LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compton Unified School District
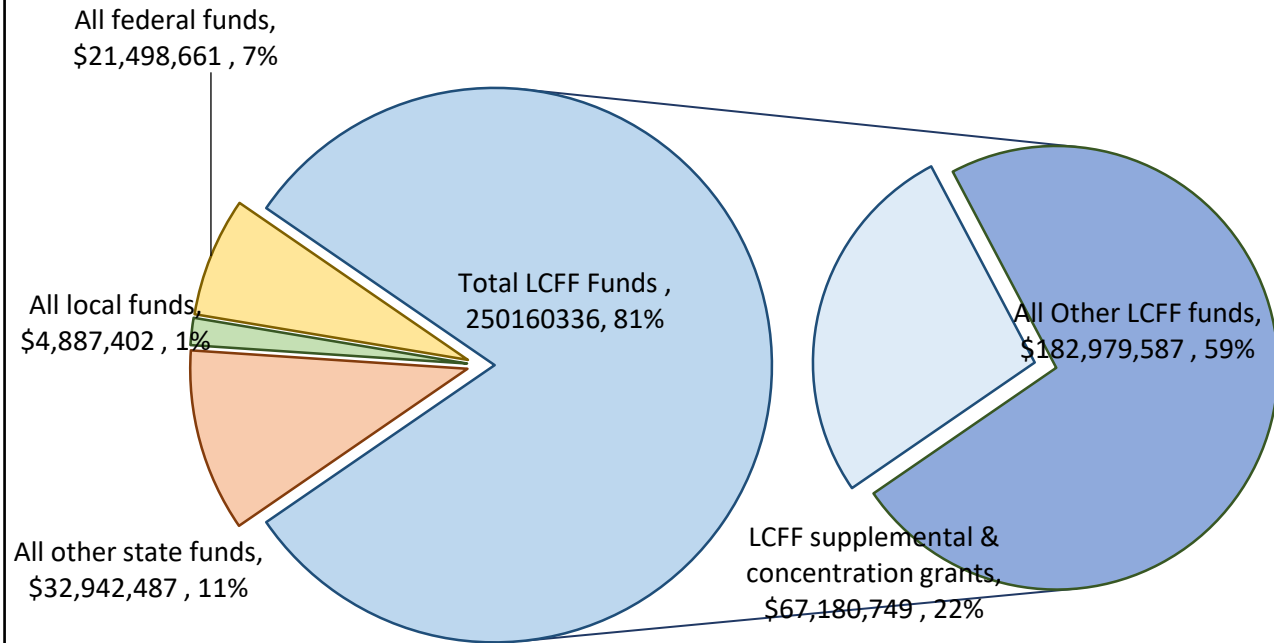
CDS Code: 19 73437 0000000

School Year: 2021 – 22

LEA contact information: Sunny Okeke, 310-639-4321 ext. 55037,sokeke@compton.k12.ca.us

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $21,498,661 , 7%

All local funds, $4,887,402 , 1%

All other state funds, $32,942,487 , 11%

Total LCFF Funds , 250160336, 81%

All Other LCFF funds, $182,979,587 , 59%

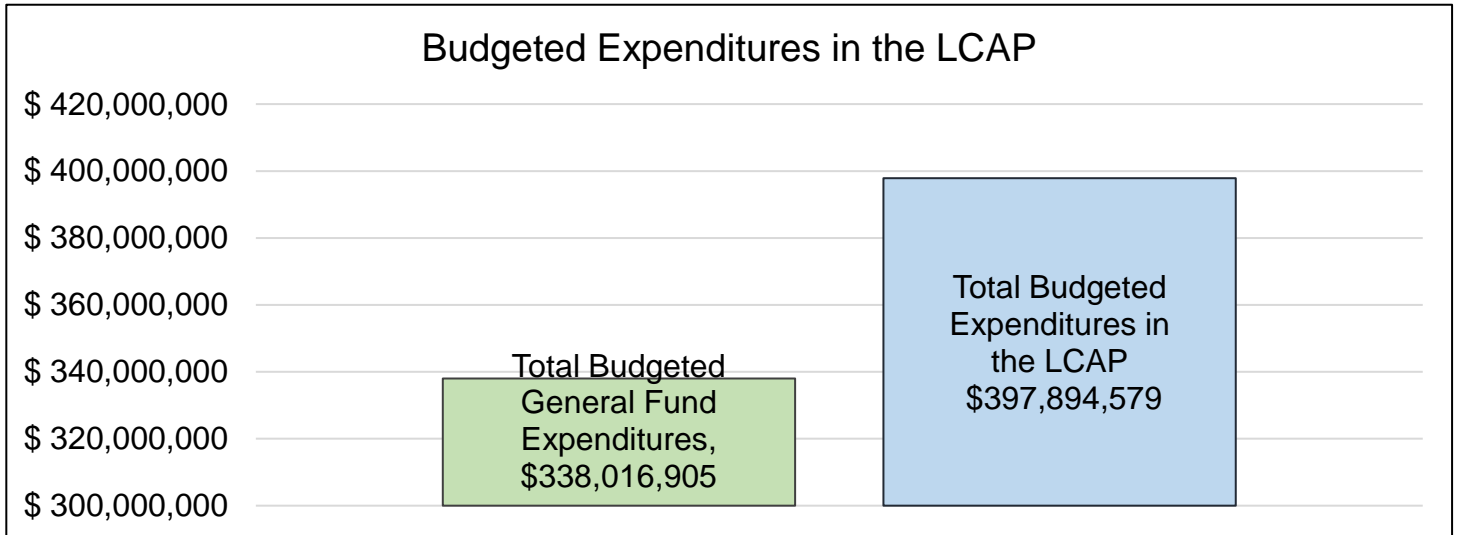LCFF supplemental & concentration grants, $67,180,749 , 22%

This chart shows the total general purpose revenue Compton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Compton Unified School District is $309,488,886.00, of which $250,160,336.00 is Local Control Funding Formula (LCFF), $32,942,487.00 is other state funds, $4,887,402.00 is local funds, and $21,498,661.00 is federal funds. Of the $250,160,336.00 in LCFF Funds, $67,180,749.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $338,016,905

Total Budgeted Expenditures in the LCAP $397,894,579

This chart provides a quick summary of how much Compton Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Compton Unified School District plans to spend $338,016,905.00 for the 2021 – 22 school year. Of that amount, $397,894,579.00 is tied to actions/services in the LCAP and $-59,877,674.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District's LCAP budgeted expenditure is greater than that of the General Fund by $59,877,674. The following Funds make up the $59,877,674: Fund 11 Adult Education $1,669,583; Fund 12 Child Development $3,752,875; Fund 13 Cafeteria Special Revenue $16,195,576; Fund 14 Deferred Maintenance $3,836,485; Fund 21 Building $21,194,421; Fund 25 Capital Facilities $12,798; Fund 40 Special Reserve Fund for Capital Outlay Projects $681,815 and Fund 67 Self-Insurance $12,534,121
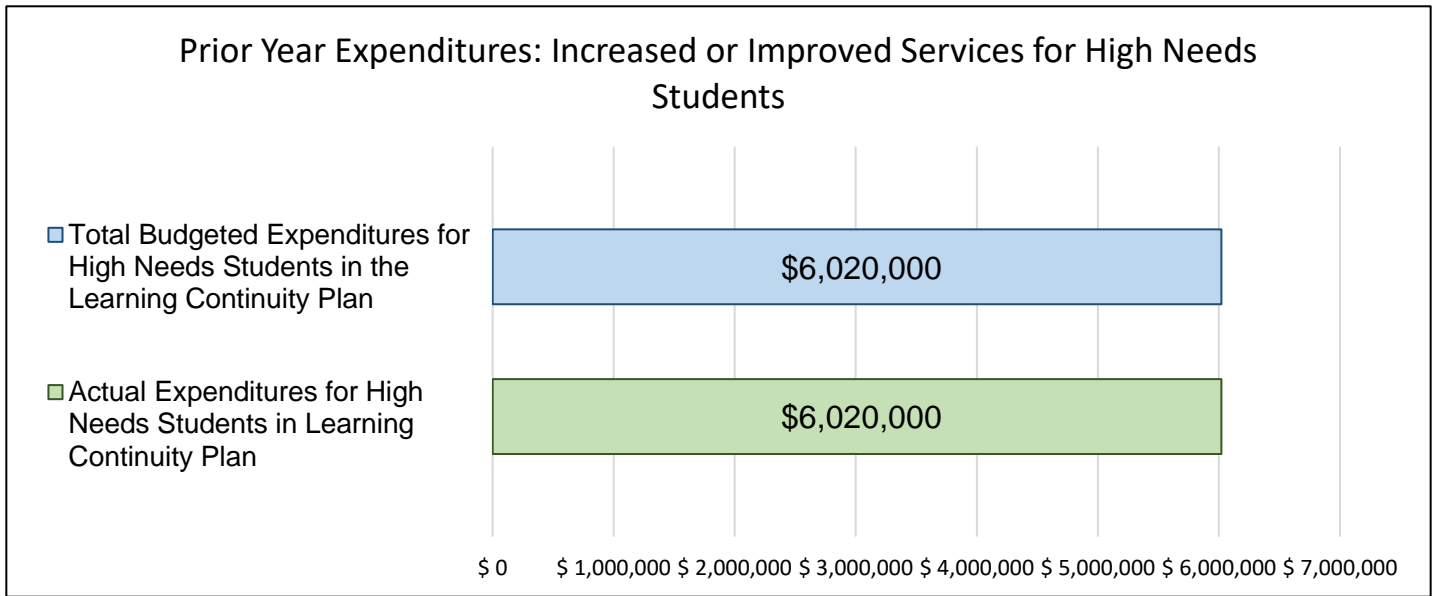
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Compton Unified School District is projecting it will receive $67,180,749.00 based on the enrollment of foster youth, English learner, and low-income students. Compton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Compton Unified School District plans to spend $67,180,749.00 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 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $6,020,000

■ Actual Expenditures for High Needs Students in Learning Continuity Plan — $6,020,000

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000 $ 7,000,000

This chart compares what Compton Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Compton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Compton Unified School District's Learning Continuity Plan budgeted $6,020,000.00 for planned actions to increase or improve services for high needs students. Compton Unified School District actually spent $6,020,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and 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
Compton Unified	Mario Marcos Executive Director of Educational Services	mmarcos@compton.k12.ca.us (562) 760-9103

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

The mission of the Compton Unified School District is "to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students." Compton Unified School District serves 19,179 K-12 students at 34 sites: 21 Elementary schools (16 are K-8 schools, 2 are K-5, 3 are TK-6 schools), 6 middle schools, 3 comprehensive high schools and one early college. Additional programs include Preschool at 15 sites and Adult Education. CUSD also has a single district ROP/CTE program. The district operates as a Single District SELPA providing services for students with disabilities within the district. In CUSD, the two major ethnic subgroups are Hispanic or Latino (77.2%), and African-American (19.3%) while additional ethnicities comprise 1.8% of the student population. CDE data from 2019-2020 indicates that 12,430 students in CUSD (60.93%) came from households where English is a second language. In the year 2020-2021, CUSD had 4,481 ELLs, 250 foster children, 105 homeless children and 90.64% of students qualify for free/reduced price meals.

Since 2013, the Compton Unified School District Superintendent and Board of Trustees have been successful in the articulation of a unified mision that contemplates the needs of our students, parents, community, and employees, including teachers, administrators, and classified personnel, who play a pivotal role in the implementation of our vision. As part of this commitment, Compton is fully dedicated to foster opportunities that adapt to the evolving needs of today's labor force by focusing on critical 21st century cognitive skills and technology needs with the aim to close the achievement gap for our unduplicated populations, and for all our learners.

ELEVATE ACADEMICS, COLLEGE AND CAREER READINESS, AND ENRICHMENT!

The Compton Unified School District Board of Trustees and the Superintendent have provided a vision and the necessary resources since 2013 to start and continue a turnaround effort throughout CUSD. The district is focused on preparing students for the 21st Century and ensuring that they are College and Career Ready (CCR).

CUSD has invested heavily in ensuring that students graduate College & Career Ready. College Courses are offered at every campus along with 23 different Advanced Placement (AP) courses to ensure that students are exposed to a rigorous academic curriculum. Similarly, CUSD provides several supports to their students to ensure that they successfully navigate the college going process and they are able to identify and ultimately attend the college of their choice. The district offers a free and robust college testing program for students by offering the PSAT, SAT and ACT tests, along with free test prep to increase students chances of being admitted to college. In addition, CUSD has partnered with various college advising programs to ensure that our mostly first generation college-going applicants are fully supported: Early-Advanced Outreach program (EAOP), California Student Opportunity and Access Program (Cal-Soap), Educational Talent Search (ETS) and Upward Bound (California State University Long Beach & Compton College).

One of our greatest achievements in the past few years has been the creation of Compton Early College. CUSD partnered with Compton College to provide an Early College program for high school students who seek challenges, and want to attempt to graduate with a high school diploma and an associate's degree. The Compton Early College High School (CECHS) is a recipient of the Jefferson Service Award for student and teacher-led projects that impact the world. CECHS has earned the Western Association of Schools and Colleges (WASC) full accreditation based on "outstanding programs, leadership and learning environments."

Compton Unified has also been fortunate enough to have been the recipient of two GEAR UP grants that focus on college readiness for our entire 9th grade and 8th grade classes. GEAR UP services will only strengthen and increase the college-going culture and services to our students at earlier grade levels. Additionally, CUSD realizes that college funding highly impacts students' ability to attend and graduate from college. Because of this, CUSD ensures that all students are supported with the completion of the FAFSA, Cal Grant Financial Aid, Award Letter Review process and scholarship search. Finally, CUSD has been able to have formal partnerships with different universities that have created additional opportunities for students that include Compton College, Grand Canyon, Charles Drew, and La Verne.

In addition to a robust college preparedness program, in 2016-2017, CUSD completely revamped its CTE program to provide new pathways that meet current industry demands and refurbished its CTE facilities to meet the most current industry specifications. CUSD's high schools offer a blend of traditional and high-tech career pathways training and internships for students. Our partnership with Compton College enables us to offer courses in specific career fields, including Autotech, biotechnology, CNA, Civil Engineering and Architecture, Communication, Computer Animation, Computer Science, Culinary Arts, Education, Robotics, Video Production and Aerospace Engineering (Compton HS).

The goal of Compton Unified School District is to provide all students with a quality educational experience in formats that meet the needs of the community. Whether it is by offering Dual Immersion Programs in elementary schools (Emerson, Kennedy, Dickison), Mandarin in high school, or by providing different school models (K-8 vs. traditional 6-8) CUSD is working to offer a variety of educational experiences and choices for its students. Our district also features quality Science Technology Engineering and Math (STEM) programs at all school sites from Kindergarten through high school, including award-winning robotics, engineering, and computer science. Project Lead the Way which provides innovative programming in computer science, engineering, and biomedical science that can be found district-wide. Several schools received the Verizon Innovative Learning Schools Grant and the Apple ConnectED Grant. We are also part of the League of Innovative Schools, which connects and rallies the most forward-thinking leaders of the nation's school districts. Our goal is to prepare students for the high-tech, high-demand jobs of the 21st century.

In addition, our District has made a commitment to provide every student who attends our schools access to a high quality arts education. From our nationally-renowned, award-winning high school band programs to our Elementary School Meet the Masters curriculum, Compton Unified unleashes the power of art to transform our students' lives. Music Unites Academies at three of our campuses provide music instruction and exposure to professionals in the music industry. Additionally, Compton USD is proud to be the home of 4 of only 27 Turnaround Arts schools in California, a program that helps schools integrate arts into every student's curriculum. Every elementary school in the district features our Meet the Masters program, which exposes students to history's greatest artists and lets students develop their own artistic skills. Finally, Education Through Music – LA provides music as a core subject on four CUSD elementary school campuses. Some of our partners in the industry include: the LA County Museum of Art, ConnectEd, the Young Musicians Foundation, the LA County Arts Collective, the Compton Conservatory of Music, the Watts/Willowbrook Conservatory of Music, Theatre of Hearts, City Hearts, Artsworks LA, PS Arts, 24th Street Theatre, Hands On Arts, DEA Youth Dance, Symphonic Jazz Orchestra, Colburn School of Performing Arts.

With its increase in state test scores (outperforming area districts and the State in overall increases in ELA and Math), its 24% increase in high school graduation rate, its more than 2% increase in attendance before the COVID-19 pandemic, CUSD is truly on the move to ELEVATE students to ACHIEVE more. It is a school district that is leading the way for others in the greater Los Angeles area, and one that should be watched closely as a model of how to achieve in an urban setting

Reflections: Successes

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

There are several areas within the California School Dashboard that we would like to highlight when discussing successes and progress in our district. One of those areas, for example, is Basics: Teachers, Instructional Materials, and Facilities. Our self-assessment tools and data from Human Resources indicate that 100% of our

elementary teachers and 98% of our secondary teachers were appropriately assigned. Therefore, overall, we can confirm that our students are being taught by highly qualified teachers. In order to maintain or build upon the success in this area, Human Resources will continue to prioritize effective recruitment practices, since we fully understand that one of the most important factors in raising student achievement is a highly qualified teacher.

