Design for Learning, and MTSS implementation all with a focus on reaching the needs of the district's unduplicated pupils (UP). Steeped in a deep research base, these actions are intended to help achieve a measurable positive outcome on California Assessment of Student Performance and Progress (CAASPP) and local indicators the need for which is documented in the Goal 1 metrics. As teachers implement professional development in which they have been trained, students will experience increased engagement which will lead to improved dashboard outcomes in all areas including test scores and connection to school. This is a continued interest and focus reflected in input for the 2022-23.

As detailed in such documents as the State of California English Language Development/English Language Arts Framework and other publications, the focus on strengthening teaching and learning in creating culturally and linguistically responsive learning environments is a key strategy to supporting English learners, who benefit from teachers who 1.) understand how to provide both planned and just-in-time scaffolding, 2.) foster collaborative academic conversations among students, frequent writing opportunities and interactive reading around complex texts, and 3.) engage students in text-oriented talk about language in complex texts.

Additional professional development (PD) will focus on positive learning environments that promote strong relationships to support students from low-income households and foster youth, who often have experienced levels of trauma that must be understood and whose individual stories must be taken into consideration when designing learning experiences for them. This continuing action is deemed effective as evidenced by feedback by educational partner groups and teachers who are continuing to develop their instructional practices and must adapt to the differences after more than a year of virtual learning. The sustained, consistent focus on professional development (PD) will continue throughout the life of this Local Control Accountability Plan (LCAP).

*Goal 2, Action 1: Currently available data has exposed persistent gaps in performance among English learners and low-income students as compared to overall results. Culver City Unified School District (CCUSD) continues to examine all factors, from programming and services to existing structures and policies that could marginalize student groups and impact their ability to succeed as well as their peers. Districtwide coordination of Multi-Tiered Systems of Support (MTSS) with site implementation is a research based framework to deliver supports in academics, behavior and social-emotional learning which targets Unduplicated Pupils (UP) success in a structured manner.

District Task Forces continue to meet currently to investigate topics such as implicit bias, equity, restorative practices, inclusion, and culturally responsive environments in order to examine the underlying issues facing our struggling English learners (EL), who lack the linguistic proficiency to access rigorous content without intentional scaffolding, our students from low-income households, who suffer from chronic stressors in their lives, and our students in foster care, who have experienced levels of trauma and instability.

The actions supported by this expenditure are designed to improve student outcomes specifically for unduplicated pupils (UP) by ensuring all teachers are providing high quality universal Tier 1 and specific Tier 2 instruction, based on student needs. As outlined by Wang & Detol (2016), students who learn in schools that promote a positive school climate and learning environment are more likely to experience greater success in school and in life. A strong Multi-Tiered Systems of Support (MTSS) framework has been shown to be an effective research-backed strategy for improving outcomes for unduplicated pupils (UP) in comparison with their higher performing peers; by instituting universal and intense support for English learners (UP), students from low-income households and foster youth, it is expected that academic outcomes will be increased as measured by California Assessment of Student Performance and Progress (CAASPP) assessments in English Language Arts (ELA) and math.

Goal 2, Action 2 Time for teacher collaboration is provided at each school site. Professional learning communities are the structure in which teachers examine student learning and adjust instruction according to needs. The return to in-person learning has required an even greater need for release time for teams to gather on a regular basis and analyze learning, establish essential learning targets and continuously monitor student growth throughout the year. There was a greater negative impact on the academic progress of English learners (EL), foster youth and low-income students than on the general student population, during the year of virtual learning. Each group has distinct needs that teacher teams began to analyze and address as students move through the first year of in-person instruction. Through the lens of culturally relevant curriculum and instruction each teacher team's work will be determine the academic language needed to access the content for our English learners (EL), to examine the curriculum through the lens of trauma-informed care for our low-income students and foster youth, this action will provide the necessary structure for teacher collaboration to ensure that the academic and language development, social-emotional, and behavioral needs of our unduplicated pupil (UP) population is considered first. California Assessment of Student Performance and Progress (CAASPP) student achievement results, teacher surveys and other indicators of success will inform analysis of the efficacy of the current Professional Development (PD) design and guide further steps in this area.

