



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

All 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.

State Priority Areas: 1, 2, 7

Rationale

CCUSD recognizes the need to employ staff and fund all necessary expenditures to provide a robust program districtwide. 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, 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 designed to support their practices in the five key focus areas. These CCUSD Board of Education focus areas include: Equity, Inclusivity, Student-Centered Accountability, Innovation, and Partnerships. With achievement gaps present among unduplicated students as compared to achievement demonstrated by students overall, actions and services will

focus on building teacher and administrative capacity to ensure that English Learners, socioeconomically disadvantaged students and foster youth are accessing the core curriculum and engaging in rigorous discourse needed to demonstrate proficiency. The work planned includes professional development to support math achievement, best practices in literacy instruction, ELD/ELA integration, Arts integration, Technology integration, 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 CCUSD 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, CCUSD will continue to provide Chromebooks and internet hotspots to ensure student connectivity for daily learning.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
7	Percent of students with access to a broad course of study per Local Indicator Survey	100%	100%	100%
1	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 chromebooks/touchscreen tablets)	100% Resolution of Service Requests Establish Baseline for percent of classrooms with interactive technology Establish Baseline for percent of students with access to dedicated technology)	In Progress	100% Resolution of Service Requests 100% of classrooms with interactive technology 100% of students with access to dedicated technology at school
1	Percent of teachers appropriately assigned and credentialed using School Accountability Report Card (SARC)	98%	Expected release of data on 2/17/22	100%
2	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	89%	Will be administered Spring 2022	95%
2	Level of implementation of academic content standards per Local Indicator Rubric	4 - ELA; 4 - Mathematics;	4 - ELA; 4 - Mathematics;	5 - ELA; 5 - Mathematics; 4 - History/Social Science; 4 - ELD;

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		2 - History/Social Science; 3 - ELD; 3 - Next Generation Science Standards	2 - History/Social Science; 3 - ELD; 4 - Next Generation Science Standards	4 - Next Generation Science Standards
2	Percent of teachers who participate in professional development on signature focus areas per Powerschool	Establish baseline	In Progress	100%
1	Percent of students with access to standards-aligned Instructional materials per SARC	100%	100%	100%
1	Percent of schools in good repair using Facilities Inspection Tool	100%	89% - 8 of 9 sites are listed as Good; 1 site is listed as Fair	100%
2	Percent of teachers who participate in job-embedded instructional coaching or professional development on signature focus areas per local indicator survey	Establish Baseline for Elementary Establish Baseline for Secondary	Will be administered Spring 2022	Increase of 2% annually from Baseline data

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Core Instructional Programs Core programs and services include but are not limited to staffing for TK-12 differentiated academics; K-8 dual language immersion programs in Spanish and Japanese; TK-12 physical education; civics; ethnic studies; technology; physical and emotional safety;	Ongoing	No	LCFF \$46,251,763 Local \$4,893,596		\$51,145,359	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	maintenance and facilities; Science Lab Tech, elementary (1); Library/Media Clerks and Technology technicians at all sites; and a dedicated Technical Director for the renovated Frost Auditorium. (Core staffing for Special Education Inclusive Practices, CTE and Visual Arts are called out in other Actions)								
1.2	Textbook Adoptions and Instructional Materials 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.	Ongoing	No			LCFF	\$515,000	\$515,000	In Progress
1.3	Technology for Learning A district computer educational technology specialist will implement and monitor connectivity to support access to academic intervention software for English learners, low income and foster youth.	Ongoing	Yes	LCFF	\$70,000			\$70,000	\$8,720
1.4	Recruit & Retain Staff Implement practices to recruit and retain diversity of staff. Support teaching	Ongoing	No	Local	\$40,000			\$109,000	In Progress
				Federal	\$69,000				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	practices of new teachers by providing mentors and professional learning for CCUSD Induction Program participants. (.2 Elementary Coordination; .2 Secondary Coordination; Stipends for 30 Mentors for new teachers)						
1.5	Instructional Coaching Site-based Teaching and Learning Partners and one District TK-12 NGSS TOSA will work with teachers to provide ongoing job-embedded coaching and professional development	Ongoing	Yes	LCFF \$500,000 Other State \$300,000		\$800,000	\$190,983
1.6	Professional Development Actions and services will focus on building teacher and administrative capacity to ensure that English Learners, socioeconomically disadvantaged students and foster youth are accessing the core curriculum and engaging in rigorous discourse needed to demonstrate proficiency. Staffing: .5 Director, K12; MTSS TOSA; Contracts, Conferences for Equity and Inclusivity	Ongoing	Yes	LCFF \$230,000	Federal \$80,000	\$310,000	\$124,000
1.7	Safe and Clean Facilities Additional maintenance, custodial staffing and	Ongoing	No	Other State \$100,000		\$100,000	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	supplies to address safety and sanitation measures due to pandemic.						
1.8	iAcademy Expansion For students 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.	Ongoing	No	LCFF \$400,000 Other State \$460,000		\$860,000	In Progress
1.9	Inclusive Practices The addition of special education personnel, along with technical assistance, professional development 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 SpEd staffing; Co-lab classes at secondary, Co-teachers/Learning Center teachers at elementary, Embedded Aides)	Ongoing	No	LCFF \$11,381,720 Other State \$4,454,413 Federal \$1,342,258		\$17,178,391	In Progress
1.10	Diversity, Equity, Inclusivity To support the implementation of the District Strategic Equity, Social Justice and Inclusion Plan, district staff will work	Ongoing	No	LCFF \$300,000		\$300,000	Not Started