Stakeholders agree that access to instructional materials is one of our great successes in Compton Unified. Our local assessment tools indicate that students have access to all of the necessary core textbooks for the different courses, as well as an abundance of Common Core aligned supplementary materials and resources aimed to help them develop critical skills and knowledge. Despite the challenges of the pandemic and the school closures, we were still able to equip our students with the learning materials that they needed, including devices and connectivity, and we were able to successfully pass the Williams Instructional Materials audit conducted by LACOE. This is something that site parents have acknowledged and celebrated as we met with them or collected feedback regarding the success and challenges during last school year and this year.

In order to maintain success in this area, our Textbook Information Specialist (TIS) will work closely with the library assistants at each of our school sites and train them on the Destiny textbook inventory system. The main goal is for all of them to maintain accurate records of textbooks and other instructional materials, identify school needs, and place the necessary textbook orders in a timely manner. In addition, our TIS will closely collaborate with the warehouse to oversee the textbook distribution to the different school sites.

Finally, in the area of facilities, we have shown significant growth over time. In addition to the multiple upgrades made to our campuses over the years, our Facilities and Maintenance Department also focuses on keeping cleaned and well-maintained schools for our staff and students. This has been significantly important during the time of pandemic, and many teachers, parents and students have acknowledged our efforts to provide students and staff a safe and healthy learning environment. All the schools visited this school year during the Williams Facilities Inspection passed with a rating of 90% or higher. Our local indicators show that there were no instances reported where facilities did not meet the "Good Repair" standard (including Deficiencies and Extreme Deficiencies). The California Schools Parent Survey administered in February 2020, indicates that 85% of the parents agree or strongly agree that their schools have clean and well-maintained facilities and properties. It is important for us to see that our community perceives their children's schools as being clean and well-maintained. In order to maintain success in this area, our Chief Business Officer (CBO) will continue working closely with the Chief Facilities Officer and our Maintenance Assistant Director to guarantee that systems and procedures continue to be implemented accordingly, custodial staff receives the necessary training, and any work orders and site needs are received and addressed on a timely manner.

When discussing academic progress, two main areas of success are Academic Performance (ELA and Math) and the Implementation of Academic Standards. The most current available data from the 2019 CAASPP indicates that Compton USD has shown significant growth in academic performance over time. In 2017, which marked the beginning of the previous LCAP cycle, Compton USD was 44.9 points below standard in ELA, and only 31.45% of its students met or exceeded standards on the CAASPP assessment. By contrast, in 2019, CUSD was 31.6 points below standard in ELA, with 38.21% of its students meeting or exceeding standards. In Math, Compton USD has increased a total of 13.3 distance-from-standard (DFS) points since 2017. In that year, students were 66.4 points below standard and only 24.60% of them met or exceeded standards on the state assessment. Three years later, our students were 56.9 points below standard, and 31.44% of them showed proficiency on the test. This progress enabled our district to move from the ORANGE Level of the CA Dashboard in 2017 to the YELLOW Level in 2019 in ELA. In Mathematics, our progress has been more shy, and we still remain at the YELLOW level.

Our most recent data shows growth on the i-Ready Diagnostic assessments from the beginning of the school year to the spring of 2021. When looking at the area of reading, the percentage of students in Tier I (at grade level) increased from 49.3% to 61%. Students in grades 3rd-8th and 11th also made some progress, moving from 20.14% to 29.29% in Tier I, while decreasing Tier III (far below grade level) from 58.14% to 50%. In the area of Mathematics, the growth was from 13% to 25% in Tier I, while Tier III decreased from 55.43% to 47%.

In order to continue building upon this success, the district has developed Goal #1, which includes multiple actions that aim to guarantee that all students will receive high-quality instruction, effective interventions, and academic support in English and Math that will demonstrate growth towards meeting or exceeding standards. In the new cycle of the LCAP, we will provide professional development and planning/collaboration time for teachers so that they can better plan for the language and academic needs of their students. We have also included a plethora of online instructional programs that students will be able to use in order to meet their individual needs. We will also add support to the classrooms through Curriculum Specialists, 21st Century Specialists, instructional assistants, college tutors, and/or intervention substitutes. During our consultation sessions with parents and educators as we conducted the 2019-2020 LCAP annual update, there was a clear consensus that all these levels of support had had a direct impact on our students' academic progress over time. Targeted interventions before/after school and on Saturdays, a rigorous summer program, and enrichment opportunities for students are also part of the new LCAP plan.

The Implementation of Academic Standards, particularly in the areas of Mathematics, Language Arts, and English Language Development (ELD), has been a success

during the last LCAP cycle. An analysis of the Reflection Tool Rating Scale of our Local Indicators show that we are at "full implementation with sustainability." In addition to our district-adopted program, Educational Services provided teachers with standards-aligned curriculum guides in the areas of English, math, and ELD. Curriculum and Instruction also created ELA and Math common assessments that were closely aligned to grade-level standards. In addition, over the years, we have provided ongoing training for teachers so that they could better understand the rigor of the Common Core State Standards (CCSS) and the ELD standards, and we have seen evidence of rigorous standards-based instruction in many of our classrooms across the district. Even during distance learning, standards-aligned instruction has been at the core of our program. During the 2019-2020 LCAP Annual update, feedback gathered from teachers and parents highlighted our district Distance Learning Platform as a great success. This platform contains a bank of standards-aligned digital lessons for all grade levels and subject areas that teachers were able to push out to students in order to guarantee the continuum of learning.

In order to build upon this success, we are now moving towards addressing the full implementation of academic standards in other areas of the curriculum such as History/Social Science, and NGSS (Next Generation Science Standards). We have adopted a new social studies curriculum for grades K-5, which will be implemented in 2021-2022, and we are looking at a possible adoption for middle and high school in the near future. In the area of science, we will continue providing training for teachers on NGSS, and developing standards-aligned curriculum/storylines for K-12.

In Compton USD, we are extremely proud of the progress that we have made in the area of High School Graduation. Our graduation rate has increased 10% since 2016, with 88% of our seniors graduating in 2020, and placing GREEN on the CA Dashboard. This was one of our successes that we identified as we met with different stakeholders groups during the 19-20 LCAP annual update. Our College and Career Readiness has also increased during the last LCAP cycle. Longitudinal data shows that more high school students are taking college courses, earning college credits, and becoming more competitive during the college application process. The College and Career Indicator (CCI) metric shows that there has been a 14% increase since 2016, growing from 22% to 36%, and moving from the ORANGE to the YELLOW Level on the CA Dashboard. Our graduates are completing the UC/CSU A-G requirements at a 50% rate, which is a 14% increase since 2017, and they are also taking and passing more AP courses than before. The percentage of students passing AP exams increased by 11% since 2017, and it is currently at 29%. Similarly, an additional 1,271 college courses have been taken in the previous school year versus 2016. It is important to highlight, too, that according to the national clearinghouse, 53% of CUSD seniors enroll in colleges/universities following graduation year, and, based on college acceptance letters and local data, 83% of CUSD seniors were accepted into 4-year and 2- year institutions. In short, graduation and college and career indicators are looking more promising than ever before, and we are better preparing our students to be college and career ready.

Most current data shows that our 2020-2021 graduation rate is 89% as a whole district (tentative data), including our Alternative Education Satellites. However, looking at the graduation rates for our comprehensive high schools, all of them are over 90%. Compton Early college is at 100%. When looking at A-G competition rates, we are at 50% district wide, with all of our comprehensive high schools performing over 50%.

In order to build upon the success in this area, we will continue to implement some of the actions already in place during the last LCAP cycle, while new actions will be added to the new plan. We will align resources to guarantee that all students, and in particular our unduplicated student groups, have access to rigorous courses that truly prepare them for college and career. Our College and Career department will continue to provide leadership in this area, supporting the work that school counselors do, and providing technical assistance whenever required. In addition, we see a bigger need to promote a college and career culture, in particular for unduplicated students, and from a very early age. This means that vertical articulation K-12 will be necessary. In addition, we plan to enhance our CTE program by collaborating and building partnerships with local and community colleagues and increasing work-based learning opportunities for CTE students.

Student Engagement has also been identified as an area of success, and Compton USD is proud to report a continuous reduction of chronic absenteeism during the last LCAP cycle (pre-pandemic). Over the years, our district has strived to put systems in place that address the need to emphasize the importance of daily attendance, and it has supported parents and families in this endeavor. In 2018, our chronic absenteeism rate was 11.3%, which was 2.3% higher than the state of California (9%). However, in 2019 our chronic absenteeism declined 0.7%, and it was reduced to 10.6%. This was somehow comparable to the state of California, which was 10.1%. The improvement in this area helped us move from the ORANGE level of the CA Dashboard to the YELLOW level. Local data at the time projected that Compton would close the school year reaching the GREEN level; unfortunately, this was not possible due to the COVID-19 pandemic and the school closures.

Our most recent local data indicates that the average attendance rate for the 2020-2021 school year is 96.9%, with a chronic absenteeism rate for middle and high schools of 10.7%. We consider this to be a success, especially because we were in the middle of a pandemic, and our students had to face many challenges in the context of distance learning.

In order to build on the success at the K-8 level, we will continue to implement some of the re-engagement strategies that we put in place this year, and which proved to be effective at many of our schools. As a new initiative, the district will have an administrator over school attendance, who will work very closely with all attendance

clerks, site Principals, and families whose students are exhibiting problems with attendance. In addition, schools will put in place an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for our unduplicated students.

One of our successes during the last LCAP cycle has been the area of School Climate. Compton Unified achieved GREEN Level on the 2019 CA Dashboard, and it has shown steady progress over the years. If we go back to the beginning of the previous LCAP cycle, in 2017, the dashboard indicator was ORANGE. 4.3% of our students had been suspended, at least once, and we were on an increasing trend. However, three years later, the Dashboard indicated that only 1.3% of students had been suspended at least once, and this number had been reduced by 0.8% from the previous year. It is also important to celebrate the fact that no CUSD students have been expelled in our district in the last two years.

The progress made in this area is the result of the work that we have done over the years on behavior management, trauma-informed practices, and social-emotional wellbeing. During our consultation sessions for the 2019-2020 LCAP and the Learning Continuity Plan parents and other stakeholders acknowledged the efforts and success of the district in this area. In general, parents have a positive perception regarding the school climate that we offer for their children. The analysis of our local indicators and the California Healthy Kids Survey shows, for example, that 90% of them believe their school is a safe place for their children. 89% of the parents agree or strongly agree that the school treats students with respect, and almost 70% indicated that their school provides students with the necessary counseling or other ways to help the students with social and emotional needs. 81% of them indicated that the school communicates the importance of respecting different cultural beliefs and practices, and 79% of them agreed or strongly agreed that their school encourages students to care about how others feel. Less than 20% of the parents indicated that tobacco, vaping, or alcohol and drug use is a problem.

In order to maintain success in this area, we have included numerous actions under Goal #4 that will allow us to continue with our work in the area of wellness. Social-emotional learning, for example, will now be part of the core curriculum in our high schools. We believe that all teachers should be familiarized and involved in the process of equipping students with the necessary tools to help them better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. In our consultation sessions with parents, this has been an initiative that has been very well-received and celebrated. We will also continue providing professional development in the area of trauma-informed practices and restorative practices, and we will expand our wellness centers and counseling services.

Finally, the area of Parent and Family Engagement would need to be highlighted as an area of progress over time. Compton USD truly understands the importance of establishing meaningful partnerships between schools and communities. The Office of Special Projects features a Parent Center offering access to information about family-friendly venues, medical resources, and workshops centered upon parenting skills. School Community Relations Specialists are a crucial liaison in our schools. They reach out to families, promote volunteer programs and services for classroom support, encourage parent involvement in school activities, assist in planning and organizing various advisory council meetings and elections, assist parents in communicating individual concerns to the site Principal or other staff, and establish positive rapports between schools and communities. The Department of Pupil Services also offers services to students and families, including counseling, therapy, and support services for students and families experiencing learning difficulties, emotional challenges, family crisis, health concerns, and drug and alcohol related problems. CUSD welcomes parents to participate in advisory groups, including the District English Learners Advisory Committee (DELAC), the District Parent Advisory Committee (DAC/PAC), the SELPA Community Advisory Committee (CAC), the District Parent Advisory Committee (DBPAC), and the Parent Teacher Association (PTA), in addition to local business and community organizations to provide stakeholders with an opportunity to offer input and become part of the decision-making process.

An analysis of our local self-assessment tools and data from the California Parent Survey validates the growth that we have been making over time in the area of parent engagement. We specifically looked at the percentage of parents who agreed or strongly agreed with some of the statements on the survey, and the results were very encouraging. 80% of the parents who took the survey agreed or strongly agreed that their school promptly responds to phone calls, messages, or e-mails. This is an indication that, overall, there are open channels of communication. In addition, 82% of the parents indicated that their school encourages them to be an active partner with the school in educating their child. 74% of the parents agreed or strongly agreed that their school actively seeks the input of parents before making important decisions, while 79% of them feel welcome to participate at their school. Finally, 87% of parents feel that staff treat them with respect, while 77% of them feel that the schools take their concerns very seriously. While we believe that there is still important growth to be made, we also believe that we are moving in the right direction.

As we get ready for the upcoming school year, we will continue working with parents, engaging them in the educational process, organizing professional development and parent series, and building strong parent committees at the school sites so that we can better capture their voice.

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.

Based on a review of the California Dashboard and local data, we have identified several areas that need improvement. In order to address these needs, we have designed a variety of goals and actions that will be explained in more detail throughout our LCAP document. In the area of Basic Conditions, for example, we would like to continue seeing improvement in facilities and maintenance, particularly at secondary schools. Even though we successfully passed the Williams' Facilities Audit, and 85% of parents indicated on the California School Parent Survey that Compton schools are well-maintained, we still received medium scores from staff and students. Only 59% of the staff members completing the survey responded favorably to the question regarding the cleanliness and maintenance of our facilities. Students' responses varied: 72% of the elementary students believe that their school building is neat and clean. Secondary students' responses, however, were much lower: 7th graders (56%), 9th graders (33%), and 11h graders (24%). In response to this data, Action 1.2 of the LCAP will address the need to equip our schools with the necessary staffing and resources to meet and improve the conditions of our schools' facilities.

As previously indicated, in the area of Academic Performance (ELA and Math) we are proud of the academic progress made by our learners over time. However, we must also acknowledge that there is still much more progress to be made in the areas of ELA, Math, and Science. On the 2019 CAASPP assessment, only 38.21% of our students showed mastery in ELA (vs. California, 51.10%) and 31.44% showed mastery in Math (vs. California, 39.73%). The data becomes more concerning as we move up in grade levels. Thus, while only 38% of our 11th graders passed the ELA portion of the test, the students' proficiency level in math was as low as 12%. In the area of Science, the results are even more concerning. Our students only achieved 14.46% proficiency on the CAST, compared to the state of California with 29.93%.

When looking at our student groups, we can see that performance gaps are significant for our unduplicated student populations. Thus, only 6.39% of our English Learners met or exceeded standards in ELA and 9.67% in Math. Similarly, only 24% of our Foster Youth students met or exceeded standards in ELA and 18% in Math. By ethnicity, there are also significant performance gaps between our Hispanic and African-American students. While our Hispanic students achieved 40.09% proficiency in ELA and 33.60% in Math, our AA students only achieved 28.86% in ELA and 20.66% in Math. Students experiencing homelessness are also performing well below the average. Thus, only 29.12% of our homeless students showed mastery in ELA and 21.67% in Math.

Our most recent local data as measured by i-Ready also shows the impact that the pandemic has had on our students' performance levels. When analyzing the year-to-year comparison of the i-Ready Diagnostic #1, data shows that our CUSD students already started this school year behind in comparison to the year before, particularly in the area of math. In the area of reading, 48% of the students were in Tier III in 2019 vs. 47% in 2020. However, in the area of Math 42% of the students were in Tier III in the fall of 2019 versus 46% in the fall of 2020. This trend can also be seen when comparing student performance in the winter Diagnostics administered in the last two years. A comparison of Diagnostic #2 for both school years reveals a greater extent of learning loss. In reading, for example, we lost ground going from 34% of the students in Tier III in 2020 to 40% of the students in Tier III in 2021. In math, 26% of the students were in Tier III in winter 2020, compared to this year with 37% of students in Tier III. That is an 11 percentage points increase in Tier III students, which is significant.

The spring diagnostic results show a decrease in the percentage of students in Tier III (37% in spring vs. 45% in the fall), while Tier I increased significantly, with 36% of the students performing at grade level (from 26% in the fall). In the area of math, the percentage of Tier III students also decreased when compared to the fall (35% vs 43%), while the percentage of Tier I increased from 20% to 32%. Although we acknowledge the academic growth of our students this year, the truth is that the percentage of students still performing below grade level is concerning, and it will need to be addressed during the next LCAP cycle.