Goal 2, Action 3 English learners (EL), low-income students and foster youth who demonstrate a needs for specific Tier 2 and 3 interventions, are and will continue to be placed within the Multi-Tiered Systems of Support (MTSS) framework. Leadership teams identify and design effective interventions based on their level of academic performance in literacy and in math. The effectiveness of this action will be measured by pre- and post-data that will demonstrate progress of students participating in intervention cycles.

As cited in numerous studies and articles, early academic intervention has been shown to offset the impacts of poverty on learning, narrow the achievement gap among native English speakers and English learners (EL) (Ashdown & Simic, 2000), and can improve outcomes for learners even into adulthood (Barnett, 2011).

At the high school, concerted efforts are required to address the impact that the pandemic has had on the number of students who failed a course needed for graduation. While the need for credit recovery opportunities is present across all student groups, there is a disproportionate number of students who are English learners (EL), low-income, and foster youth who were unable to engage successfully with their coursework in a virtual environment and now need credits in order to complete their high school education. Because studies show

that after-school, Saturday, or independent study options have less success for struggling students, this action provides the staffing and class periods during the day to have monitored and caring certificated support for students to complete coursework. This action is intended to improve outcomes for unduplicated pupils (UP) in California Assessment of Student Performance and Progress (CAASPP) math and language arts assessments by providing scaffolded supports for students during the day,

Goal 2 Action 5, Continued Action: Staffing is provided to increase access to rigorous course work at Culver City High School to serve English Learners (EL), foster youth and low-income students, whose math and English Language Arts (ELA) achievement is under-performing compared to their peers. Summertime Advanced Placement (AP) and honors "boot camps" are a continuing Action and have increased the number of low-income students in courses designed to prepare them for a four-year college. Additionally, with mental health needs continuing between spring and fall, site-based mental health specialists will continue services for low-income, foster youth and English Learners (EL) during the summer months. School connectedness is a factor in achievement and these actions will increase positive mental health, connectedness to school and feeling that staff believes they can achieve at a high level and have a caring adult at school. The California Healthy Kids Survey (CHKS) is a research base for this action and the percentage of students who agree or agree strongly in these areas will increase.

Goal 2 Action 6, Continued Action: In order to monitor the English Language Development (ELD) and the academic achievement of identified students, staffing and programs above the core will be provided at each site to increase the educational services for all English Learners (EL). Multiple levels of personnel are provided to ensure improved services for English Learners (EL). They will offer intense rigorous and ongoing training on the most effective evidence-based instructional strategies (eg Kinsella, Marzano, etc) that will help support the language development of English Learner (EL) across content areas. In addition, the department will provide focused Professional Development (PD) on cultural competency and linguistically relevant strategies that will improve teachers' practice and better equip them with the tools to meet the language and academic needs of English Learner (EL) students including providing systematic implementation of Designated and Integrated English Language Development (ELD), (ELA/ELD Framework, CDE), all of which will result in increased movement to higher levels and limit declines. In addition, this will cause improvements in California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and math and in reclassification rates. English Learner (EL) Reclassification rate fell 3.7% over baseline. English learners need additional services related to ELD in order to increase progress toward reclassification and raise academic achievement.