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	with all departments and the Equity Advisory Council in examining institutional practices and establishing priorities and actions.						
1.11	Expand Teacher Recruitment Outreach 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.	Ongoing	No			\$0	Not Started

Goal 2

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

Rationale

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, CCUSD's 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 STEAM that will provide technological and practical experiences for post secondary success.

State Priority Areas: 4, 5, 8

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CAASPP English Language Arts	<p>2019: Percentage of students who met/ exceeded standards in ELA: All: 69.7% Low Income: 55.8% English Learners:21.5% Students with Disabilities: 26.7% Hispanic: 58.8% Asian: 79.7% African American: 62% White: 82%</p> <p>Dashboard Indicators: All: Green Low Income: Yellow English Learners: Orange SWD: Yellow Hispanic: Yellow Asian: Green African American: Green White: Blue 2+Races: Green Homeless: Yellow</p>	<p>Percentage of students who met/ exceeded standards in ELA: All: 62.4% Low Income: 45.6% English Learners:14.9% Students with Disabilities: 28.6% Hispanic: 49.6% Asian: 74.8% African American: 49.8% White: 75.6% Homeless: 52.9% 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>Maintain scores through recovery from COVID-19 pandemic and by 2023-2024, increase by 2 percentage points who met/ exceeded standards in ELA for All students and student groups: All: 71.7% Low Income: 57.8% English Learners:23.5% SWD: 28.7% Hispanic: 60.8% Asian: >80% African American: 64% White: >80% Dashboard Indicators: All subgroups will be at Green or Blue, OR will increase Change Level to move from Orange to Yellow</p>
4	CAASPP Mathematics	<p>2019: Percentage of students who met/ exceeded standards in Math: All: 56.3% Low Income: 37.1% English Learners:25.5% SWD: 19.5% Hispanic: 40.9%</p>	<p>Percentage of students who met/ exceeded standards in Math: All: 52.7% Low Income: 32.2% English Learners:18.6% SWD: 19.3% Hispanic: 36.8%</p>	<p>Maintain scores through recovery from COVID-19 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%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Asian: 81.3% African American: 36.3% White: 72.4% Dashboard Indicators: All: Green Low Income: Orange English Learners: Orange SWD: Yellow Hispanic: Orange Asian: Green African American: Orange White: Blue 2+ races: Blue Homeless: Orange	Asian: 74.4% African American: 32.6% White: 67.8% Homeless: 29.4% 2 or more races: 61.2% State law suspended the reporting of state dashboard indicators for 2021. 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.	Low Income: 39.1% English Learners: 27.5% SWD: 21.5% Hispanic: 42.9% Asian: >80% African American: 38.3% White: 76% Dashboard Indicators: All subgroups will be at Green or Blue, OR will increase Change Level to move from Orange to Yellow
5	Graduation Rate	2020: 94.7% - Overall English Learners 95% Homeless 100% SES 96.8% Students with Disabilities 88.5% African American 97.1% Asian 95.1% Hispanic 96.1% White 92.7%	94.5% - Overall English Learners 90.5% Homeless 68.8% SES 93.2% Students with Disabilities 83.9% African American 92% Asian 98.4% Hispanic 93.9% White 94.7%	Maintain >95% (Very High) overall >90% for any identified student group
4	Percentage of students Meeting Prepared on College/Career Indicator (CCI) Report	2019: All Students: 59.7 % African American: 46.2% Asian: 73.8% Hispanic: 55.1%	Due to the COVID-19 pandemic, the state of California received a waiver from the U.S. Department of Education from the requirement	Maintain >60% overall in response to impact from COVID-19 pandemic Increase of 2 percentage points for any group below 60%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		White: 68.7% 2+Races: 65.4% English Learners: 20% SES: 53% SWD: 15.4% Homeless: 47.4%	to report measures of student progress. With the passage of CA Assembly Bill 130, similar state requirements were removed, and as a result, there will be no state indicators released for 2021.	
4	CTE Pathway Completion	2020: 14.4% (87 completed; 77 met Prepared/Approaching Prepared on CCI; 536 total in 4-year Adjusted Cohort)	29.3% (172 completed of 587 students)	Increase 3% per year to 23.4%
4	Seal of Biliteracy	2020: Percentage of students earning the State Seal of Biliteracy: 25% of all 4- year Adjusted Cohort Students	32.7% (192 of 587 students)	30% of of all 4-year Adjusted Cohort Students
4	A-G completion	2020: 61.8% (331 out of 536 Adjusted 4-year Cohort Rate)	70% (414 of 587 students)	Maintain rate due to COVID-19 pandemic and increase by 2% to 63.8%
4	Advanced Placement Exam Participation	2020 Students Tested: 628 Exams Given: 1,288 Percent of Students with a score of 3 or better: 85.5% (537)	Students Tested: 609 Exams Given: 1,133 Percent of Students with a score of 3 or better: 73.7% (449)	>600 students tested >1250 total exams given >85% passage rate
4	English Learner Reclassification Rate	Percent of ELs enrolled who reclassified to Fluent English Proficient Status during the previous school year: 16.4% (LA County: 8.1%; State: 8.6%)	In Progress	Increase and maintain district reclassification rate to >20% and remain above state and county rates