Data shows an imperative need to continue providing services for all of our students in the areas of ELA, Math, and Science, and in particular for our African-American students, Special Education Students, and most vulnerable unduplicated populations. Goals #2 and #5 of the LCAP will incorporate a variety of actions that are meant to improve academic achievement of all students, while closing the gap for those student groups that are significantly behind. Some of these actions will include include: maintaining lower class sizes in the earlier elementary grades; increasing instructional time; providing rigorous and CCSS-aligned curriculum and assessments; implementing ongoing, differentiated, and evidence-based professional development focused on best instructional practices; adopting evidence-based interventions for all students and for specific students groups (e.g., English Learners, African-American students, foster youth, homeless, students with special needs, and gifted and talented students); and increasing extended learning activities (e.g., in areas such as STEM, the arts, sports), and enrichment opportunities (e.g., field trips, labs, and clubs).

Regarding the Implementation of Academic Standards, an analysis of our local indicators and feedback from administrators and teachers show the need to make significant progress with the implementation of the Next Generation Science Standards. During the upcoming year, we will continue our training with UCLA Center X, temporarily interrupted by the school closures and the pandemic, and a new administrator will join the Educational Services team to oversee the implementation of

NGSS in our K-12 schools. In the area of History-Social Science, our elementary schools will implement a new program adoption, which will guarantee a better alignment to the content standards, and at the secondary level we will start working on a future textbook adoption, too. In addition, an analysis of the Local Indicators shows that we still need to improve ways in which we engage teachers and administrators to identify the professional learning needs at the sites, as well as individual teachers. We also need to be more laser-focused in our approach to support teachers on the standards they have not yet mastered.

Even though we have seen progress in the area of College and Career since 2017, this is still an area that requires full attention. Since 2017, Compton USD has made great strides to develop rigorous courses of study that reflect the demands for skills and knowledge of the 21st century global workforce. Yet, progress still must be made to reach out to all our learners and ensure that every student who leaves our campuses is fully prepared for a successful career. If we look at the California Schools Dashboard, in 2020, 36% of our students were prepared for college and career choices, in comparison to a state indicator of 44.1%. This gap in the CCI points to the way ahead. Our most immediate priority is to address those student groups performing at the RED Level on the CA Dashboard. This includes, for example, students with disabilities, whose success rate for college and career readiness was 14%, and who are the lowest among our student groups. Other groups performing significantly behind are our English Learners (15%) and Foster Youth (23%). In addition to these groups, we also need to pay special attention to our homeless students, whose college and career readiness stood at 25%, which placed them at the ORANGE Level of the Dashboard.

Compton USD has made the Graduation rate one of its top priorities. At CUSD, we believe that graduation is the beginning of a life-long learning path that will enable our students to reach their full potential. As an expression of this deep commitment, our graduation rate has progressed steadily over the past few years, including our most recent LCAP cycle. However, we still have some areas of concern that must be addressed urgently. For example, Foster Youth had the lowest graduation rate on the 2020 CA Dashboard with only 71%. Also concerning is the performance level of our Students with Disabilities (75%), and English Learners (78%), currently at the YELLOW level on the Dashboard. In addition, there is a significant need to increase graduation rates for our Chavez Continuation High School students, as well as those who attend our Marshall Alternative Education program. Chavez students' graduation rate was only 76% as reflected on the 2020 Dashboard, while only 71% of the seniors at Marshall graduated that year.

In order to better address the needs of our English Learners, homeless students, foster youth and students with disabilities, we consider it a priority to develop a solid professional development plan that will help teachers address their specific needs. In addition, block schedule and universal screening will be part of our RtI plan for secondary schools next school year. Block schedule will help teachers build time for differentiation and better meet the academic needs of their students. Furthermore, we will provide support from college-trained tutors, instructional assistants, intervention subs, after-school and Saturday interventions in math and literacy by fully credentialed teachers, after-school credit recovery classes, and access to PAPER tutoring the Edgenuity online curriculum. All of these action steps will be clearly explained in Goals #2 and #3 of our LCAP.

When looking at Student Engagement on the CA Dashboard, longitudinal attendance and chronic absenteeism data signal that both are areas that need significant attention. Even though CUSD has seen a decrease in chronic absenteeism during the last LCAP cycle, we still believe that there is much growth to be made in this area. In Compton Unified we believe that every student should attend school every day. Every minute that a student is in school engaged in meaningful learning can make a difference in his/her life. According to the CA Dashboard, the 2019 chronic absenteeism rate for CUSD was 10.6%. The gap was significant for some student groups: Homeless students were at 31.2% (RED level), Pacific Islanders at 20% (ORANGE level), and White students at 19% (ORANGE level). Several other student groups were at the YELLOW level, for example, our African-American students (16.3%), Students with Disabilities (14.4%), and Foster Youth (13.2%). Needless to say, these chronic absenteeism rates included in the 2019 CA Dashboard have been aggravated during the last year by the effect of the COVID-19 pandemic and the school closures.

In order to better address this issue, Compton Unified will implement multiple measures that create a positive connection between school and families, and help improve our attendance habits and school connectedness. Many of these measures will be explained in detail in Goal #4. To begin with, all school sites will have an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for our unduplicated student groups (low-income, Foster Youth, and English Learners). In addition, automated and personal daily phone calls for each absence, attendance incentives, celebrations, and targeted support through SART or SARB, will send the message that CUSD strives to reach out to our students and families, and we are deeply committed to their education. In addition, it is our goal to create an overarching system that analyzes student enrollment, addresses decreasing trends, and aids in the design of academic pathways and academic programs to retain our students in the district and effectively engage them in learning.

School Climate (suspensions and expulsions), has been an area of significant improvement in our district. Compton USD has strived and succeeded in reducing the number of suspensions by identifying effective alternatives and providing increased mental health services for students and families. However, responses to the California Schools Staff Survey (CSSS) point to a continuous need to support student discipline in the upper grade levels, where the majority of concerns by staff and students seem to be located. Thus, 30% of high school educators believe that racial or ethnic conflict between students is a moderate to severe problem. The

percentages are also high in other areas such as weapons possession (38%), vandalism (38%), and bullying or harassment (45%).

The most pervasive issues identified by educators in the same survey are physical fighting and gang-related activity. Thus, 38% of high school teachers and 40% of middle school teachers believe that physical fighting is a moderate to severe problem at their schools, versus 25% of elementary school teachers. Additionally, more than half (52%) of high school teachers and 16% of middle school teachers believe that gang-related activity is a moderate to severe problem in their schools, in contrast to 4% of elementary school teachers. This analysis draws a map of the age progression of incidents and its incidence on school campuses. Yet, when asked if they believe whether the school provides adequate counseling and support for students, 86% of high school teachers, 73% of middle school teachers and 57% of elementary school teachers agree or strongly agree with the measures taken by the school site to address these incidents.

Among students, the Healthy Kids Survey indicates that the perceived safety is somewhat higher for the lower grades (66% in grade 7) than for the upper grades (63% in grade 11%). Students report that 40% of 11th graders, 20% of 9th graders and 16% of 7th graders have been harassed for any reason. One in five 11th graders also report having been in a physical fight or offered drugs in contrast to 5% of 9th graders who admit being in a fight or 3% of them who admitted to being offered drugs.

In order to promote a healthy and safe school climate, Compton USD purports to expand and improve its PBIS restorative practices, conflict resolution, diversity and inclusion, and conscious communication in its secondary campuses, all of which are pivotal components of our Multi-Tiered System of Supports MTSS). For grades K-8, CUSD recently purchased the Second Step Social Emotional Learning (SEL) Program, which together with trauma-informed instructional practices, is a critical component in the reduction of suspensions at the middle school level. At the high school level, our district is considering the SEL program Move This World, which will be implemented 15 minutes daily in every classroom. CUSD also plans on extending its Wellness Centers network to address the especially severe social-emotional needs arising from the pandemic, and increase the impact of its mentoring and counseling services to meet the needs of our most vulnerable unduplicated populations. We will also continue to provide training on trauma-informed practices to better equip our educators to understand the role of trauma and its effect on communities living in low-income and economic marginalization. Goal #4 discusses the actions and services related to school climate in detail.

In the area of Parent and Family Engagement, Compton USD prides itself on its partnerships with parents, families and community members. We recognize that parent and family involvement is a key factor in the success of our students, and we have taken steps to ensure strong communication with our parents and families. However, after a close analysis of our local indicators, we have identified several areas that still need improvement, particularly at the secondary level.

Regarding our effectiveness in building relationships between school staff and families, we see a need to continue working at creating welcoming environments for all families, while better supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. The percentage of parents of secondary students reporting to be involved in school is as low as 13% for middle school and 18% for high school. In addition, only 24% of parents of high school students strongly agree that their schools take their concerns seriously. Teachers also believe that we need to improve at building relationships with families. Only 24% of them strongly agree that their school is welcoming to and facilitates parent involvement, while only 22% of them strongly agree that parents feel welcome to participate in their school.

When it comes to building partnerships with our families for student outcomes, much work is still needed at the secondary level (particularly high school). We analyzed the results of the California School Staff Survey, the California School Parent Survey, and our local indicators. Only 20% of the high school teachers and staff believe that their school encourages parents to be active partners in educating their child. Only 69% of the high school parents agree or strongly agree that teachers communicate with them about what children are expected to learn in class. Only 45% of parents believe that teachers do a very good job at letting them know how their child is doing in school between report cards, and only 29% of parents believe that teachers do very well at providing information about why their child is placed in particular groups or classes. It is important that we continue to promote parent-teacher communication, parent meetings, parent-teacher conferences, and supporting families to understand and exercise their legal rights and advocate for their own students.

Regarding seeking input for decision making, it is true that our schools have numerous parent advisory groups that seek input from our families. However, we believe that we still need to be more proactive when promoting parent involvement and parent participation in the different committees. The California Parent School Survey indicates that 16% of high school parents believe that their schools do not actively seek their input in decision making. The percentages are a bit lower at the middle school level   (14%) and the elementary level (13%) In addition, we would still like to see more instances of families, teachers, principals, and district administrators working together to plan, design, implement and evaluate family engagement activities at school and district levels.

Analysis of these data leads us to conclude that there is a need to reinforce communication with our students' families by building rapports based on trust and by establishing stronger bonds with them. We must continue building partnerships with our families for student outcomes, while seeking input for decision making.

LCAP Highlights

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

The Compton Unified School District LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for our district to share our story of how, what, and why programs and services are selected to meet our local needs. The main components of the LCAP include: LCFF Budget Overview for Parents, Annual Update, Plan Summary, Stakeholder Engagement, Goals and Actions, Increased or Improved Services for Foster Youth, English learners, and Low-income students.

The section below identifies the 5 goals of our LCAP, and provides an overview of the most important features and services that we plan to provide during the next LCAP cycle in order to improve outcomes for our students.

GOAL 1 focuses on providing students high-quality instruction, effective interventions, and academic support to grow towards standards in ELA, Mathematics, and Science, as well as any other content areas. Some of the highlights for this goal are:
-Maintain lower class sizes in the earlier grades as well as the number of full-day Wednesdays (eighteen vs. thirty-six) to increase instructional time, learning opportunities, and help reduce the achievement gap for our unduplicated students
-Provide a district-wide system of assessments that allows for universal screening with the purpose of identifying gaps in learning and conduct RtI opportunities that reach all learners through differentiated instruction
-Provide quality, evidence-based professional development across content areas, increase teacher planning and collaboration opportunities, and widen the accessibility of resources, including assessment calendar, curriculum guides, pacing guides, and standards-aligned interactive lessons across content areas
-Provide our low-income and other unduplicated groups access to a variety of applications and online instructional programs (e.g. i-Ready, Dreambox, Next Gen Math, My Writing Coach, My Access Writing, Khan Academy, Edgenuity, Discovery) for individualized academic support in literacy and mathematics
-Provide support by Curriculum Specialists, EdTech and 21st Century Learning Specialists, instructional assistants, intervention substitutes and college tutors
-Provide summer school and beyond-the-bell opportunities for intervention, credit recovery, and as well as STEM opportunities for TK-12 students

GOAL 2 focuses on providing students access to a safe and well-maintained learning environment, fully credentialed teachers, and all the necessary instructional materials and equipment. Some of the highlights included in this goal are:
-Secure implementation of core services through Base Grant funds, including salaries, benefits and operating expenses to maintain effective functioning of schools, and provide basic maintenance and repair of facilities and equipment while continuing to ensure standards of safety
-Provide school personnel to guarantee a safe and secure learning environment for students and staff and implement appropriate COVID19 safety procedures on campus, including (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues and equipment to maximize social distancing, and updated Heating Ventilation and Air Conditioning (HVAC) filters
-Provide highly qualified teachers and appropriately assign them to the greatest extent possible, while maintaining the new Teacher Induction Program and Supports (TIPS) and the Peer Assistance and Review (PAR) program to provide participating novice and veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence
-Provide all students with district-mandated, standards-aligned core instructional materials and provide all high-risk, unduplicated students with standards-aligned supplementary materials to support the core program as well as electives, career technical education, and Advanced Placement courses
-Provide all students with a functional device and internet connectivity to access online learning both in school and at home

GOAL 3 focuses on providing our high school students access to a variety of courses that will prepare them to be college and career ready.
-Provide students with access to a rigorous curriculum that prepares students for college and career, including access to Early College High School, college courses, Advance Placement (AP) classes, extended AP tutorials, UC Scout and A-G courses
-Provide students and families with counseling, guidance, and resources to access college and career pathways, including FAFSA, college applications, and college acceptance while promoting a college-going culture through activities and events
-Provide the necessary counseling and support staff to support and increase secondary student outcomes related to college and career by conducting presentations, workshops, classroom instruction and activities that focus on academic, career and personal/social domains
-Expand and improve our CTE program through articulation with Community Colleges and work-based learning opportunities for underrepresented, low-income students

GOAL 4 focuses on improving school climate and increasing family participation and pupil engagement by providing a safe and supportive environment and promoting a sense of belonging, especially for unduplicated populations, students with disabilities, and those who are experiencing homelessness.
-Establish attendance monitoring practices, re-engagement strategies, and both a district-wide and site-specific system of incentives that will help us reach our district attendance goal of 98% for all student groups
-Provide professional development to expand and improve the implementation of Student Support and Monitoring Teams (SSMT) across the district, Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling, mentoring services, trauma-informed practices, and other social-emotional and support programs (e.g., Second Step, Move This World, and Peer-to-Peer Program) in order to provide a safe, positive and secure learning environment for staff and students
-Establish additional student Wellness Centers across the district to provide general mental health services as well as college & career and personal mentoring services for our unduplicated students
-Increase parent education programs as well as specific workshops and meetings tailored to parents/guardians of specific student groups such as English Learners, African-American students, Students with Special Needs, Foster Youth students, and students experiencing homelessness
-Implement the Success through Educational Participation Program (STEPP) for students with unique needs and challenging behaviors, and offer mental health therapy for students as recommended by their IEP team

GOAL 5 mostly focuses on English Learners and Standard English Learners, and the need for these students to acquire the academic and linguistic skills necessary to attain grade level proficiency and college/career readiness.
-Provide professional development to teachers, administrators and bilingual assistants on cultural competency and research-based linguistically relevant instructional practices to ensure effective implementation of designated and integrated ELD across content areas
-Increase the support for Standard English Learners through teacher professional development on culturally and linguistically responsive teaching and learning, and curriculum designed to address the language and literacy needs of English Only students for whom Standard Academic English is not native
-Provide specific services for newcomer students who have been enrolled in US schools for less than two years
-Provide Long-Term English Learners (LTELS) with rigorous ELD courses, specially designed before and after school interventions, summer school activities, data chats, and specialized core classroom support to ensure their reclassification
-Provide regular quality English Language Development (ELD) instruction to all English Learners on a daily basis as well as opportunities for bilingualism/multilingualism for students, both English Learner and English Only, to enhance their language abilities and support their individual communication in a global society
-Provide specific parent workshops and translation support services for parents of EL students to support the academic achievement of their children
-Provide workshops for parents of African-American students and other Standard English Learners to support their children in their path to academic language mastery and college and career readiness
-Implement ongoing progress monitoring of English learners by developing systems and processes for data review and intervention plans

Through ongoing collaboration and input from parents, teachers, administrators, union leaders, and students, we are confident that the Compton Unified School District LCAP is an equity blueprint that incorporates actions and services that will help meet the social-emotional, academic, and linguistic needs of our entire student population.

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.

1. Chavez High School
2. Marshal Alternative High School
3. Davis Middle School

Support for Identified Schools

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

COMPREHENSIVE NEEDS ASSESSMENT AND ROOT CAUSE ANALYSIS:

Compton Unified School District will support its eligible schools in developing their CSI plan by jointly conducting a Comprehensive Needs Assessment geared towards the identification of areas of need that led to the identification of each site as a CSI school. The needs analysis will focus on the review of state and local level student assessment data, including the 2020/21 iReady data, local Benchmark data, graduation and dropout data for 2020-21, suspension, and chronic absentee data. In addition to student achievement data, CUSD in partnership with each identified school will review other aspects of the school data including student engagement data, parental engagement data, and implementation of the California content standard, curriculum and instruction and school climate. Following the comprehensive needs assessment, CUSD and site staff will conduct a root cause analysis to pinpoint the primary reason or reasons for the low academic performance at Davis Middle and Cesar Chavez Continuation High, and the low graduation rate at Thurgood Marshall.