Goal 2, Action 7, Continuing Action: Historically Unduplicated Pupils (UP) and students of color have been underrepresented in the areas of 2 and 4 year college attendance. Culver City Unified School District (CCUSD) is committed to increasing services for the Advancement via Individual Determination (AVID) program, which addresses this issue, by adding sections as needed at the secondary level. This action has been deemed effective based on the outcomes since 2017: student enrollment has increased by roughly 400%; 100% of first-generation, low-income or foster youth Advancement via Individual Determination (AVID) students have been accepted to college; on average Advancement via Individual Determination (AVID) seniors received six college acceptance letters in 2020; 100% of Advancement via Individual Determination (AVID) students in 10th, 11th and 12th grades have taken at least one honors and/or AP course; the Advancement

via Individual Determination (AVID) site team increased from two staff members in 2017 to 18 staff members in 2020; the CCHS site team developed a fully online version of the Advancement via Individual Determination (AVID) curriculum to support students during distance learning; and finally, Advancement via Individual Determination (AVID) parent involvement has increased. Historically, Unduplicated Pupils (UP) have had lower rates of high school, college and career readiness. Low-income, Foster Youth and English Learners (EL) have lower rates of college and career readiness than their peers. This gap stems from many factors including financial obstacles, lack of access to support, perception of self-success, high mobility, or linguistic barriers. CCUSD sees the importance of creating in our high school an environment that creates the access these students need. High schools give priority placement to Unduplicated Pupils (UP) in Advancement via Individual Determination (AVID), focused support before, during and after the school day. Exposure to college culture is crucial to increase preparedness for college. These actions will increase college readiness and increase 2 and 4 year college acceptance rates.

Goal 2, Action 10: The positive impact of project-based learning (PBL) on students from low-income households has been documented, with a 2017 study from researchers at the University of Michigan and Michigan State University finding statistically significant gains in informational reading for students who participated in a yearlong project-based social studies curriculum. Essien (2018) demonstrated in her research that English learners who participated in project-based learning (PBL) showed significant increases in their critical thinking skills, personal and social responsibility, and oral communication skills through the integrated learning approach.

With the needs of English learners and low-income students considered first, the Art and Innovation Lab curriculum takes the benefits of project-based learning and uses as its basis the Visual Art Standards, Studio Habits of Mind, the Four Cs, Engineering Design, and Design Thinking to create rich, hands-on learning experiences that cultivate creativity, growth mindset, and critical thinking skills.

Services outlined in this action are designed to provide students, and particularly those from low income and pupils in foster care, who have limited outside experiential opportunities, to learn in highly engaging and integrated creative experiences that promote language development for English learners and critical thinking. Studies support the importance of arts education and the development of creativity and innovation, as cited by Catterall (1997), which showed that student involvement in the arts was linked to higher academic performance and lower dropout rates, and by Otis, which reported that one in six jobs in Southern California is now in the creative industries (2009). The increase of services through expansion of Art and Innovation Lab teachers is intended to improve student outcomes for unduplicated pupils (UP) in attendance, academic achievement, and progress in English Language Development (ELD). California Healthy Kids Survey (CHKS) data may indicate unduplicated pupils (UP) with this treatment did not find school boring and felt empowered to do well.

Goal 2, Action 11, Continuing Action: The Dual Language Teacher on Special Assignment (TOSA) will coordinate biliteracy efforts across all sites and update and support the implementation of the District Dual Language Strategic Plan. In addition to coordination duties, the Teacher on Special Assignment (TOSA) will serve as an instructional coach for the dual language program to ensure teachers are trained in research-based strategies leading to improved achievement for all students including achievement for English Learners (EL), FY, and low-income students. As a district CCUSD strives to create bilingual and biliterate students and instill in them the benefits of speaking more than one language, the desire to continue this study at the university level and the ability to use this skill in the real world. This program has the

largest concentration of ELs across the district. ELs have demonstrated lower outcomes than their peers on most measures. A focus on the dual language program and services provided by the Teacher on Special Assignment (TOSA) will positively impact not only ELA and math test scores, but feelings of connectedness and self-esteem.