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	English Learner Progress per ELPAC Summative Assessment	<p>The percentage of ELs making progress toward English Proficiency: Overall: 53.7% (State Performance level of "Medium")</p> <p>The percentage of ELs who increased at least 1 English Learner Proficiency Level (ELPL): 45.8%</p> <p>The percentage of ELs who maintained ELPL 4: 7.8%</p> <p>The percentage of ELs who maintained ELPL: 23%</p> <p>The percentage of ELs who decreased ELPL: 23.2%</p>	In Progress	<p>The percentage of ELs making progress toward English Proficiency: >55%</p> <p>The percentage of ELs who increased at least 1 English Learner Proficiency Level (ELPL): >55%</p> <p>The percentage of ELs who maintained ELPL 4: 20%</p> <p>The percentage of ELs who decreased ELPL: <15%</p>
4	Third Grade Reading Levels: Percent of third grade students meeting or exceeding Reading Levels per local measures	Literably Spring 2021: 61.9%	Will be administered Spring 2022	Increase the percentage of students reading at or above grade level to 66%
4	Elementary Reading Levels: Percent of identified student groups meeting or exceeding reading levels per local measures	<p>Literably Spring 2021:</p> <p>African American 56.1%</p> <p>Hispanic 43.2%</p> <p>Asian 66.2%</p> <p>White 65.4%</p> <p>Low Income 35.8%</p> <p>SWD 25.4%</p> <p>ELL 20%</p>	Will be administered Spring 2022	<p>African American 60%</p> <p>Hispanic 47%</p> <p>Asian >66%</p> <p>White >66%</p> <p>Low Income 40%</p> <p>SWD 29%</p> <p>ELL 24%</p>

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Multi-Tiered System of Support	Ongoing	Yes		LCFF \$250,000	\$250,000	\$107,271