ROOT CAUSE ANALYSIS:
Comprehensive needs assessment is the first step in our cycle of improvement process of identifying the symptoms that led to the identification of Cesar Chavez Continuation High, Thurgood Marshall, and Davis Middle as CSI schools. The root cause analysis will address the problems that resulted in the lack of achievement or low achievement. The problem causing those symptoms identified through the needs assessment will be revealed through the root cause analysis. The scope of the root cause analysis will involve a thorough assessment to determine underlying causes of low performance such as: (a) Leadership/Vision/Mission, (b) Systems and Structures in place, (c) Collaboration/Communication among staff, families and other stakeholders, (d) Programs, processes, and structures to support equity, and (f) Effectiveness of instructional programs as it relates to content and implementation.

IDENTIFICATION OF INEQUITIES:
CUSD will also assist CSI schools in a thorough analysis and review of district and site budgets and programs to identify resource inequities that may be having serious impact in the ability of the schools to provide equitable services to students in the identified schools. Identifying resource inequities will be a crucial part of the plan development process. The LEA staff will look at ways in which program or programs may be unfair or lack inclusion for the majority of the students at the identified CSI schools. The process will involve looking at ways that student personal characteristics, example gender, socio-economic status, or ethnic origin does not present an obstacle to achieving student potential. Inclusion means that learning expectation and the standard level of education applies to all students. CUSD staff will assist all CSI schools in identifying areas in their school program in which some students are not held to the same standards, may result in the identification of resource inequity. The staff will also look at areas that may result in resource inequities such as: Lower-quality books and instructional materials, Less access to Labs, Outdated computers and equipment, Significantly larger class sizes, and less qualified or inexperienced teachers.

DEVELOPMENENT OF CSI GOALS, STRATEGIES, ACTIONS AND SERVICES:
Based on the outcomes of the needs assessment and the root cause analysis, CUSD staff, the School Site Council and the leadership team will work together with the following stakeholder; the principal, other school staff, teachers, parents and family members, to develop goals, actions and services to improve students outcomes in each of the three CSI schools in the district. All indicators identified in the eight State Priorities, including student performance against state-determined long-term goals, shall inform the plan. CUSD in partnership with all stakeholders, will assist all CSI schools in identifying evidence-based programs, that will be implement to address the identified needs of students. This process will involve a thorough examination of programs available in 'What Works Clearinghouse' and 'Evidence for ESSA' platforms that have been identified to have a proven record of improving students' academic achievement based on the outcome of the research conducted using subjects and conditions similar to what is obtainable in our community. Selected programs will then be funded, implemented and evaluated for effectiveness. The CSI/SPSA plan shall identify resource inequities that will include a review of LEA and school-level budgeting and other related factors that will be addressed and implemented in the plan. After plan development by the stakeholders, and approval by the School Site Council, the CSI/SPSA plan shall be submitted to the LEA Board of Trustees for approval. Once approved, the plan will be implemented by the school principal and the staff.

PROFESSIONAL DEVELOPMENT:
In addition, CUSD will provide ongoing professional development to teachers in the CSI schools to ensure that staff receive necessary training in the implementation of the evidence-based programs as well as the core instructional program at each of the identified school sites. Teachers will also receive additional trainings and support to address students needs resulting from the outbreak of the pandemic and to address learning loss that occurred as a result of it. CSI schools will also benefit from the LEA use of Title II funds to mitigate learning loss by providing teachers with professional development in the areas of mental health and trauma related issues that the

students may be facing in these schools. The LEA will also use Title II funds to address inequities resulting from disparities around educators teaching with provisional permits as well as inexperienced and out-of-field teachers in any of the CSI schools.

Monitoring and Evaluating Effectiveness

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

MONITORING OF IMPLEMENTATION OF PLAN:
CUSD in partnership with the School Site Council and the leadership team will monitor the implementation of the CSI/SPSA plan by periodically making sure that program implementation timelines adopted in the plan are adhered to and that all identified strategies and actions are implemented with fidelity. Monthly and Quarterly assessment data will be reviewed by staff of Ed Services and shared with the school. LEA staff and School Site Council will continue to monitor the plan through the scheduled monthly meetings of the School Site Councils. The principal and staff will use this venue to presented ongoing implementation data to the members. Knowledge gained through this presentation will provide council members the skill and knowledge to make meaningful decision in carrying out their responsibilities. The overall program effectiveness will be evaluated at the end of the year through the analysis of student achievement data and outcomes to see whether the goals set are met and whether strategies, actions and services identified were implemented. Based on the outcome of this analysis, CUSD and site will be able to identify programs that worked and those that did not contribute to academic achievement. Modification may be made for programs that did not produce results while those that did may be continued for the next academic year.

CUSD will also utilize monthly Guided Reflection Time data chats with the site principals to monitor the various common and diagnostic assessments as well as the dashboard indicators and ensure that the evidence-based interventions and action plan are being implemented to improve student outcomes. This includes performance on benchmarks, attendance, suspensions, etc. As part of our Guided Reflection Time, CUSD will use various tools to monitor high school graduation that include the following: high school graduation trackers, e-wise, credit recovery performance, attendance, and summer school participation.

EVALUATING THE IMPLEMENTATION AND OVERALL EFFECTIVENESS OF PLAN:
• District staff in partnership with the School Site Council and the leadership team will annually evaluate the implementation of, and the results achieved by the program using data from the state's annual assessment and other state and local indicators of academic achievement to ensure that the goals set are met.
• The team will also determine whether the program has been effective in increasing the achievement of students in meeting the academic standards that resulted in the schools identification as a CSI school.
• Using the evaluation results outcomes, the team will revise the CSI/SPSA plan as necessary to ensure continuous improvement of students in the program.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

It is the belief of the Compton Unified School District that the input of all stakeholders is key to help us develop our new Local Control and Accountability Plan (LCAP) and to understand how we can better support all students, families, and staff. With a wide range of needs and limited resources, it is important that we understand the priorities of our community to guide plans for the future.

The Compton Unified School District LCAP Task Force has been instrumental in the coordination of the 2021-2024 LCAP. This Task Force is comprised of representatives from numerous departments, including Elementary and Secondary Education, Curriculum and Instruction, EL Department , Educational Technology, College and Career, CTE, Pupil Services (Trauma and Wellness, PBIS, and Foster Youth) , Special Education, Human Resources, School Police, Business Services, and Facilities/Maintenance. During the last few months, this task force has collaborated and/or received input from parents, teachers, administrators, union leaders, and students in an attempt to elaborate an LCAP that incorporates actions and services that will help meet the social-emotional, academic, and linguistic needs of our entire student population. In addition, the careful analysis of our local data, state data, Local Indicators, and the results of the California Healthy Kids Survey, the California Parent Survey, and the California Staff Survey have been very helpful in identifying some very important needs in our district at different levels.

During the 2020-2021 school year, this Task Force has worked on the 2019-2020 LCAP Annual Update, the 2020-2021 Learning Continuity Plan Annual Update, and the development of the 2021-2024 LCAP. During the last few months, we have consulted with different stakeholders, including site principals, teachers, bargaining units, and different parent groups. In the month of March, we consulted with Principals (March 2nd), the District English Learner Advisory Council (March 11th), and the Parent Advisory Committee (DAC/PAC) (March 15th), for which we also invited the presidents of our District bargaining units. This was an opportunity to discuss the 2019-2020 LCAP Annual Update, and the 2020-2021 Learning Continuity Plan Annual Update, and gather input that we would later incorporate into the 2021-2022 LCAP. We explained the importance of the LCAP as the roadmap in our district , and emphasized the role of the different stakeholder groups in helping develop this important blueprint for equity.

During the month of April, the LCAP Task Force conducted a round of consultations with different stakeholder groups in order to discuss the goals and actions of the new LCAP plan. On April 19th, we had a work session with the site principals, and on April 22th we presented a draft of the most salient points of the document to the District English Learner Advisory Committee (DELAC). On April 26th, all schools in the district used their calendared early-release day as an opportunity to present a draft of the LCAP goals and actions to their teachers/staff, and hundreds of comments, recommendations, and suggestions were collected and analyzed to improve the document. That same week, on April 28, we consulted with our District Parent Advisory Committee DAC/PAC, our District Black Parent Advisory Committee (DBPAC) and the presidents of the different bargaining units, which were also invited to this session. Participants had the opportunity to learn about the LCAP goals and actions, and provided very valuable feedback to improve the document.

During the month of May, additional rounds of consultation took place. During the first part of the month, all site principals conducted community presentations for families during and/or after school hours, where they reviewed the proposed goals and actions of the new LCAP, and extensive feedback was received. On May 3rd, we presented the plan to our SELPA Community Advisory Committee (CAC), which is composed of parents and/or representatives of students with disabilities. On May 25h, a final draft was presented to the DAC/PAC. The committee had the opportunity to see the goals, metrics, and actions. In addition, our Business Department also presented the Budget Overview for Parents. The same presentation was done on May 26th for our Black Parent Advisory Committee and our SELPA Community Advisory Committee (CAC) and our SELPA. These committees celebrated the improvements made to the document and our efforts to create a more comprehensive plan to address the needs of all students, and they provided additional, comprehensive feedback. The final presentation of the LCAP draft took place on May 27th with our DELAC committee.

Feedback, suggestions and recommendations were provided in writing at each of these presentations/consultations, and these were carefully analyzed by the LCAP Task Force. The feedback provided was instrumental in the development of the final draft of the document, which will go to the Board for a public hearing on June 8th. The CUSD Superintendent will respond in writing to our parent District Advisory Committee (DAC/PAC) and District English Learner Advisory Committee before the document is approved.

The notice of the public hearing for the LCAP was sent on May 26th. This notice indicated that the public hearing was an opportunity to provide comments regarding specific actions and expenditures in the LCAP document. The notice also indicated that the document would be available online at least 72 hours before the Board meeting so that anyone could review it in advance. In addition, the announcement gave anyone the opportunity to review a hard copy of the LCAP in-person if they chose to do so (previous appointment, given the safety protocols in place). Before the public hearing started on June 8th at 6:15 p.m., the Board President indicated that anyone in the audience could make any comments or recommendations regarding any part of the document. It was also indicated that a link to a survey was available online so that written comments could be made. In addition, it was indicated that written comments could be e-mailed directly to the Executive Director of Educational Services, who would be responding to them in writing.

The input and recommendations submitted during the public hearing were considered, together with the recommendations and feedback provided by the Los Angeles County Office of Education, and the necessary revisions were made to the document. It is our goal that the 2021-2024 LCAP and the district budget will be adopted by the Board of Trustees at the board meeting scheduled for June 22nd, 2021. Once approved, the LCAP will be posted on our CUSD website.

A summary of the feedback provided by specific stakeholder groups.

During the numerous consultations conducted by Central Office and Site Principals with the different stakeholders, there were hundreds of comments, suggestions and recommendations shared. Below, we captured some of the most significant salient points from all the different groups. We also added the LCAP goal that each comment would be aligned to.

DISTRICT PARENT ADVISORY COMMITTEE AND UNION LEADERS (DAC/PAC)

-Provide students with the necessary supplies to continue with learning at home. Some of the materials that are provided in the classroom are also needed for students who are learning from home. (Goal 1)
-Increase staffing to ensure that facilities are cleaned more frequently. Ensure equity amongst the sites and the number of custodial staff. (Goal 2)
-Consider what PPE should continue, as we start systematizing safety guidelines and procedures for the upcoming school year. Offer voluntary rapid COVID testing at all school sites. (Goal 2)
-Provide the necessary science equipment for teachers at the K-8 sites (even without a science lab) so they can fully deliver a science curriculum. (Goal 1)
-Add more elective course offerings or enrichment opportunities at K-8 sites for middle school students. (Goal 3)
-Add more Spanish courses at the middle school level and even elementary (grades 6-8) in order to improve access to world language courses. (Goal 3 and 5)
-Expand services for Foster/Homeless to include social-emotional learning (SEL), tutorials, and socio-emotional check-ins with students. (Goals 1 and 4)
-Offer more parent training and workshops in a variety of topics, including familiarity with technology. (Goal 4)
-Offer more counseling services for students, particularly at the elementary school level. (Goal 4)

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
-Offer learning extension opportunities beyond the bell, including before/after school, Saturdays, and during summer. (Goal 1)
-Offer tutoring classes after school and Saturday in order to address student learning loss. (Goal 1)
-Organize professional development for teachers by district curriculum and technology specialists to improve effectiveness. (Goal 1)
-Implement intervention teachers, college tutors, and teacher assistants in order to better support students in the classroom. (Goal 1)
-Implement assessment to identify Gifted and Talented students. (Goal 1)
-Continue to implement cleaning protocols post-COVID. Schools should continue with the cleaning protocols in place during the pandemic. (Goal 2)
-Offer more security personnel at the school sites in order to maintain safe campuses. (Goal 2)
-Provide students with technology and hotspots so that they can continue learning at home. (Goal 2)
-Offer more college/career orientation workshops for students entering high school, and promote college culture (e.g. field trips to colleges and universities). (Goal 3)
-Offer parent workshops focused on college and career options, how to read student transcripts, or how to access student grades in Aeries. (Goal 3)
-Expand the CTE courses and AVID program. (Goal 3)
-Offer counseling support for students at all levels and with a bigger focus on social-emotional learning. (Goal 4)
-Promote student award assemblies in order to motivate and encourage students in the areas of academics, attendance, and behavior. (Goal 4)
-Provide EL specialists to support teachers, students, and present EL data/information in ELAC meetings. (Goal 5)
-Continue with the Dual Immersion Program implementation (resources, professional development, parent meetings). (Goal 5)
-Put the necessary resources in place to ensure that ELs reclassify no later than middle school. (Goal 5)
-Offer English and Spanish classes for parents. Online courses could be an option. (Goal 5)
-Continue with Dual Immersion Program implementation. (Goal 5)

DISTRICT BLACK PARENT ADVISORY COMMITTEE (DBPAC & CAC), COMPTON ADVISORY COMMITTEE (CAC), AND INPUT FROM UNION LEADERS
-Expose our African-American students to rigorous instruction and provide enrichment/other opportunities for high performing African-American students. (Goal 1)
-Add ethnic studies to the high school curriculum (i.e., Black Americans in the US), and teacher professional development so that they can better understand the students' experiences and how to engage them in academic success (Goal 1)
-Find ways to include SPED students in all programs (clubs, after school classes and etc.) (Goal 1)
-Need to provide summer school options for students, (virtual or in-person). (Goal 1)
-Add more instructional aides into each classroom to better support students' needs. (Goal 1)
-Expand opportunities for GATE students and African-American students with enrichment and STEAM. (Goal 1)
-Expand enrichment class offerings at K-8 sites. (Goal 1)
-Ensure that PPE equipment and facility materials are stocked and provided to sites accordingly. (Goal 2)
-Address facility safety issues (i.e. safe exit/entrances at sites, the blacktops and grass growing through). (Goal 2)
-Emphasize career readiness for our students (i.e., applications, interviews, work ethics) & components for success in the workforce. (Goal 3)
-Provide more counselors to work with our African-American population to address their specific needs (specifically, African-American counselors). (Goal 4)
-Build a better system of communication between sites and parents utilizing different platforms.   (Goal 4)
-Address cultural bias and provide the necessary training for teachers. (Goal 4)
-Provide social-emotional services for students as needed. (Goal 4)
-Add a larger variety of topics to the parent workshops, including understanding different classifications of students with disabilities and ways parents can support them. (Goal 4)

-Offer workshops for African-American Parents (provide refreshments) - Be intentional and more strategic. (Goal 4 and 5)
-Implement school-site African-American Parent Group (similar to ELAC). (Goal 4)
-Build a system that honors home language and provides an allotted time of the day for specialized instruction for English Only students. (Goal 5)
-Offer opportunities to learning Spanish in lieu of Dual Language Immersion for students who may enroll later than Kinder (i.e. Spanish club). (Goal 5)
-More world language courses on the K-8 campuses as well as the middle schools. (Goal 5)
-What is the current class size ratio? (Question)
-Separate goal for African American students, and programs and funding for students. (Comment)
-Director of Black Student Excellence: What happened to the position? (Question)
-How do we hold people accountable for district initiatives, and in particular the ones in place for our African-American students? (Question)