Goal 3, Action 1 Continuing Actin: Studies demonstrate significant relationships between school climate and student attendance, achievement, engagement, behavior, and social and emotional development. Research also suggests that the impact of classroom climate may be greater on marginalized and/or low-income students. (Adelman & Taylor). To address the social-emotional, behavioral and mental health needs of unduplicated pupils (UP), the continued services in these actions will provide integral supports for needs identified by the District's Multi-Tiered Systems of Supports (MTSS) Implementation Leadership Team. Expanded services by the provision of full-time FTE elementary counselors at all sites will allow for the early identification of needs through the use of Universal Screeners, as well as the direct services in need of Tier 2 and Tier 3 intervention counseling.

With bilingual support, counselors are able to provide services to English Learners with their families, who are less likely to access services due the language barrier. Students from low-income households and foster youth require additional support in self-regulation and executive functioning that is often underdeveloped from experiencing instability and trauma on a regular basis. This continuing action puts counseling intervention in place for all students to reduce the stigma of unduplicated pupils (UP) from receiving the support, as well as raising mental health and wellness for all students. This has continued to be effective by educational partner surveys feedback and student wellness surveys. As a result of implementing this action, we have been able to serve an increased number of students and have a higher number of English learners, foster youth, and low-income students report high levels of school connectedness commensurate with the overall population.

Goal 3, Action 2, Continuing Action: The creation of the position of school-based mental health counselor will support students and their families requiring Tier 3 interventions who may be experiencing trauma with full time counseling at the secondary sites and two Family Centers for the elementary sites and provide one dedicated LCSW for foster youth and students experiencing homelessness. Feedback from the District Registration Survey, which measured the impact of the COVID- 19 pandemic on students and families, showed that a disproportionate percentage of low-income, foster youth and English learners had experienced a traumatic event in the past six months (loss of job, death or hospitalization of family or friend, housing and/or food insecurity). This action is designed to support low-income and foster youth students with wraparound mental health services, particularly after returning to in-person instruction after more than a year of distance learning and isolation from peers. The U.S. Surgeon General estimates that approximately 20% of young people display signs of psychological problems and the need for such services – particularly for interventions that not only address mental health issues but also reinforce protective factors, is considerable. The California Healthy Kids Survey (CHKS) confirms the need for the use of trauma informed strategies as a coping skill for students to attend to learning. (From: Evidence-Based School Mental Health Services by Gayle L Macklem, 2011) As a result the percentage of students responding "Agree or Strongly Agree" to the prompts "I am happy to be at this school", "I feel safe or very safe", "I will be a success/do a good job" will increase.

Goal 3, Action 3: Low-income students and foster youth have experienced higher rates of disciplinary referrals than their peers, which indicates the need to revamp and design a culturally responsive, positively framed system of expectations and restorative practices is the basis for a districtwide focus on Positive Behavioral Interventions and Supports (PBIS). Positive Behavioral Interventions and Supports (PBIS) systems have been found to be particularly effective for students from low-income households and foster youth, who benefit from common expectations and the emphasis on positive over punitive consequences. By implementing this action districtwide, we expect reduced discipline and suspension outcomes of students from low-income households and foster youth. Data is not yet available to support this outcome, however disaggregated data on this question will be ready for Leadership Teams in the fall of 2022.

Goal 3, Action 6 The continuing services called out in these actions have been deemed effective by educational partners survey data, and will support district efforts to expand and improve meaningful parent involvement and input at each site. Parent engagement activities will range from providing resources to the Parent Center to holding parent education and family engagement workshops at various times in the day/week to enable broader opportunities for working families to become involved. Outreach efforts will ensure that parents who speak a language other than English are included, as research shows that families of English Learners have lower involvement without proper supports. Translation services, childcare and relevant topics will be offered in small groups to provide a welcoming environment. As a result of this action, it is anticipated that more families of English learners will report an increased sense of school connectedness as reported by the annual parent survey.