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Provide data management and assessment platforms to enable PLC work, intervention programming, SST referral (Illuminate DMS; Canvas LMS)								
2.2	Professional Learning Communities 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	Ongoing	Yes	LCFF	\$103,171	LCFF	\$140,000	\$243,171	\$104,341
2.3	Intervention Programming To support Tier 2 and Tier 3 intervention needs, site staffing will be provided for Apex Credit Recovery (3 periods at HS) and Elementary Literacy and Elementary Math Intervention Specialists at each site	Ongoing	Yes	LCFF	\$601,625			\$601,625	\$258,148
2.4	Academic Advising for College/Career Readiness Implement 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	Ongoing	No	LCFF	\$910,000			\$910,000	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	path to college/career readiness.								
2.5	Expanded Learning and SEL Support Site-based mental health specialists will offer continuing services for low-income, foster youth and English learners during the summer months.	Ongoing	Yes	LCFF	\$40,000			\$40,000	\$17,163
2.6	English Language Development Support In order to monitor the English Language Development and the academic achievement of identified students, provide additional ELD staffing and programs above the core at each site to increase the educational services for all EL and RFEP students.	Ongoing	Yes	LCFF	\$257,000			\$585,500	\$217,525
				Other State	\$250,000				
				Federal	\$78,000				
2.7	AVID Programming Serve students at Culver City Middle School and Culver City High School with access to the AVID program through targeted support both during and after the school day through an academic elective period.	Ongoing	Yes	LCFF	\$218,000			\$218,000	\$93,540
2.8	Career Technical Education Work-based learning, mentorship and mentoring	Ongoing	No	LCFF	\$1,600,000	LCFF	200,000	\$1,800,000	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	programs; dual-enrollment programming and supplies; industry-level equipment; Naviance college and career guidance software; CCMS feeder programming								
2.9	Visual and Performing Arts Staff, programming, and materials to continue implementation of K-12 District Arts Strategic Plan. Support secondary stand-alone and sequential pathways and; K-12 equitable learning opportunities in theatre, music, visual arts, dance, and media arts (6-12)	Ongoing	No	LCFF	\$700,000	LCFF	\$50,000	\$750,000	In Progress
2.10	STEAM Pre-Pathways 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.	Ongoing	Yes	LCFF	\$600,000	LCFF	\$75,000	\$675,000	\$289,632
2.11	Dual Language District staff will support teachers, students and families to improve dual language programming.	Ongoing	Yes	LCFF	\$130,000			\$130,000	\$0

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.

State Priority Areas: 3, 5, 6

Rationale

CCUSD recognize 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 Framework.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Attendance Rate	Established in 2020-2021 96.5%	Attendance rate to date is 94.6%	Maintain 96% or higher
3	Chronic Absenteeism Rate	Established in 2020-2021 All Students 5.4%. Low income students 10.4%. English learner students 7.6%. Special education students 7.3%. Hispanic students 7.9%. Asian students 3%. African American students 7.3%. Homeless students 27.6%	In Progress	All Students <4.5% Low income students <10% English learner students <7% Special education students <7% Hispanic students <7% Asian students <4.5% African American students <7%. Homeless students <20%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Suspension Rate	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	To date the suspension rate for all students is 0.01% State law suspended the reporting of state dashboard indicators for 2021.	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
5	Dropout Rates	Established in 2020-2021 Middle School: 0% High School: .06% (dropouts + CHSPE Completers)	In Progress	Maintain less than 1%
6	Expulsion Rate	Established in 2020-2021 0%	0% to date	less than 1%
3	Parent and Family Engagement (Parent Input and Participation)	Percentage of Parents in 2020-2021 who respond on the Annual CHKS Parent Survey that Agree/Strongly Agree that: *their school actively seeks the input of parents before making important decisions: 73% (elementary); 72% (secondary) *they attended a school meeting or attended a parent/teacher/counselor conference: 93% (elementary); 75% (secondary)	In Progress	Maintain or increase percentage of Parents who respond on the Annual Parent Survey that Agree/Strongly Agree that: *their school actively seeks the input of parents before making important decisions: >75% (elementary); >75% (secondary) *they attended a school meeting or attended a parent/teacher/counselor conference: >90% (elementary); >75% (secondary)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Safety and School Connectedness (Parents)	<p>Through the 2019-2020 CHKS Parent Survey: The percentage of parents who feel welcome to participate in school was 82%.</p> <p>The percentage of parents who feel their school communicates the importance of respecting different cultural beliefs and practices was 87%.</p> <p>The percentage of families who feel their child is safe at school was not measured (establish baseline in 2021-22).</p>	In Progress	<p>Through the CHKS Parent or other locally designed Climate Survey:</p> <p>The percentage of parents who feel welcome to participate in school will be above 87%%.</p> <p>The percentage of parents who feel their school communicates the importance of respecting different cultural beliefs and practices will be above 90%.</p> <p>The percentage of families who feel their child is safe at school will be above 90%.</p>
6	Safety and School Connectedness (Students)	<p>In 2020-2021 California Healthy Kids Survey: percentage of students who Agree/Strongly Agree that:</p> <p>Are happy to be at this school:</p> <p>*5th: 77%</p> <p>*7th: 69%</p> <p>*9th: 64%</p> <p>*11th: 44%</p> <p>Feel safe at this school:</p> <p>*5th: 84%</p> <p>*7th: 71%</p> <p>*9th: 63%</p> <p>*11th: 52%</p> <p>The teachers/adults believe that I can do a good job (elementary)/ will be a success (secondary):</p> <p>*5th: 89%</p>	In Progress	<p>80% or higher of students will report feeling safe at school</p> <p>80% or higher of students will report feeling connected at school</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		*7th: 80% *9th: 70% *11th: 70% There is a teacher/adult who listens to me when I have something to say: *5th: 87% *7th: 76% *9th: 72% *11th: 70% I try hard to make sure that I am good at my schoolwork: *5th: 88% *7th: 90% *9th: 86% *11th: 81%		
6	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.	Will be administered in Spring 2022	Above 85% will feel safe at school Above 85% will feel their needs are being supported
6	Social-Emotional Learning	Establish Baseline through Social-Emotional Learning Implementation staff survey in 2020-2021: % of elementary teachers who delivered some/most/all SEL lessons during the first seven days of school % of secondary teachers who delivered SEL lessons during the first month of school	Will be administered in Spring 2022	Social Emotional Implementation survey: 95% of elementary teachers who delivered some/most/all SEL lessons during the first seven days of school 95% of secondary teachers who delivered SEL lessons during the first month of school 95% of elementary teachers who provided weekly SEL