TEACHERS & COUNSELORS
-Pupil free day professional development for teachers and classified staff. (Goal 1)
-Add more instructional aides, college tutors, intervention subs. (Goal 1)
-Required summer school for Tier 3 students. (Goal 1)
-Offer additional electives in middle school (e.g. Art/Music, Foreign Language, Cooking, etc.). (Goal 1)
-Promote educational field trips for all grade levels. (Goal 1)
-Organize field trips to Visual & Performing Arts Campuses. (Goal 1)
-Promote health education (e.g. fitness rooms, Step and dance rooms). (Goal 1)
-More technology training (e.g. Cleartouch). (Goal 1)
-K-12 Summer school programs: credit recovery and enrichment. (Goal 1)
-Effective afterschool programs and tutoring support. (Goal 1)
-Promote additional electives and/or enrichment in K-8 Schools. (Goal 1)
-Participation in STEM EXPOs. (Goal 1)
-Expand class offerings at K-8 sites (i.e. enrichment, life & social skills, cooking, financial literacy). (Goal 1)
-Address facility safety issues (i.e. safe exit/entrances at sites, classroom air purifiers, shade covers). (Goal 2)
-Air conditioning in all buildings on campus. (Goal 2)
-Additional staffing: Bilingual teachers, security staff for larger campuses, and licensed nurses for elementary schools. (Goal 2)
-New textbook adoption for science and social studies. (Goal 2)
-Provide updated adequate technology and hotspots for every student. (Goal 2)
-Expand college going culture to middle school. (Goal 3)
-Invite speakers from colleges and universities. (Goal 3)
-Organize College & Career parent workshops for grades 6-8. (Goal 3)
-Promote Financial Literacy education as part of college and career readiness.
-Organize college trips and college fairs. Additionally, organize field trips to CTE programs at various community colleges (i.e. LA Trade Tech, Long Beach City College) and job sites (e.g. engineering companies). (Goal 3)
-Create partnerships to encourage career pathways and easy post-graduation vocational employment. (Goal 3).
-Add more counselors, therapists, and social workers to support all subgroups on a more frequent basis, including Foster Youth and Homeless students. (Goal 4)
-Promote programs such as Big Brother/Big Sister. (Goal 4)
-Open Wellness Centers fully staffed at all school sites. (Goal 4)
-Promote culturally relevant activities for African-American parents. (Goal 4)
-Offer ESL parent classes at the sites.
-Implement LTEL Journalism program with a monthly or bi-monthly newspaper publication. (Goal 5)
-Implement language learning programs such as Rosetta Stone, PREMIUM level Grammarly, Duo Lingo etc. (Goal 5)
-Establish a newcomer program for elementary schools. (Goal 5)
-Provide additional training on GLAD strategies to better meet the needs of ELs. (Goal 5)
-Provide explicit language support for African American students similar to ELs. (Goal 5)

SCHOOL COMMUNITIES (FAMILIES & STUDENTS)
-Provide smaller class size to better students, especially the ones that have regressed due to school closures and distance learning. (Goal 1).
-Provide intervention programs before/after school and in the summer. (Goal 1)

-Expand enrichment class offerings at K-8 sites. (Goal 1)
-Continue support for students through instructional aides, college tutors, Project REACH and RISE, and intervention subs. (Goal 1)
-Continue with the implementation of digital programs and applications in the areas of reading and mathematics (e.g. i-Ready and Dreambox). (Goal 1)
-Provide more enrichment opportunities for students in the areas of visual and performing arts. (e.g. music, theater, band), sports, and STEAM (sports, gaming, coding, and robotics). (Goal 1)
-Improve services for Gifted and Talented students, with programs and opportunities to meet their needs. (Goal 1)
-Continue to promote a college-going culture through field trips to colleges and universities and programs such as AVID. (Goal 1)
-Provide workshop and training for parents: online programs, the type of tiered interventions that students receive, Math Night and Reading Night, etc. (Goal 1)
-Upgrade facilities safety issues (i.e., safe exit/entrances at sites, fences, closed campuses, permanently closed or painted over windows). (Goal 2)
-Address some parent concerns regarding need for better internet access (hotspots were spotty and not consistent). (Goal 2)
-Promote college culture at all levels. Parents would like to add technical/trade schools to the visitation schedule. (Goal 3)
-Offer workshops for parents to understand how to support their student on their path to college or career (e.g., financial aid). (Goal 3)
-Add more counselors to work with all subgroups of students. (Goal 4)
-Provide more social-emotional, mental health, and trauma services, and expand wellness centers. (Goal 4)
-Offer more reward assemblies for academics/attendance. (Goal 4)
-Implement ESL classes for parents. (Goal 5)
-Offer more Spanish courses in 6-8. (Goal 3 and 5)
-Appreciation for the Newcomers Program. (Goal 5)
-Expand dual immersion program (Tibby). (Goal 5)

A thorough analysis of the feedback received across the different stakeholders highlights the following ideas, trends, or input:

Stakeholders see a need to maintain small class sizes and strengthen the instructional program through ongoing professional development and the support from Curriculum Specialists and 21st Century Learning Specialists. In addition, there seems to be consensus regarding the need for additional planning and collaboration time. Educators and parents in particular, also expressed the need for students to have access to online programs and applications that will help them master grade level standards. More than ever before, the learning loss caused by the COVID-19 pandemic makes it necessary to implement extended-learning opportunities after school, on Saturdays, and during summer. Finally, they also see it important that we provide students additional support through instructional assistants, college tutors, and intervention substitutes. These trends are in alignment with Goal 1 of our LCAP.

Stakeholders are also concerned about the maintenance, security and safety of our schools. They advocate for the implementation of safety and disinfection protocols, equipping schools with the necessary PPE equipment, and more security personnel at the school sites in order to maintain safe campuses. They would also like to see an upgrade of facilities. In addition, they prioritize access to the necessary textbooks and supplementary standards-aligned materials that students need, as well as access to devices and reliable connectivity at home. These trends are in alignment with Goal 2 of our LCAP.

Another recurrent topic during our consultation sessions was college and career readiness. There is a consensus about our students needing access to a broad course of study in K-12 that prepares them for graduation and beyond. Stakeholders would like to see all schools creating a college-going culture from a very early age, that promotes opportunities for students to research and visit colleges, universities, and technical/trade schools in the area. In addition, there seems to be a need to offer more workshops for parents to better understand how to support their students on their path to college and/or career (e.g. how to access student grades in Aeries, how to read transcripts, graduation requirements, financial aid, college application, etc.). These trends are in alignment with Goal 3 of our LCAP.

In the areas of school climate, family participation, and student engagement, stakeholders have shared many common proposals. There seems to be a clear push to offer more counseling support for students at all levels (K-12), and a bigger focus on social-emotional learning, mental health, and trauma-informed practices. Another priority for stakeholders is the expansion of the wellness centers to additional school sites. Many of our parent groups would like for schools to promote more student award assemblies in order to motivate and encourage students in the areas of academics, attendance, and behavior. Multiple stakeholders across the board also point to the need for higher parent involvement, more parent voices in the decision making process, and the establishment of solid open channels of communication between parents and schools. Stakeholders advocate for more workshops for parents on a variety of topics including parenting, special education, health, social justice, or technology implementation amongst others. In addition, there seems to be a need for different parent groups at the schools (e.g. SSC, ELAC, School Black Parent Advisory Committee, etc.) in order to truly represent our diverse student body. These ideas are in alignment with Goal 4 of our LCAP.

Finally, the need to continue addressing the academic and language needs of our English Learners was at the forefront of our meetings. From parents to educators, they

all seem to agree that it is important that English Learners have access to the necessary instructional resources, interventions, and support that will help them reclassify, graduate from high school, and access college or a career. The Newcomer Program, the Dual Immersion Program, and access to world languages were also highlighted by all of the different stakeholder groups as a positive addition. In addition, the importance of addressing the language needs of Standard English Learners was underlined by several parent groups. It is important to understand that standard English is not necessarily native to all English Only or IFEP students, whose needs are often ignored. Building a system that honors the home language while providing our Standard English Learners with the necessary tools and support as they acquire formal, academic language is a priority for Compton USD. These ideas are in alignment with Goal 5 of our LCAP.

These were the most salient ideas and trends that emerged across the different stakeholder groups. The following section of the LCAP explains how these trends have been fundamental as we developed and improved the goals, metrics, and actions in our LCAP, and allocated the necessary funding and resources.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Our LCAP task force met with teachers, parents, union leaders, advisory groups, and leadership from different departments across the district. Educational Services carefully collected and analyzed the varied recommendations, suggestions and feedback offered throughout these months, and identified trends and recurring ideas that we later used to develop and/or improve our goals, metrics, and actions of the LCAP.

Regarding the LCAP goals, it is important to clarify that the 2021-2024 LCAP still maintains the essence of most of the goals from the last LCAP cycle. The first four goals still focus on the Core Instructional Program (Goal 1), Basic Conditions (Goal 2), College and Career Readiness (Goal 3), Student and Family Engagement and Mental Health (Goal 4). However, Goal 5 was expanded to address the needs of both English Learners as well as Standard English Learners. This happened as the result of ongoing collaboration with our District Black Parent Advisory Committee. Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. These students are generally classified as English Only (EO) or Initial Fluent English Proficient (IFEP). As noted in the California ELA/ELD Framework (2014), "Simply immersing students in standard English and ignoring differences between standard English and the [varieties] of English that SELs use…is ineffective and not conducive to a positive and productive learning environment" (p. 917). Goal 5 of the new LCAP will now address the language needs of all learners, including those Standard English Learners (English Only and/or IFEP students) who qualify for specific language support.

Regarding the metrics, we should note that the new LCAP plan incorporates more metrics than the previous document. This is due to the fact that some stakeholders and advisory groups indicated the need for a robust set of metrics that could truly capture the success (or lack thereof) of the actions over time, and the impact that these actions will have on the overall instructional program. Some of the metrics go beyond those statutorily required by the state, and they were incorporated with the intention to bring a deeper layer of accountability for implementation. For example, Goal # 5 incorporates a metric that will measure the percentage of teachers utilizing Academic English Mastery Program strategies for Standard English Learners (EOs and IFEP). This is a new initiative for our SELs, and we want to make sure that it is well-implemented starting next school year. Finally, other metrics were incorporated in the plan as the result of our analysis of the CUSD Local Indicators. For example, the low number of students completing World Language Courses at the middle school level influenced a specific metric for this area: Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School (Goal 5).

Continuing with the metrics, input from different stakeholder groups, and in particular site principals and Parent Advisory Groups, saw the need to report results broken down by student groups. Disaggregated data reveals deprivations and inequalities that may not be fully reflected in aggregate data. The detailed metrics that we have incorporated will make it easier for principals and teachers to monitor the progress shown by each student group over time, and design the necessary interventions. In addition, by disaggregating the data by ethnicity, economic status, or language proficiency, we will easily be able to do a contrastive analysis of the impact that the actions that are offered to "all" students LEA-wide have on each of the student groups.

While the feedback and input of the different stakeholders have influenced the goals and metrics of the new LCAP, the major impact has been on the actions incorporated for each of the goals. Hundreds of pieces of feedback were carefully analyzed to determine our funding priorities.

Under Goal #1, the following actions and/or services were influenced by the consultation process:
-Maintain small class sizes (Action 1.1).
-Create opportunities for teachers to do extensive planning and collaboration (Action 1.6).
-Continue with the implementation of computer-based programs to support learning at home (1.7).

-Support teachers and students through Curriculum Specialists, Instructional Assistants, college tutors, intervention substitutes, and College REACH and RISE (Actions 1.8-1.11).
-Offer additional tutoring and interventions for students beyond the instructional day, including after school, Saturdays, and summer (Action 1.12, 1.13).
-Provide STEM-related activities and programs in all schools (Action 1.15) and improve our GATE program (Action 1.23).
-Attend to the immediate needs of our Foster Youth and Homeless students (Action 1.16-1.18).
-Provide K-12 teachers with training in culturally responsive teaching in order to develop their ability to learn and build on the diverse cultural backgrounds of members of our school communities, and better address their specific needs (Action 1.26).

Under Goal #2, the following actions and/or services were influenced by the consultation process:
-Work closely with our Facilities and Maintenance Department to keep abreast of needed updates to buildings and grounds (Action 2.2).
-Ensure that COVID-19 cleaning and safety protocols continue to be followed (Action 2.4).
-Guarantee that our low-income students continue to have access to devices and reliable connectivity at home (Action 2.10).

Under Goal #3, the following actions and/or services were influenced by the consultation process:
-Implement vertical articulation with middle and elementary schools to early expose our K-8 low-income students to college and career paths (Action 3.4).
-Place increased emphasis on career readiness (Action 3.8).
-Add a designee for African American, English Learners and Foster Youth to implement an early warning system that will enable educators to maximize student potential (Action 3.9).
-Increase access to CTE pathways and better prepare our students for career options (Action 3.7-3.8).

Under Goal #4, the following actions and/or services were influenced by the consultation process:
-Create an attendance task force composed of attendance clerks, counselors, teachers, Community Relations Specialists and other support staff to reach out to students and families to address attendance, tardies and truancies (Action 4.1).
-Provide counseling services to students to create positive adult to student interactions to increase school connectedness and impact the positivity of the school experience (Action 4.4).
-Respond to parent requests to keep up with the increasing demands for educational technology by assisting parents with technology usage (Action 4.10).
-Contract services with outside vendors (PIQUE, the Therapeutic Play Foundation, etc.) to increase parent education workshops, classes and/or conferences (Action 4.10).
-Ensure that parent committees collaborate to identify equitable and culturally responsive academic and social practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness (Action 4.11).
-Create a Wellness Initiative Support Team (WIST) to address some of the conditions that impact the performance of our African-American students (Action 4.12).

Under Goal #5, the following actions and/or services have been a direct impact of consultation process:
-Reflect the home languages of Standard English Learners as an asset to support the development of Standard-Academic English. Implementation of the Academic English Mastery Program (Action 5.5).
-Offer World Language in the K8 campuses as well as in Middle Schools (Action 5.6).
-Promote opportunities for English Only elementary students and their parents to learn Spanish after school or on Saturdays to promote their interest in a foreign language (Action 5.7).

Goals and Actions

Goal

Goal #	Description

	1	All students will receive high-quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science, as evidenced by state and local assessments and course grades.

An explanation of why the LEA has developed this goal.

Goal #1 is aligned to state priorities related to conditions of learning and pupil outcomes. More specifically, this goal covers the implementation of state standards (state priority 2), access to a broad course of study (state priority 7), and student academic achievement (state priorities 4 and 8). The district developed this goal to ensure that actions and metrics within the LCAP are addressing the academic needs of all of our students, and in particular our Low-Income, English Learners, and Foster Youth unduplicated groups, in the areas of Math, Reading, and Science, which are priority areas for the district. The most available data from the 2019 CAASPP indicates that only 38.21% of our students showed mastery in ELA (vs. California, 51.10%) and 31.44% showed mastery in Math (vs. California, 39.73%). When looking at our student groups, we can see that the performance gaps are significant for our unduplicated students. Thus, only 6.39% of our English Learners met or exceeded standards in ELA and 9.67% in Math. Similarly, only 24% of our Foster Youth students met or exceeded standards in ELA and 18% in Math. In the area of science, the results are even more concerning. Our students only achieved 14.46% proficiency, compared to the state of California with 29.93%. Other student groups also exhibited significant achievement gaps including our students with disabilities, and our African-American students. These numbers indicate the need to continue providing the necessary services to all of our students in the areas of ELA, Math, and Science, and in particular for our unduplicated populations (low-income, ELs, and Foster Youth), who are most vulnerable.

Actions related to this goal include: smaller class sizes in early elementary grades, increase in instructional time, instructional tools and resources for educators, effective assessment platforms to help with progress monitoring, professional development for educators, additional staffing to support the instructional program, and supplementary programs necessary to prepare our students for higher education and future careers. Thus, Actions 1.1 and 1.2 focus on the need to maintain lower class sizes, particularly, in the earlier elementary grades, and to maximize instructional time. Research shows that maintaining lower class sizes makes a difference in student achievement, particularly amongst students who have the highest needs, like in the case of our unduplicated students. Similarly, Compton Unified will still provide 183 instructional days (rather than 180 days), and maintain the added instructional minutes through 18 regular-day Wednesdays versus minimum days). By maximizing the time during which students are actively and appropriately engaged in learning, we will also improve learning outcomes, which is our objective.

Additional actions in this goal focus on curriculum, instruction, and assessments (Actions 1.3, 1.4). While this goal highlights the importance for students to have access to a standards-aligned curriculum in all subject areas, we also believe that it is pivotal that our teachers have access to supplementary tools that will make their practice more effective in increasing student achievement. Some of these resources include: district wide assessment calendar, grade level curriculum guides, content-specific pacing guides, and any other supplementary resources that can help support the core program. Moreover, we understand that the quality of the instruction teachers deliver has a striking impact on student achievement. When instruction is differentiated to accommodate students' learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are academically working below grade level. Therefore, we are committed to providing ongoing, research-based professional development and opportunities for teacher planning and collaboration (1.5, 1.6) so that teachers are familiarized both with the curriculum that is being implemented as well as best instructional practices. Some studies have quantitatively demonstrated the relationship between professional learning and student achievement. An analysis of a large body of professional development research found that the average student would see a significant achievement increase if his or her teacher had received approximately 50 or more hours of professional learning. Together with professional development, we will provide teachers the opportunity to learn from each other through effective professional learning communities (PLCs) and collaboration time, as we know that student learning increases in schools where there are educator communities that are reflective, collaborative, and focused on issues of teaching and learning.