Goal 3, Action 9: Studies show that absences sharply increase a student's risk of eventually failing and leaving school (Balfanz, Romero, Lee). While most student groups report a strong connection to their schools, Chronic Absenteeism remains a concern for foster and low-income youth. The actions provided by the Student and Family Support Coordinator will ensure that systems of direct outreach, targeted support, and consistent monitoring both districtwide and at all schools will provide the crucial alternative supports for students at risk of disengaging from school and limiting their preparation for college and career. By implementing the services called out in this action, it is expected that chronic absenteeism for foster and low-income students will decrease.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The total percentage to Increase or Improve Services for the coming school year is 7.63%; however the planned percentage to Increase or Improve Services for the coming school year is 7.72%. To demonstrate the district's commitment to the achievement of unduplicated pupils (UP), the expenditures on related programs and services have and will continue to exceed the requirement. With an unduplicated pupil (UP) percentage of more than 40% of low income, English learners, and foster youth students, the expenditures identified are principally designed

to increase or improve services by focusing on high quality Tier 1 instruction, specialized Tier 2 and 3 support services, and parent engagement programs through a lens of equity and inclusivity.

Specifically, Instructional Coaching will be increased by involving more staff, to improve the quality of instruction for foster youth, English learners and low-income students by supporting teachers in Tier 1 English Language Development (ELD) strategies for English learners, trauma-informed instruction for foster youth, and culturally relevant strategies to support low-income students. Counselors at all sites will provide Tier 1 services for social-emotional learning and development for low-income students and foster youth by teaching skills designed for emotional regulation through the Second Step curriculum, which teachers have implemented throughout the school year. which has been demonstrated in numerous studies to improve prosocial skills, empathy and behavior. For Tiers 2 and 3, services have been increased to include intervention services to support the literacy and mathematical development of our English learners, foster youth and low-income students, primarily through core and intervention programs accessed online. As such the focus of Goal 1, Action 3 increases online access for unduplicated pupils (UP). Counseling services for students requiring additional small group support is also contained here. These services are contained in Goal 1, Actions 5, 6 and 11.

Increased services for English learners are supported in this plan by the strategies called out in Goal 2, Actions 5, 6 and 11, with both designed to further proficiency in English language development through job-embedded professional development, external professional development, intervention software, and direct services to support students' specific language need. English Language Proficiency Assessment for California (ELPAC) results are eagerly awaited. As a result of achievement and English learner proficiency progress data, gauge development exists for both core Tier 1 instruction and beyond. Services detailed in this action are directed toward English Learners and recently Reclassified students, and principally continues its focus on increasing staff capacity by providing specialized training to site leads/department chairs at all schools. Coordinated and led by the District K12 Director of Teaching and Learning, the Dual Language Specialist and the English Language Development (ELD) Specialist, these site leads, in turn, will provide direct services to students in need of Tier 2 and Tier 3 Intervention in addition to the core instructional program, serve as a resource for teachers in Integrated and Designated English Language Development (ELD), and aid in the monitoring of English Learners and recently Reclassified students. These intense supports will be provided specifically to English Learners who are not demonstrating adequate progress.