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		% of elementary teachers who provided weekly SEL lessons % of secondary teachers who provided quarterly SEL opportunities		lessons 95% of secondary teachers who provided quarterly SEL opportunities

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Counseling The increase of school counseling at all sites is designed to support unduplicated students in their social-emotional wellbeing, particularly after returning to in- person instruction after more than a year of distance learning and isolation from peers.	Ongoing	Yes	LCFF \$650,000 Other State \$260,000		\$910,000	\$442,697
3.2	Mental Health Counseling The school-based mental health counselors 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	Ongoing	Yes	LCFF \$269,100		\$269,000	\$137,048
3.3	Positive Behavioral Supports Site teams will participate in LACOE PBIS training focused on Tier 1 and Tier 2 practices in order to	Ongoing	Yes	LCFF \$37,500		\$37,500	\$19,105

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	decrease behavioral referrals and suspensions.						
3.4	Parent Input and Participation 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	Ongoing	No		LCFF \$10,000	\$10,000	In Progress
3.5	Parent and Community Outreach and Education Support parents to serve as partners in their children's education by providing workshops and linked-to-learning events	Ongoing	No	LCFF \$24,000	LCFF \$24,000	\$48,000	In Progress
3.6	Translation Services 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)	Ongoing	Yes	LCFF \$15,000		\$15,000	\$7,642
3.7	Student Input and Participation	Ongoing	No		LCFF \$6,000	\$6,000	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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								
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).	Ongoing	No	LCFF	\$15,000			\$15,000	In Progress
3.9	Student and Family Support 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	Ongoing	Yes	LCFF	\$170,000			\$170,000	\$86,610
3.10	Staff Wellness Form a Staff Wellness Committee to explore and provide in-house programming for mentoring, workplace wellness, social emotional	Ongoing	No			LCFF	\$30,000	\$30,000	In Progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	learning, and mindfulness, which are all proven to improve staff well-being and student outcomes						
3.11	Employee Assistance Service for Education (EASE) The Human Resources Department will provide information to all employees on EASE, a program that provides free consultation to counseling and referral services to all employees who are dealing with issues that are impacting their wellbeing.	Ongoing		LCFF \$10,000		\$10,000	In Progress
3.12	Care Solace Mental Health Referral Services Serve families and 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	Ongoing	No		LCFF \$14,000	\$14,000	In Progress

Goal 4

Rationale

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 5

Rationale

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report