Several actions of this goal focus on the need for our low-income and other unduplicated students to have access to effective programs, interventions and supports (1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13). The Department of Educational Services will provide our low-income and other unduplicated student groups access to a variety of applications and online instructional programs that provide individualized academic support in literacy and mathematics both in the classroom and at home. In addition, having access to interventions within the instructional day, as well as before/after school and on Saturdays will give our schools an opportunity to figure out ways to serve the needs of the students who are in most dire need for support. This will be particularly important in the years ahead, since the learning loss caused by the COVID-19 pandemic and the school closures has been significant. A recent study by McKinsey and Company shows that full time online learning does not deliver comparable results to in-person instruction, and learning loss disproportionally affects low income, African-American and Hispanic students (estimated to regress between 9.2 months to one year) due to such hurdles as lack of adequate learning spaces, high speed internet and parental supervision. Continuing with our Summer programs will also be necessary to help our schools mitigate the summer slide that happens during the summer months, which is particularly true for our unduplicated student groups. High school students will also be able to benefit from credit recovery and enrichment opportunities that are offered during summer. In addition to effective interventions, consultation with different stakeholder groups have highlighted the need to equip our schools with the staff that will provide the necessary additional support including, for example, Curriculum Specialists, 21st Century Learning Specialists, college tutors, PAPER tutors, intervention substitutes, and/or instructional assistants.

Actions 1.14, 1.15, 1.19, 1.20, 1.21, 1.22 cover extended learning activities (e.g., in areas such as STEM, the arts, sports), and enrichment opportunities (e.g., field trips, labs, and clubs) that will help provide our students better access to a broad course of study. These actions will also increase opportunities for learning that should positively impact the core instructional program. While our low-income students will benefit from most of the actions implemented in goal #1, this section also includes actions for specific students such as foster youth and homeless (Action 1.16, 1.17, 1.18), gifted and talented (Action 1.22), preschool students (Action 1.23), and special education students (Action 1.24). Finally, wrapping up all this effort, action 1.25 provides for culturally responsible training to address the cultural needs of our school communities, as we consider the LCAP to be our equity blueprint.

In summary, our goal is to positively impact student achievement by maintaining lower class sizes and increasing instructional time both during the school day and beyond the bell. Additionally, by increasing supplementary tools and professional development focused on curriculum and instructional practices, our educators will be better equipped to provide quality instruction for all learners and to differentiate instruction to serve the needs of high-needs learners and/or student groups. It is important for our district to sustain equitable practices that support the needs of all our students. The accompanying metrics described below will help us closely monitor the effectiveness of the actions under Goal #1. Some of these metrics include student performance as measured on the CAASPP/CAST assessments, the California Dashboard, student report cards, and additional local data/assessments. Tools such as TOMS, Illuminate, EdCite, and other online programs will help us access performance results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 38.21% SED: 38.70% AA: 28.86% Hispanics: 40.09% LEP: 6.39% SWD: 12.51%				All Students: 50% SED: 45% AA: 50% Hispanics: 50% LEP: 15% SWD: 20% FY: 35%

	FY: 24%				
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 31.44% SED: 31.77% AA: 20.66% Hispanics: 33.60% LEP: 9.67% SWD: 11.43% FY: 18%				All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 30%
Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math) CAASPP	ELA: 33.28% (+3.28 points) Math: 11.46% (+1.46 points)				ELA: 40% Math: 25%
School Academic Performance Level in ELA Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow				All Students: Green SED: Green AA: Green Hispanics: Green LEP: Green SWD: Yellow FY: Green Homeless: Green
School Academic Performance Level in Math Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow Pac. Islandder: Green LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow				All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islandder: Green LEP: Green SWD: Yellow FY: Green Homeless: Green

Implementing academic standards adopted by the State Board of Education for all students. Rating: (1) Exploration And Research Phase, (2) Beginning Development, (3) Initial Implementation, (4) Full Implementation, (5) Full Implementation And Sustainability Data Source: Local Indicators	English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 3 Next Generation Science Standards (NGSS): 3 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 4				English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 5 Next Generation Science Standards (NGSS): 5 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 5
Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment Data Source: CAST	All Students: 14.46% SED: 14.20% AA: 7.60% Hispanics: 15.87% LEP: 0.50% SWD: 2.11%				All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20%
Percent of students getting a D or F in their core classes Data Source: Most Recent Grade Report Card. 5LABS	46% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.				25% of all 6th-12th grade students or less will have one D or F in their core classes as measured by the most recent grade reporting period.
Percent of students in Tier I (at grade level) in the fall diagnostic assessment Data Source:	All Students: 25% SED: 24% AA: 25% Hispanics: 25% LEP: 10%				All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 20% SWD: 22% FY: 25%

i-Ready Reading	SWD: 12% FY: 10% Homeless: 22%				Homeless: 25%
Percent of students in Tier I (at grade level) in the winter diagnostic assessment Data Source: i-Ready Reading	All Students: 33% SED: 31% AA: 31% Hispanics: 33% LEP: 16% SWD: 17% FY: 14% Homeless: 25%				All Students: 48% SED: 48% AA: 48% Hispanics: 48% LEP: 31% SWD: 32% FY: 35% Homeless: 35%
Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic assessment Data Source: i-Ready Reading	All Students: 36% SED: 35% AA: 33% Hispanics: 36% LEP: 20% SWD: 17% FY: 16% Homeless: 31%				All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 35% SWD: 32% FY: 40% Homeless: 40%
Percent of students in Tier I (at grade level) in the fall diagnostic assessment Data Source: i-Ready Math	All Students: 19% SED: 19% AA: 15% Hispanics: 20% LEP: 7% SWD: 11% FY: 9% Homeless: 14%				All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20% FY: 25% Homeless: 25%
Percent of students Tier I (at grade level) in the winter diagnostic	All Students: 27% SED: 26% AA: 22% Hispanics: 28%				All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25%

assessment Data Source: i-Ready Math	LEP: 12% SWD: 13% FY: 11% Homeless: 21%				SWD: 25% FY: 35% Homeless: 35%
Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic assessment Data Source: i-Ready Math	All Students: 31% SED: 31% AA: 26% Hispanics: 33% LEP: 17% SWD: 15% FY: 18% Homeless: 23%				All Students: 45% SED: 45% AA: 45% Hispanics: 45% LEP: 30% SWD: 30% FY: 30% Homeless: 35%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Class Size in TK-3	CUSD will continue implementing Grade Span Reduction (GSR) in grades TK-3 (K-1 25:1 & Grades 2-3 26:1) as allowable through funding and State Education Code. Grade span reduction will particularly help close the achievement gap of our students by allowing for more one-to-one attention from the teacher, better differentiation of the students' needs, less disruptions, and more time for instruction.	$7,083,952.00	No
2	Maintain Instructional Days (183) and/or Instructional Minutes	Compton Unified is fully aware of the many difficulties that our low-income students have to face, and the impact that these have on their learning. Therefore, all of our schools will continue to provide 183 instructional days (instead of 180), and 18 early-release Wednesdays (instead of 36) with the goal of increasing instructional time, enrichment opportunities, and interventions for our low-income students. This action will also provide more time for teachers to plan and collaborate together, conduct data analysis, and reflect on best ways to close the achievement gap for these students. Although this is an action that will benefit all students districtwide, it is principally directed to meet the needs of our low-income students.	$9,875,134.00	Yes

3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	Educational Services will provide all school sites with a district-wide online assessment platform (e.g. Illuminate and/or EdCite) that will help create and administer ongoing diagnostic, formative, and summative assessments on a regular basis to assess the learning loss of our students and their academic growth in the different content areas. All student groups, including African American, ELs, Foster Youth, Low-Income, and Students with Disabilities, will be monitored through district internal structures such as Data Guided Reflection Time with teachers, and monthly Data Chats with Principals and Educational Services. This system of assessments and reflection process will provide feedback to students, educators, and parents about academic progress as well as the effectiveness of our educational services and interventions.	$344,307.00	No
4	Developing Supplementary Instructional Resources for Educators	Educational Services will provide certificated staff members with instructional support resources (e.g., assessment calendar, curriculum guides, pacing guides, standards-aligned interactive lessons across content areas, etc.) to make their practice more effective and increase student achievement.	$350,000.00	No
5	Content-Specific Staff Professional Development	The Educational Services department and the school sites will provide certificated and classified staff with opportunities for professional development in the different content areas of the curriculum, including the implementation of effective integrated and designated English Language Development (ELD), the ELD Standards, and the implementation of the district EL Master Plan. The goal of this ongoing training will be to make teachers' practice more effective, reflective, collaborative and focused on issues of teaching and learning, which will translate into an increase in student achievement for all students including English Learners and Student with Disabilities. In addition, teachers will have the opportunity to attend state conferences, workshops, and continuing developing programs as a group.	$3,156,765.00	No

| 6 | Teacher Planning and Collaboration Time | While consulting with Principals during our monthly data chats, they indicated that collaboration among their teachers is essential to school improvement and meeting the academic, language, and social-emotional needs of our unduplicated students (Low-Income, ELs, and Foster Youth) in the district. Planning and collaboration time improves teachers' capacity to understand the unique needs of these students and find ways to address those needs. In addition, regular collaboration sessions help maintain a focus on student achievement, and facilitate learning across administrators, guidance counselors and teachers, providing context for the instructional improvements.

The Department of Educational Services and the schools will create opportunities for teachers to draw on collective expertise through collaborative teaching and planning, collegial support and team development. This will include horizontal and vertical articulation within and across grade levels, as well as ongoing collaboration between general education and special education teachers. Through the implementation of professional learning communities (PLCs), grade level meetings, and/or participation in the District Curriculum Council, teachers will develop instructional resources, and they will learn and share research-based and evidence-based strategies aimed to target the many academic and language needs of low-income students, English Learners and Foster Youth students, improving the quality of services that they receive. Time for teacher planning and collaboration may be provided during the instructional day by providing substitutes for collaborative time, or after school hours. | $2,086,417.00 | Yes |
| 7 | Improving Learning Through Access to Computer-Based Programs | As we connected with our families throughout the school year, and in the different consultation meetings with educators and parents, we learned that, in addition to having unreliable connectivity, many of our low-income students have limited instructional resources at home, including reading materials or engaging activities to practice readiness and essential skills in literacy and math.

In response to this need, The Department of Educational Services will provide our low-income students access to a variety of applications and online instructional programs (e.g. i-Ready, Dreambox, Next Gen Math, My Writing Coach, Khan Academy, Edgenuity, Discovery) that provide individualized academic support in literacy and mathematics. These programs will provide our low-income students the opportunity to easily engage in personalized learning both in the classroom and at home, where they usually lack access to resources and supplementary materials. These programs will also help teachers easily monitor progress throughout the school year, and truly understand the gains that unduplicated students are making as well as those areas where they need additional support. | $2,647,447.00 | Yes |

| 8 | Improving Teacher Efficacy through Instructional Coaching | When students are denied high-quality early literacy instruction, the achievement gap between high-income and low-income students continues to grow. Although the urgency for early reading initiatives among low-income, urban students is clear, a report by the National Council on Teacher Quality suggests that most educators do not receive the training needed to help students become strong readers. The need for improvement in the area of mathematics is also significant. Local data from our winter diagnostic assessment indicate that over 70% of our economically disadvantaged students in grades K-8 are performing below grade level. This percentage is even higher at the high school level, with almost 90% of our low-income students not meeting standards (per CAASPP 2019).

CUSD will continue to provide school sites with support from Curriculum Specialists who will mainly focus on the areas of math and literacy. These Curriculum Specialists will train and coach teachers in best research-based instructional strategies aimed to address the language and academic needs of low-income students as well as other unduplicated student groups. Curriculum Specialists will also provide direct services and interventions to these students throughout the school year following both a push-in and/or a pull-out model. In addition, they will collaborate with teachers and Educational Services to help develop curricular resources designed to scaffold and improve services for our Low-Income, ELs, and Foster Youth students. | $4,917,317.00 | Yes |
| 9 | Improving the Learning Process through Instructional Technology | CUSD will provide schools with ongoing support from a centralized EdTech Administrator and a team of 21st Century Learning Specialists which will help close the digital divide for our low-income students and other unduplicated student groups. The Edtech team will conduct ongoing professional development and coaching for teachers on multiple programs, applications, and most effective distance/in-person learning strategies that will improve the access of our unduplicated students to rigorous, grade-level curriculum. Through ongoing support from teachers and the Edtech team, our unduplicated students will have the opportunity to actively create original products, connect with the world around them, and gain access to much-needed assistive technologies. In addition, the EdTech team will help coordinate STEM opportunities and activities (e.g., coding, robotics, gaming) for unduplicated students to better prepare them for higher education and future careers. | $5,508,474.00 | Yes |

10	Targeted Classroom Interventions for Unduplicated Students	Teachers are of central importance to the work of educating students, but by no means function in isolation. Findings from the American Educational Research Association (Steven W. Hemelt, Helen F. Ladd, Calen R. Clifton) show suggestive evidence that Teacher Assistants have higher positive effects in high-poverty districts (like Compton Unified) than in other types of districts.	$5,750,301.00	Yes
		Through consultation sessions, parents and teachers have highlighted the extra support that our unduplicated students need in the classroom, and the benefits that having Teacher Assistants (TAs) provide for their students both at the academic level and the social-emotional level, helping them improve reading and math skills as well as self-confidence. Administrators in our district have also indicated that teacher assistants have positive effects on student test scores in reading and math, with the largest, consistent, and most robust effects in reading.		
		Similarly, teacher substitutes who are used for academic interventions, when appropriately trained, are also another layer of support that have helped improve the academic performance of our high-need students. Many of our school sites have effectively utilized intervention substitutes to provide expertise and intentional support to unduplicated students who demonstrate behavioral, social and educational challenges.		
		CUSD schools will continue to provide our most at-promise unduplicated students with ongoing support from Instructional Assistants and intervention substitutes in order to improve their literacy and math skills. Instructional Assistants and/or intervention subs will work with small groups and/or individual students in the classroom under the close supervision of a certificated teacher. They will receive the necessary training and ongoing coaching from teachers, and/or site Curriculum Specialists, and they will conduct ongoing progress monitoring of the unduplicated students in their caseloads so that they can identify and address their specific language and academic needs.		

| 11 | Addressing the Gaps in Foundational Literacy Skills | Enrollment data and input from low-income parents and their teachers identified that many low-income students need to build foundational literacy because many have not attended pre-school and/ or kindergarten and many of these students lack access to high interest print and virtual materials and opportunities for reading at home. This is also true for many of our English Learners and Foster Youth students in our district.
CSUDH Project Reach Tutors and college tutors from other institutions will closely collaborate with classroom teachers to increase daily small-group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in K-2 classrooms. Some tutors will also be trained by Curriculum Specialists and Educational Services in grade-specific power standards so that they can support students in upper elementary, middle and high schools. These interventions will be done in the classroom and under the close supervision of the classroom teacher. | $1,515,701.00 | Yes |
| 12 | Before/After School Interventions and Saturday School | Local diagnostic and assessment data shows that a large percentage of our unduplicated (Low-Income, English Learners, and Foster Youth) students have fallen behind in one or more content areas since March 2020. The learning loss caused by the COVID-19 pandemic is significant, and there may not be sufficient time in the school day to offer the remedial instruction necessary to bring our high need, unduplicated students up to grade level. One way to make up this deficit will be through out-of-school time (OST) programs.