Goal 3, Action 6 is designed to improve district inclusive practices and will support families with additional translation services. Increased services through mental health counseling and the Year 3 implementation of the district Positive Behavior Intervention Support system are called out in Goal 3, Actions 2 and 3, to proactively support students from low-income households and foster youth students, who have experienced trauma and will need direct services to aid them in their recovery. Families will be served as stated in Goal 3, Action 9 through the School and Family Support department to increase and improve services in the areas of student and family engagement.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$71,383,193.00	\$7,759,804.00	\$5,114,339.00	\$2,050,418.00	\$86,307,754.00	\$84,948,638.00	\$1,359,116.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Core Instructional Programs (Top Six - Curriculum/Materials/ Textbooks)	All	\$49,026,869.00		\$5,089,339.00		\$54,116,208.00
1	1.2	Textbook Adoptions and Instructional Materials (Top Six - Curriculum/Materials/ Textbooks)	All	\$70,516.00	\$250,600.00		\$147,000.00	\$468,116.00
1	1.3	Technology for Learning (Top Six - Technology)	English Learners Foster Youth Low Income	\$205,000.00				\$205,000.00
1	1.4	Recruit & Retain Staff (Top Six - Professional Development)	All			\$25,000.00	\$75,000.00	\$100,000.00
1	1.5	Instructional Coaching (Top Six - Professional Development)	English Learners Foster Youth Low Income	\$685,000.00	\$350,000.00			\$1,035,000.00
1	1.6	Professional Development (Top Six - Professional Development)	English Learners Foster Youth Low Income	\$276,800.00			\$90,000.00	\$366,800.00
1	1.7	Safe and Clean Facilities (Top Six - Facilities)	All	\$66,000.00	\$80,000.00			\$146,000.00
1	1.8	iAcademy Expansion (Top Six - Curriculum/Materials/	All	\$454,000.00	\$485,300.00			\$939,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Textbooks and Technology)						
1	1.9	Inclusive Practices	All Students with Disabilities	\$12,475,192.00	\$6,082,904.00		\$1,440,798.00	\$19,998,894.00
1	1.10	Diversity, Equity, Inclusivity	All	\$328,000.00				\$328,000.00
1	1.11	Expand Teacher Recruitment Outreach	Hispanic or Latino, African-American All					\$0.00
2	2.1	Multi-Tiered System of Support (MTSS) (Top Six - School Counseling)	English Learners Foster Youth Low Income	\$354,500.00				\$354,500.00
2	2.2	Professional Learning Communities (Top Six - Curriculum/Materials/ Textbooks and Professional Development)	English Learners Low Income	\$273,956.00				\$273,956.00
2	2.3	Intervention Programming (Top Six - School Counseling)	English Learners Foster Youth Low Income	\$526,990.00			\$155,620.00	\$682,610.00
2	2.4	Academic Advising for College/Career Readiness (Top Six - School Counseling)	Hispanic or Latino, African-American, Low Income, Homeless, English Learner (EL) All Students with Disabilities	\$960,050.00				\$960,050.00
2	2.5	Expanded Learning and Social Emotional Learning (SEL) Support (Top Six - School Counseling)	English Learners Foster Youth Low Income	\$91,000.00				\$91,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	English Language Development Support (Top Six - Professional Development and Curriculum/Materials/ Textbooks)	English Learners	\$291,400.00	\$251,000.00		\$82,000.00	\$624,400.00
2	2.7	Advancement via Individual Determination (AVID) Programming (Top Six - School Counseling and Curriculum/Materials/ Textbooks)	Foster Youth Low Income	\$252,400.00				\$252,400.00
2	2.8	Career Technical Education (CTE) (Top Six - Curriculum/Materials/ Textbooks)	All	\$1,908,600.00				\$1,908,600.00
2	2.9	Visual and Performing Arts (Top Six - Curriculum/Materials/ Textbooks)	All	\$801,000.00				\$801,000.00
2	2.10	Science, Technology, Engineering, the Arts and Mathematics (STEAM) Pre-Pathways	English Learners Foster Youth Low Income	\$770,420.00				\$770,420.00
2	2.11	Dual Language	English Learners	\$157,900.00				\$157,900.00
3	3.1	Counseling (Top Six - Counseling)	English Learners Foster Youth Low Income	\$715,000.00	\$260,000.00		\$60,000.00	\$1,035,000.00
3	3.2	Mental Health Counseling (Top Six - Counseling)	Foster Youth Low Income	\$302,800.00				\$302,800.00
3	3.3	Positive Behavioral Interventions and	Foster Youth Low Income	\$40,500.00				\$40,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Supports (PBIS) (Top Six - Counseling)						
3	3.4	Parent Input and Participation (Top Six - Parent Workshops/Parent Needs))	English Learner (EL) All Students with Disabilities	\$10,000.00				\$10,000.00
3	3.5	Parent and Community Outreach and Education (Top Six - Parent Workshops/Parent Needs)	Low Income All Students with Disabilities	\$52,000.00				\$52,000.00