Schools will provide our low-income and other unduplicated student groups with a variety of supplementary interventions and supports, often inaccessible to inner-city students, to ensure that they are successful in their academic coursework. These services will include after school/Saturday interventions in math, literacy, and other content areas, credit recovery classes, access to PAPER tutoring, and/or access to the Edgenuity online curriculum (for high school students). These extended academic opportunities will help increase the academic success and school connectedness of our at-promise, unduplicated students. | $3,088,561.00 | Yes |

13	Summer School Program	The Department of Educational Services will support the achievement of our low-income and other unduplicated students through the provision of services and resources beyond the regular school year. These services will include K-7 summer school, 9th grade summer bridge, and high school academic recovery. Research has shown that children from low-income families lose ground in learning over the summer compared to their more affluent peers. This is particularly true as the result of the COVID-19 pandemic, which has resulted in significant learning loss and academic setbacks. In particular, English learners' language development was significantly compromised. Extended learning time, math and reading intervention, and enrichment opportunities around STEAM and VAPA will help address the issue of learning loss on those disproportionately impacted. The summer program will be funded through the Expanded Learning Opportunities Grant in 2021, and through LCFF funding thereafter.	$10,416,599.00	No
14	Building Learning Experiences and Enrichment Opportunities for Students	During our consultation sessions with educators and our parent groups there is a clear consensus to provide our K-12 low-income students with enrichment opportunities. These enrichment opportunities, which are often inaccessible to inner-city, at-risk students outside school, will help them extend their educational experiences by contextualizing learning, providing hands-on experiences, and ultimately improving academic achievement. Some of these enrichment opportunities include, for example, participation in clubs, learning labs, or a variety of field trips (e.g. zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses, amusement parks, science museums, factories, etc.) which contribute to build real world learning, cultural growth, and academic engagement of our high-need, low-income students.	$2,917,317.00	Yes
15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	All school sites will provide STEM-related activities and programs (e.g., Project Lead the Way, robotics, gaming, coding etc.) for our low-income, minority students, who are often underrepresented in STEM. Our low-income students often lack the resources, appropriate devices, and good internet connectivity. These programs will be offered before, during, and after school, and will contribute to mitigate gaps in homework quality, digital inequality, and developmental disparities that often lead to fewer postsecondary graduates from low-income households, especially in STEM programs. STEM opportunities will also help increase student engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators.	$5,249,443.00	Yes

16	Support and Monitoring the Needs of Foster Youth	Ongoing communication between the district Foster Youth Liaison and families has revealed that many of our foster youth students show feelings of sadness, helplessness, hopelessness about their future. Many need academic, emotional and behavioral support, and others are at risk of school failure and retention. Our Foster Youth Liaison and other support staff (e.g., Clinical Social Worker, School Site Designees, Clerk, Community Relations Specialist) will closely monitor services designed to address challenges and implement solutions to better meet the needs of students in foster care. They will conduct socio-emotional check-ins with students, and ensure equitable/priority access to academic support (such as tutoring or summer school) and opportunities (such as AP, A-G, and CTE enrollment). They will also establish the necessary data infrastructure and metrics to monitor all relevant indicators such as attendance, dropout rates, and suspension/expulsion rates.	$1,998,197.00	Yes
17	Targeted Interventions for Foster Youth	Most recent i-Ready data shows that over 80% of our Foster Youth students are performing below grade level in reading and 90% in mathematics. In coordination with the district Foster Youth/Homeless Administrator and the school site Foster Youth Designees, every school will provide Foster Youth students with specific extended day opportunities (e.g. intervention, tutoring, credit recovery classes) before/after school and on Saturdays so that their academic needs can be met to the greatest extent possible. These interventions will be provided by a classroom teacher (or any other certificated staff), and they will focus on both core and/or elective classes.	$1,998,197.00	Yes
18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	Homeless students are among the groups most likely to experience learning loss during the pandemic, according to a report by the consulting firm McKinsey & Company, so the lack of services may have long-lasting impacts on their academic careers. Our most recent local data also indicates large gaps in learning amongst this particular student group, which also has over 40% in chronic absenteeism. In coordination with Pupil Services, all school sites will provide our At-Promise of Homelessness students with specific extended day opportunities (e.g. intervention, tutoring, credit recovery classes) before/after school and on Saturdays so that their academic needs can be met to the greatest extent possible. These interventions will be provided by a classroom teacher (or any other certificated staff), and they will focus on both core and/or elective classes.	$3,548,422.00	No

19	Extended Visual and Performing Arts Opportunities	Research has shown that the arts prepare students for success in school, work and life by boosting math and literacy achievement, developing creativity and critical thinking skills, strengthening perseverance, facilitating cross-cultural understanding and developing language skills of English Learners. In addition, a study by West Chester University featuring 310 economically disadvantaged preschoolers from low-income families reports music, dance, and visual arts lessons effectively reduced their stress levels. Unfortunately, from conversations with our teachers and ongoing meetings with our families, we know that many of our low-income and other unduplicated student groups lack access to the arts outside of the school setting. Educational Services will continue expanding visual and performing arts opportunities for K-12 Low-Income students and English Learners beyond the regular art instruction that they receive as part of their grade-level curriculum. These students will benefit from appropriately-trained staff and partnerships in order to increase exposure to the various domains of visual and performing arts, provide them with an equitable and well-rounded education, develop their language skills, and encourage them to pursue careers in the creative sector. These opportunities may be offered both during the regular instructional day, as well as after-school and on Saturdays.	$3,388,561.00	Yes
20	Extended Health and Fitness Opportunities	Prior to the pandemic, children from low-income communities like Compton already experienced greater challenges in accessing physical activity opportunities. They were already less likely to meet physical activity recommendations because of a lack of affordable options. There are also safety issues, challenges to parental support and a neighborhood environment that does not foster play and physical activity. As more activities have moved outdoors to decrease the risk of virus spread, these inequities are felt more than ever before. In many cases, the parents of our low-income children are essential workers who cannot be home to support either learning or physical activity. Private backyards for play are frequently missing, and public spaces are often inadequate. Through partnerships with different organizations (e.g. Payworks or CF Fitness), the implementation of fitness classes (yoga, dancing, virtual physical activity programs, workout wheels), and by promoting sports after school, CUSD will provide our low-income students with additional support services and resources during the regular school day and/or after school to increase and improve the State physical education requirements, and assist them in the development of the attitudes, skills, and knowledge that will result in a lifetime of participation in physical activity and the maintenance of health related fitness.	$3,559,306.00	Yes

21	After-School ASES Program	Many of our students in Compton Unified participate in the After-School Education and Safety (ASES) program. The program is run by Think Together and it supports students with their learning and provides them with enrichment opportunities outside of the school day. In addition, time is allocated for students to complete their homework or assignments.	$3,379,394.00	No
22	After-School Homework Clubs	Teachers have often expressed the concern that many of their low-income students are not completing homework or assignments in their classes. This may be due to a number of factors including the lack of strategies that parents have to help their child, parent education level, need for daily routines, or simply lack of a place to study. While our schools can provide low-income students with warmth, food, supplies, and a knowledgeable teacher, asking students to bring essential work home with them may remove those pillars of support from their educational process. All Compton schools offer homework assistance through the ASES program. Unfortunately, the number of students who benefit from the program is limited, and many of our low-income students do not have the opportunity to participate in it. Therefore, CUSD will add additional homework centers to the ASES program for our low-income students so that they can receive the necessary supervision, guidance and assistance with homework. Tutors will work with our low-income students one-on-one or in small groups, assisting students with homework assignments, math and reading, and small academic projects. During program sessions, teachers and/or tutors will also organize quiet educational games and activities for students who have completed all of their homework.	$1,079,177.00	Yes
23	Services for Gifted and Talented Students (GATE)	CUSD will foster a robust academic and enrichment program for gifted and talented students, including possible metrics for identification (e.g. screening tool), curricular resources, special workshops, field trips, parent meetings, and a GATE summer program. In addition, Educational Services will provide research-based professional development for teachers on how to better meet the needs of gifted and talented students.	$1,395,165.00	No
24	Early Childhood Program	The district will provide Early Childhood programs at selected CUSD school sites for preschool students who meet State and Federal guidelines for services to ensure a greater degree of Kindergarten readiness.	$2,438,859.00	No
25	Special Education Inclusion Training	The SPED department will provide inclusion training for general education and SPED teachers and administrators in order to better support students with special needs in a general education environment. Teachers will also receive the necessary training on how to effectively implement IEP goals, effectively assess and address students' learning loss, and monitor their academic growth.	$30,000.00	No
26	Developing Cultural Proficiency	CUSD will provide K-12 teachers with training in cultural proficiency and culturally responsive teaching in order to develop their ability to learn and build on the varying cultural and community norms of students and their families in our district (particularly African-American and Hispanic) and better address their specific needs.	$350,000.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	All stakeholders will collaborate to ensure that students have access to a safe and well-maintained learning environment, fully credentialed teachers, and all the necessary instructional materials and equipment.

An explanation of why the LEA has developed this goal.

Goal 2 of our LCAP plan has been developed to focus on State Priority 1 and the need for our students to have access to well-maintained learning environments, fully credentialed teachers, and the necessary standards-aligned instructional materials. These are the basic conditions of learning, and our number one priority. Basic Conditions of schools is also one of our Local Indicators, which has been carefully analyzed when creating this goal and establishing metrics and actions. Most of the metrics included in this particular goal are also part of the School Accountability Report Card (SARC), and will help us monitor progress throughout the LCAP cycle. Several actions on this goal focus on the importance of school maintenance and safety (Actions 2.1, 2.2, 2.3, 2.4, 2.11). With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, facility quality is an important predictor of teacher retention and student learning. When maintaining a school, we are not only focusing on bricks and mortar, but most importantly student and staff well-being. Effective school maintenance will protect capital investment, ensure the health and safety of our children, and support educational performance. Maintenance will also support school safety by providing a clean and organized facility for our students' and our teachers' daily lives. This school year, all the schools visited during the Williams Facilities Inspection passed with a rating of 90% or higher as measured by the Facilities Inspection Tool (FIT). In addition, this year, we have also used the results of the Healthy Kids Survey as a baseline to inform the progress that we will make in the Basic Conditions local indicator (Facilities), and we will continue to do so during the LCAP cycle. The California Schools Parent Survey administered in February indicated that 95% of the parents agree or strongly agree that their schools have clean and well-maintained facilities and properties. Unfortunately, only 59% of the staff members completing the survey responded favorably to the same question. Students' responses varied: 72% of the elementary students believe that their school building is neat and clean. However, less than 50% of our secondary students who completed the survey responded favorably. The state of secondary school facilities

will continue to be an area of focus.

In addition to maintaining a good state of our facilities, having access to fully credentialed and highly-qualified teachers who are appropriately assigned (Actions 2.5, 2.6, 2.7, 2.11) is an equity issue and a necessary component in narrowing the achievement gap in our district. Teaching is the factor that matters the most in student achievement, and research has shown that teachers have a far greater impact on student achievement than any other single schooling factor. High-quality schools have fully-credentialed, appropriately assigned teachers who are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students (e.g. English Learners). In our district, we understand that teacher effectiveness is crucial as we focus on building 21st-century skills for all students and make sure that they are college and career ready. Internal data from Human Resources have helped us establish the metrics and monitor progress in this area, which is also one of our state local indicators. In addition, ongoing monitoring of our teachers participating in the Teacher Induction Program (TIPS) and the Peer-Assistance and Review Program (PAR) will help us monitor the growth (or lack of) of our novice teachers as well as our veteran teachers in need of support, which has a direct impact on student achievement.

Lastly, along with safe and well-maintained facilities and appropriately assigning teachers, having access to the necessary state and district adopted textbooks and standards-aligned materials (Actions 2.8, 2.9, 2.10, 2.11) is an essential element that enables our students to learn and thrive. In addition to the California Common Core State Standards (CCSS) for Mathematics and Language Arts, the English Language Development Standards, and the Next Generation Science Standards, California has adopted content standards in history/social science, health education, visual and performing arts, world language, and physical education. California also has Career Technical Education Model Curriculum Standards as well as Preschool Learning Foundations, which include the latest research on early learning. In all subjects for which there are standards, we understand that a curriculum is needed to provide the specific content reflecting those standards as well as the plan for instruction. It is our priority that all CUSD students have full access to standards-aligned instructional materials in all content areas and courses in order to be able to develop critical skills and knowledge. By having the appropriate instructional materials, parents, teachers, and students will have a roadmap of what students are expected to learn, and therefore we will be able to better prepare them to meet grade-level learning goals. Like every school year, and despite the school closures and the COVID-19 pandemic, all of our schools successfully passed the Williams Textbook Audit in the fall of 2020. We will continue to closely look at the results from the Williams Textbook Audit as well as the percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (local indicator) as the main metrics to analyze growth in this area. In addition to textbooks, schools will strive to make sure that all our students receive the necessary supplementary instructional materials and devices for learning (computers and/or iPads), for which we will utilize our local technology survey.

In summary, Goal #2 is a maintenance goal within our 2021-2024 LCAP. An analysis of available data, local indicators, and input received from stakeholders have not identified significant concerns or needs pertaining to basic conditions of learning. We will, however, continue working at improving the conditions of our facilities, particularly at the secondary level. The metrics described below were selected to ensure that the progress that we have made in these priority areas over the years will be evaluated on a regular basis and that legal obligations will continue to be met. Some of these metrics include the Facility Inspection Took (FIT), the Williams Textbooks Audit results, Human Resources staffing records, Induction and PAR Programs Comprehensive Candidate Reports, SARC data, and ITD technology surveys (e.g. access to computers/hotspots surveys). The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percentage of schools	100% of schools audited				100% of schools will receive

maintaining a William's Compliance Rating of 90% or higher on facilities Data Source: Facility Inspection Tool (FIT)	received 90% or higher on the Williams Facility Inspection Tool				90% or higher on the Williams Facility Inspection Tool
Well-Maintained School Facilities and Properties Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey	Grade 5: 72% Grade 7: 56% Grade 9: 33% Grade 11: 24% Staff: 59% Parents:85%				Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70% Staff: 70% Parents: 95%
Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule Data Source: Human Resources Records	100% of Elementary teachers and 98% of Secondary teachers were fully credentialed and appropriately assigned.				100% of Elementary and Secondary teachers will be fully credentialed and appropriately assigned.
Percentage of new teachers making progress in Induction Program Data Source: Comprehensive Candidate Report	As of 4/9/2021, 97.3% or 36 of 37 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.				100% of teachers participating in the Teacher Induction Program (TIPS) will make adequate progress towards program completion.

Percentage of teachers making progress in the Peer Assistance and Review Program (PAR) Data Source: PAR Panel and Site Administrator Review	As of 4/9/2021, 92.3% or 12 of 13 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress.				100% of teachers referred to the PAR program will make adequate progress.
Percentage of schools passing the William's Compliance Textbooks Audit Data Source: Williams Audit Report	100% of schools audited in 2020 passed the William's Compliance Textbooks Audit				100% of schools will pass the Williams' Compliance Textbooks Audit.
All students have access to standards-aligned instructional materials	100% of the students have access to standards-aligned instructional materials.				100% of the students have access to standards aligned instructional materials.
Percentage of Students with Access to Internet and Electronic Devices Enabling Access to Standards-aligned Instructional Materials Data Source: ITD Technology Survey and Communication with Families	As of 4/9/2021 and to our knowledge, 100% of students enrolled in our district currently have access to electronic devices and internet connectivity, whether these devices and access points belong to the families or were loaned by the district.				100% of students enrolled in the district will have access to the internet and electronic devices.

| Number of Facilities Uniform Complaint Forms submitted for (a) Textbooks and Instructional Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misasignments

Data Sources: Human Resources Records | (a) Textbooks and Instructional Materials: 0

(b) Facility Conditions (not COVID related): 3

(c) Teacher Vacancy or Misassignments: 0 | | | | (a) Textbooks and Instructional Materials: ≤3

(b) Facility Conditions (not COVID related): ≤3

(c) Teacher Vacancy or Misasignments: ≤3 |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Services	CUSD will continue the implementation of core services through Base Grant funds including salaries and benefits for certificated and classified staff as well as the operating expenses associated with the multiple departments in order to maintain effective functioning of the district.	$90,835,750.00	No
2	Facilities in Good Repair	The CUSD Facilities and Maintenance Department will continue to provide schools with basic plant and maintenance business services, building maintenance workers, and equipment replacement. The Department will also continue regular inspection of school facilities to ensure standards of safety for staff and students. They will identify issues, and needs will be tracked via the work order process and will be completed in a timely manner.	$27,329,081.00	No
3	Safe and Secure Campuses	CUSD will provide the necessary support personnel (e.g., School Police and Campus Security Assistants) to guarantee a safe and secure learning environment for all students and staff at each district campus.	$19,308,352.00	No
4	Implement COVID-19 Safety Plan	CUSD will regularly review the School COVID-19 Safety Plan to ensure that cleaning and safety protocols are being followed. It will also provide schools all of the necessary personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues, classroom partitions, and equipment to maximize social distancing, and updated heating ventilation and air conditioning (HVAC) filters as a preventive measure in case of COVID-19 surges in the future.	$40,557,674.00	No

5	Appropriately Assigned Teachers	Human Resources will hire and retain highly-qualified teachers, and they will review teacher assignments each term or semester, as applicable, to ensure that teachers are appropriately assigned to the greatest extent possible. Appropriate teacher assignment is based on the rights and needs of the students to receive an appropriate education.	$75,439,961.00	No
6	New Teacher Induction Program and Supports (TIPS)	Educational Services will continue to implement the Teacher Induction Program and Support (TIPS) for new teachers. The program administrator and TIPS mentors will equip emerging teachers with the necessary models and tools for beginning their teaching careers, as well as specific guidance aimed at helping them meet performance standards. These services will help teachers strengthen the quality of classroom instruction while participating in the necessary training to ensure positive relationships with students, communicating with hard-to-reach families, and supporting African-American students, English Learners, Special Education students and other students in need.	$150,000.00	No
7	Peer Assistance and Review Program (PAR)	Educational Services will continue to implement the Peer Assistance and Review PAR program to provide participating veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. By receiving the necessary assistance and support, participating teachers will improve their practice and become more effective in meeting their students' academic and social-emotional needs.	$150,000.00	No
8	Access to Core Textbooks in all content areas	CUSD will provide all students the necessary core standards-aligned instructional materials in all content areas so that they can develop the critical skills and knowledge required to meet grade-level learning goals. In addition, all schools will have access to the Destiny Resource Management Program for district textbook inventory maintenance.	$14,003,135.00	No
9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Multiple parent groups and other stakeholders in our district have indicated that low-income students experience unique challenges that can create a huge barrier to succeed in school. Many of them, for example, do not have the means to purchase desired school supplies and/or class materials to work from home. Others have limited access to academic support in their households, while others come with limited language proficiency levels. Oftentimes, the core curriculum is too complex, and these students need supplementary materials that will help them build schema and better understand and access complex and rigorous grade-level content. CUSD will provide high-need, low-income students additional resources and standards-aligned instructional materials (e.g. math intervention materials, high-interest, low-level reading materials, access to math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries etc.) beyond what the core program has to offer with the ultimate goal to help bridge the gap to rigorous coursework.	$9,386,012.00	Yes

| 10 | Access to Internet and/or Devices | This school year we learned that over 80% of our low-income students needed a device to engage in distance learning, and did not have reliable connectivity at home. Without devices and reliable connectivity, our low-income students would not be able to utilize their devices and participate in online academic and enrichment opportunities offered beyond the school day.