3	3.6	Translation Services (Top Six - Parent Workshops/Parent Needs)	English Learners	\$15,000.00				\$15,000.00
3	3.7	Student Input and Participation	All	\$6,000.00				\$6,000.00
3	3.8	Inclusive Engagement	All Students with Disabilities	\$20,000.00				\$20,000.00
3	3.9	Student and Family Support (Top Six - Counseling)	Foster Youth Low Income	\$192,300.00				\$192,300.00
3	3.10	Staff Wellness	All	\$30,000.00				\$30,000.00
3	3.11	Employee Assistance Service for Education (EASE)	All	\$10,000.00				\$10,000.00
3	3.12	Care Solace Mental Health Referral Services (Top Six - Parent Workshops/Parent Needs and Counseling)	All	\$14,000.00				\$14,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$66,762,416	\$5,093,972	7.63%	0.00%	7.63%	\$5,150,966.00	0.00%	7.72 %	Total:	\$5,150,966.00
								LEA-wide Total:	\$5,150,966.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Technology for Learning (Top Six - Technology)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,000.00	0
1	1.5	Instructional Coaching (Top Six - Professional Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$685,000.00	0
1	1.6	Professional Development (Top Six - Professional Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$276,800.00	0
2	2.1	Multi-Tiered System of Support (MTSS) (Top Six - School Counseling)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,500.00	0
2	2.2	Professional Learning Communities (Top Six - Curriculum/Materials/Textbooks and Professional Development)	Yes	LEA-wide	English Learners Low Income	All Schools	\$273,956.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Intervention Programming (Top Six - School Counseling)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$526,990.00	0
2	2.5	Expanded Learning and Social Emotional Learning (SEL) Support (Top Six - School Counseling)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Culver City High School 9-12	\$91,000.00	0
2	2.6	English Language Development Support (Top Six - Professional Development and Curriculum/Materials/Textbooks)	Yes	LEA-wide	English Learners	All Schools	\$291,400.00	0
2	2.7	Advancement via Individual Determination (AVID) Programming (Top Six - School Counseling and Curriculum/Materials/Textbooks)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: CCMS and CCHS 6-12	\$252,400.00	0
2	2.10	Science, Technology, Engineering, the Arts and Mathematics (STEAM) Pre-Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	\$770,420.00	0
2	2.11	Dual Language	Yes	LEA-wide	English Learners	All Schools	\$157,900.00	0
3	3.1	Counseling (Top Six - Counseling)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	\$715,000.00	0
3	3.2	Mental Health Counseling (Top Six - Counseling)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$302,800.00	0
3	3.3	Positive Behavioral Interventions and Supports (PBIS) (Top Six - Counseling)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$40,500.00	0.0
3	3.6	Translation Services (Top Six - Parent Workshops/Parent Needs)	Yes	LEA-wide	English Learners	All Schools	\$15,000.00	0.0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Student and Family Support (Top Six - Counseling)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$192,300.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$79,125,646.00	\$82,365,276.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Core Instructional Programs	No	\$51,145,359.00	\$52,935,447
1	1.2	Textbook Adoptions and Instructional Materials	No	\$515,000.00	\$773,116
1	1.3	Technology for Learning	Yes	\$70,000.00	\$0
1	1.4	Recruit & Retain Staff	No	\$109,000.00	\$105,000
1	1.5	Instructional Coaching	Yes	\$800,000.00	\$828,950
1	1.6	Professional Development	Yes	\$310,000.00	\$332,000
1	1.7	Safe and Clean Facilities	No	\$100,000.00	\$136,000
1	1.8	iAcademy Expansion	No	\$860,000.00	\$890,100
1	1.9	Inclusive Practices	No	\$17,178,391.00	\$18,711,682
1	1.10	Diversity, Equity, Inclusivity	No	\$300,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Expand Teacher Recruitment Outreach	No	\$0	\$0
2	2.1	Multi-Tiered System of Support	Yes	\$250,000.00	\$250,000
2	2.2	Professional Learning Communities	Yes	\$243,171.00	\$243,171
2	2.3	Intervention Programming	Yes	\$601,625.00	\$626,600
2	2.4	Academic Advising for College/Career Readiness	No	\$910,000.00	\$901,210
2	2.5	Expanded Learning and SEL Support	Yes	\$40,000.00	\$40,000
2	2.6	English Language Development Support	Yes	\$585,500.00	\$585,000
2	2.7	AVID Programming	Yes	\$218,000.00	\$218,000
2	2.8	Career Technical Education	No	\$1,800,000.00	\$1,822,300
2	2.9	Visual and Performing Arts	No	\$750,000.00	\$736,000
2	2.10	STEAM Pre-Pathways	Yes	\$675,000.00	\$675,000
2	2.11	Dual Language	Yes	\$130,000.00	\$0
3	3.1	Counseling	Yes	\$910,000.00	\$923,400

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Mental Health Counseling	Yes	\$269,100.00	\$273,100
3	3.3	Positive Behavioral Interventions and Supports	Yes	\$37,500.00	\$37,500
3	3.4	Parent Input and Participation	No	\$10,000.00	\$10,000
3	3.5	Parent and Community Outreach and Education	No	\$48,000.00	\$44,000
3	3.6	Translation Services	Yes	\$15,000.00	\$15,000
3	3.7	Student Input and Participation	No	\$6,000.00	\$7,000
3	3.8	Inclusive Engagement	No	\$15,000.00	\$15,000
3	3.9	Student and Family Support	Yes	\$170,000.00	\$177,000
3	3.10	Staff Wellness	No	\$30,000.00	\$31,000
3	3.11	Employee Assistance Service for Education (EASE)		\$10,000.00	\$8,700
3	3.12	Care Solace Mental Health Referral Services	No	\$14,000.00	\$14,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,471,746	\$4,356,896.00	\$4,484,657.00	(\$127,761.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Technology for Learning	Yes	\$70,000.00	\$25,000	0.0	0.0
1	1.5	Instructional Coaching	Yes	\$500,000.00	\$540,000	0.0	0.0
1	1.6	Professional Development	Yes	\$230,000.00	\$255,000	0.0	0.0
2	2.1	Multi-Tiered System of Support	Yes	\$250,000.00	\$275,000	0.0	0.0
2	2.2	Professional Learning Communities	Yes	\$243,171.00	\$264,432	0.0	0.0
2	2.3	Intervention Programming	Yes	\$601,625.00	\$610,725	0.0	0.0
2	2.5	Expanded Learning and SEL Support	Yes	\$40,000.00	\$55,000	0.0	0.0
2	2.6	English Language Development Support	Yes	\$257,500.00	\$252,000	0.0	0.0
2	2.7	AVID Programming	Yes	\$218,000.00	\$240,000	0.0	0.0
2	2.10	STEAM Pre-Pathways	Yes	\$675,000.00	\$725,000	0.0	0.0
2	2.11	Dual Language	Yes	\$130,000.00	\$0	0.0	0.0
3	3.1	Counseling	Yes	\$650,000.00	\$698,000	0.0	0.0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Mental Health Counseling	Yes	\$269,100.00	\$282,000	0.0	0.0
3	3.3	Positive Behavioral Interventions and Supports	Yes	\$37,500.00	\$42,500	0.0	0.0
3	3.6	Translation Services	Yes	\$15,000.00	\$25,000	0.0	0.0
3	3.9	Student and Family Support	Yes	\$170,000.00	\$195,000	0.0	0.0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$62,280,592	\$4,471,746	0	7.18%	\$4,484,657.00	0.00%	7.20%	\$0.00	0.00%

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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