Our ITD Department will closely work with schools to guarantee that our low-income students have the tools that they need to guarantee equal learning opportunities from home. The ITD team will weekly review the device inventory database to ensure that every low-income student continues to have a device and internet connectivity that will allow them to access online learning, digital programs, instructional materials, and supplementary online resources from home without being frustrated by unreliable connectivity. | $9,156,186.00 | Yes |
| 11 | Professional Development for Department Teams | CUSD will provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Ed. Services, ITD Department, etc. | $1,568,910.00 | No |

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description

| | 3 | High School Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready. |

An explanation of why the LEA has developed this goal.

The overarching outcome of this goal is to ensure that students are not only college and career ready and achieve success while in college, but that they ultimately become contributing members of society. Career readiness education is critical for our schools because it prepares students for life after college as they begin their careers, equipping them with the skills necessary to navigate the workforce.

To measure progress towards achieving this goal we will be using the state's College & Career Ready Indicator (CCRI) system, which will help us assess whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. The expectation is that every student graduates having completed the UC/CSU A-G course requirements and a Career Technical Education (CTE) pathway. This will give them the choice and opportunity to attend a four-year university and increase their competitiveness as they enter the workforce. Students will also be expected to meet a combination of other criteria that will better prepare them for life after high school that includes meeting proficiency in state English & Math assessments, graduating biliterate in 2 languages, and earning CTE certificates and apprenticeships. Similarly, another metric of focus will include exposing students to rigorous coursework that includes Advanced Placement (AP), and College Courses that will increase their chances of being admitted to college, successfully navigating the college experience, and ultimately graduating. It is important to remember, too, that by taking AP and college courses students will only be able to graduate from college faster and at higher rates, but this will also help them save money and decrease college debt.

Our students will be expected to achieve proficiency in the Smarter Balanced Assessment (SBAC) while also having the opportunity to graduate biliterate in two languages, which will help them compete in a global society. To ensure that this objective is met, action 3.1 provides all students with access to a rigorous, standards-based curriculum that meets A-G requirements. Finally, and to ensure that students have success beyond High School, they will be receiving guidance and support to ensure that they achieve a good level of "college fit" as they navigate the college-going process. Students will be supported to ensure that they are fit in the areas of academics, finances and their social environment. While students will be exposed to an academic curriculum as mentioned previously to achieve academic fit, they will also be supported to become financially fit by completing the FAFSA, Dream Act, Cal Grant and Award Letter review forms, while also ensuring that they will be able to thrive socially once on campus. Specifically, actions 3.2 and 3.3 describe a support system destined to increase access of unduplicated students to college and careers by providing one on one support as well as more generalized workshops and college orientation platforms, while action 3.6 specifically targets the needs of our Foster/Homeless Youth by providing opportunities for mentorship, guidance, counseling and ongoing progress monitoring to ensure accessibility of services. Foster/Homeless Youth, in addition to English Learners, Low Income and African-American students, will also benefit from the assignment of designees as part of an early warning system designed to identify specific markers that will trigger interventions so that students may reach their full potential, as described in action 3.9.

For those students who opt for a more technically-oriented career path, we have developed action 3.7 which describes an articulation agreement with community colleges, and action 3.8, discussing the establishment of partnerships with industry partners to increase the exposure of our students to work-based learning opportunities in the form of internships, workplace tours, and job orientation.

These actions are circumscribed within a framework that emphasizes college and career readiness and narrows the equity gap by promoting a college culture for unduplicated learners as contemplated in action 3.4. Action 3.5 further discusses a professional development system that sustains the promotion of college and career counseling trends as well as analysis of student data.

The metrics referenced below will guarantee that accountability measures are in place to monitor the progress and effectiveness of the actions and services under Goal #3. Some of these metrics include A-G completion rates, high school graduation rates, course enrollment information (including CTE, AP and credit recovery

courses) and various college and career performance indicators, such as FAFSA completion, college applications and post-secondary enrolment. These metrics have been identified and disaggregated to give us an accurate picture of our students' needs in this area, provide us with a roadmap of next steps and allow us to revisit and revise the current actions, as we move forward.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
College Career Indicator: College Ready Rates Data Source: CA Dashboard	All students: 36% SED 37% AA 24% Hispanics 39% LEP 15% SWD 14% FY 23%				All: 45%-50% SED: 45%-50% AA: 45%-50% Hispanic: 45%-50% LEP: 30%-40% SWD: 30%-40% FY: 35%-45%
A-G Completion Rates A-G eligibility in English, Math, History, Science, World Language, Fine Arts & Electives will help increase college applications, admissions & matriculation. Data Source: CA School Dashboard	All students: 50% SED: 42% AA: 34% Hispanics: 45% LEP: 18% SWD: 17% FY: 19%				All: 55%-60% SED: 55%-60% AA: 50%-60% Hispanic: 55%-60% LEP: 35%-40% SWD: 35%-40% FY: 40%-45%
High School Graduation Rates Data Source: CA School Dashboard	All Students: 88% SED: 89% AA: 87% Hispanic: 89% LEP: 78% SWD: 75% FY: 71%				All: 92%-94% SED: 92%-94% Hispanic: 92%-94% AA: 92-94% LEP: 81%-86% SWD: 81%-86% FY: 85-90%

Advanced Placement: Unique Student Count It will increase accessibility to a rigorous curriculum which creates equity for all students. Data Source: College Board	1,119 CUSD students enrolled to take 1 or more AP courses.				1,300 students will enroll to take 1 or more AP courses.
Advanced Placement: Total AP Exam Count It will expose more of our students to rigorous curriculum. Data Source: College Board.	1,835 exams were taken by 1,119 CUSD students.				Increase the amount of total AP exams administered to 2,000 AP exams.
Advanced Placement: Passing Exam Rate of 3 or Higher It will provide students the ability to earn college credit and become more competitive during the college application process and better prepared while attending college/university. Data Source: College Board	19% of the students taking the AP exams passed the test. (Pre-pandemic 2019)				Increase to a minimum of 30% of the students passing the AP exam.
College Course	1,630 College Courses				Increase to 1,800 college courses taken and successfully

Completions This will help students accelerate the completion of their bachelor degree, while exposing more students to a rigorous curriculum. In addition, it is a cost savings for students/families. Data Source: Local & Community College Data.	were completed with a grade of a C or better.				completed with a C or better.
FAFSA Completion Rates Data Source: CSAC	95% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA).				97% of CUSD Seniors apply for the FAFSA.
College Acceptance Rates Data Source: College Acceptance Letters/Local Data	83% of CUSD Seniors were accepted into a 4-year and 2- year institutions.				88% of our Seniors accepted into a 2 year & 4 year institution.
Post Secondary Enrollment Data Source: Local Data & National Clearing House	53% of CUSD Seniors enroll in colleges/universities following graduation year.				Our expected outcome is to have 60% of CUSD Seniors enroll in colleges/universities following graduation year.
Edgenuity - Courses Completed Data Source: Edgenuity Platform	2,585 A-G courses were recovered through the Edgenuity Online Platform				3,000 A-G courses will be completed through the Edgenuity Online Platform
College/Career Ready (CTE) CTE Pathway	2019-2020 8% completer rate for the year				50%

Completion Rate Data Source: CALPADS	(2,373 students and 210 completers)				
Improve Passing Rate of District CTE Pathway Capstone Courses Data Source: Local Data	Passing rate for CTE capstone courses district wide is 76.4% (as of April 2021)				CTE capstone course passing rate of 80%
Increase the Work-Based Learning Opportunities for CTE Pathway Students Data Source:Local Data	350 participants in 43 in-person and/or virtual different Work-Based Learning Continuum events (2019-2020)				A minimum of 450 students will participate in at least 50 Work-Based Learning Continuum events.
Increase the Number of Program of Studies that offer Industry Certifications Data Source:Local Data	Currently 3 of our District Programs of Study offer industry certifications				At least 6 of our CTE Programs of Study will offer students industry certifications
Increase the Number of Articulation Agreements with Post-Secondary Institutions Data Source: Local Data	Currently there are no active articulation agreements				4 articulation agreements will be created between local post-secondary institutions and CUSD CTE Program of Study
Increase the Number of CTE Program of Study Offerings at	14 CTE Programs of Study are offered at the four district high schools.				17 CTE Programs of Study will be offered at the four district high schools.

District High Schools						
Data Source: Local Data						

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Rigorous Courses for All Students	Our unduplicated pupils have historically seen lower rates of high school, college, and career readiness. Only 36% of our low-income students, 24% of foster youth, and 15% of English Learners are college and career ready. In part, this opportunity gap stems from financial obstacles, lack of access to additional support, perception of self-success, high mobility, or linguistic barriers. It is highly important that we create the school systems and pathways that will create the access that these students need. High schools will provide all unduplicated students with access to a rigorous curriculum, pathways, and opportunities such as Early College High School, College Courses, Advanced Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout and A-G courses in order to increase their competitiveness and preparedness for college and career.	$1,408,232.00	Yes
2	College and Career Support Staff for Unduplicated Students	Our most recent data from the CA Dashboard shows the need to continue supporting our unduplicated student groups in the area of college and career. This is a need that has been supported by teachers, counselors, and site Administration. Only 36% of our low-income students, 24% of foster youth, and 15% of English Learners are college and career ready. CUSD College & Career Department will continue to provide counseling and support services (through USC College Advisors, Counselors, Dual Enrollment Specialist & Attendance Counselor) to support and increase the access of our low-income, English Learners, and Foster Youth to college & careers. Staff will conduct presentations, workshops, data sessions, and organize activities throughout the school year that will focus on the academic, career and personal/social domains of our unduplicated student groups. Moreover, staff will assist in responsive services such as crisis counseling, peer mediation and referrals when needed.	$812,877.00	Yes

| 3 | College and Career Support and Guidance for Unduplicated Students and their Families | Research emphasizes the importance of involving low-income parents in college readiness activities. This premise is also supported by the school administration, teachers, and counselors in our secondary schools, who emphasize the need to actively involve parents of our at-promise low-income students and other unduplicated student groups in the college admission process. This has also been a recurring idea with our parent meetings advisory committees.

The College & Career Department will continue to provide unduplicated students & parents with the necessary support & guidance. School counselors will conduct workshops on navigating Aeries, grades, transcripts, A-G, FAFSA, college applications, and college acceptances. These data will be used to inform practice and better meet the needs of CUSD high school low-income, foster youth, and EL students. In addition, the College Career Department will provide administrators, teachers, and families with resources such as scholarships information, timelines, college admissions updates and other related topics to keep our unduplicated students informed about deadlines and the latest post-secondary information (i.e. applying for college, financial aid, scholarships, NCAA, college programs etc.) | $1,619,805.00 | Yes |
| 4 | Promote College and Career Culture for Unduplicated Students | When students have school, parental and community support, college is seen as the norm: higher education is the expectation rather than the exception. A college-going culture helps all students set and achieve high goals and generates other important values, such as appreciation of academics, desire to succeed, and drive to attend college and become a lifelong learner. These values are especially important for our low-income students and other unduplicated students, many of whom may not be considering college. In fact, many of our unduplicated students come from families in which no one has attended college before.

When meeting with our different parent groups, and consulting with teachers and administrators throughout the district, they would all agree about the importance of promoting and fostering a college and career culture in our schools, starting at a very early age. Therefore, the College and Career Department will offer district wide opportunities and events for our high school low-income students, foster youth, English Learners and their families to create a college-going culture. These will include, for example, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. Vertical articulation with middle and elementary schools will guarantee that our K-8 low-income students already develop a desire to pursue college and/or a career. | $712,877.00 | Yes |

5	College and Career Professional Development	The College & Career Department will provide classified and certificated staff opportunities for professional development. These learning opportunities will include current college and career counseling trends and an analysis of student data (academic, career and personal/social domains), thus, sustaining and maintaining highly qualified status and accuracy in our system. These efforts emphasize various State and Federal performance metrics related to college & career. This will inform best practices for all stakeholders in order to meet the needs of CUSD students and families.	$595,560.00	No
6	Support for Foster Youth/Homeless	Various CUSD data indicates that Foster Youth students are amongst the lowest performing groups when it comes to College and Career preparedness. Specifically, they perform lowest in high school graduation rates, A-G completion, College & Career Indicator, FAFSA completion, college acceptance and college attendance. In collaboration with Pupil Services and the District Foster/Homeless Youth Liaison, all high schools will assign counseling, support guidance, and ongoing progress monitor to these students, as well as tutors, mentors, and leadership/study trips which will help increase college awareness for high school foster/homeless youth.	$2,089,561.00	Yes
7	CTE Program Articulation with Community Colleges.	The CTE Department will collaborate with local community colleges in this region to enter into an articulation agreement with several programs of study. These agreements will benefit district CTE students by saving them money in post-secondary education and moving them further along in the chosen field of study.	$428,162.00	No
8	Increase Work-Based Learning Opportunities for CTE Students	CTE teachers with the support of the CTE department and in collaboration with industry partners will increase the number of work-based learning opportunities for high school CTE students. These opportunities will allow students to apply their academic knowledge in a real world setting. These would be achieved through a combination of workplace tours, mock interviews, internships, and possible apprenticeship opportunities with our industry partners. Through WBL opportunities, CTE students will be able to increase their workability skills that will ensure that they are competitive candidates for future careers in their chosen industry.	$428,160.00	No
9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	All schools will identify a specific Designee for African-American students, Low-income, English Learners, and Foster Youth/Homeless students. The site Designees, in close collaboration with the site Administrators, Educational Services, and the Department of College and Career, will implement early warning systems that will help educators identify and intervene with each of the specific student groups. Per the district's English Learner Master Plan, will be monitored two times in the year to assess progress and provide interventions in a timely manner. The monitoring system will provide an evolving picture of students over time, and it will provide teachers with information to implement the necessary interventions to maximize student potential.	$428,160.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Improve school climate and increase parent participation and pupil engagement by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for low-income students, foster-youth, English Learners, students with disabilities, and those students who are experiencing homelessness.

An explanation of why the LEA has developed this goal.

The actions in LCAP Goal #4 are targeting Pupil Engagement, (State Priority 5), School Climate (State Priority 6), and Parental Involvement (State Priority 3). The extensive input received through the different parent advisory groups, community meetings, teachers, site Principals, and department heads, has been instrumental in the development of this goal. In addition, the reflection process on the Local Indicators, particularly Local Climate Survey and Parent and Family Engagement, has truly informed the development of many of the actions and metrics in Goal #4.

In terms of Pupil Engagement, efforts will continue to be made to increase student attendance and graduation rates while decreasing chronic absenteeism and dropout rates. A missed school day is a lost opportunity for students to learn. Research has shown a clear relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. We now know that absenteeism in Kindergarten is associated with negative first grade outcomes such as lower achievement in reading, math, and general knowledge. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates.

Our most recent internal data indicates that Compton Unified currently has an attendance rate of 93.13%, which is even lower for some of our student groups: Hispanic (93.52%), African-American (91.35%), Foster (94.14%), Homeless (87.33%), English Learners (93.15%), and Special Education (92.04%). Chronic absenteeism has been a concern in our district, even before the COVID-19 pandemic. The California Dashboard from 2019, for example, indicates that Compton Unified closed the school year with 10.6% of the students chronically absent (Yellow Level). The absenteeism levels for our Homeless students was as high as 31.2%, (Red Level). African American students' rate was 16.3% (Yellow), and Students with Disabilities 14.4% (Yellow). Low attendance and high chronic absenteeism have proven to have an impact on pupil engagement and dropout rates. Thus, while in 2020 the graduation rate for our district was 88%, the dropout rate of our students was as follows: All (10%), Hispanic (11%), African-American (8%), Foster (28%), Homeless (19%), English Learners (19%), and Special Education (11%).

Actions 1, 2, 9, and 12 in Goal #4 will provide for the implementation of measures that enable us to create a positive connection between school and families by nurturing positive attendance habits and connectedness to school. These actions will be structured upon four tiers of intervention, which provide escalated support, from automated phone calls for each absence to targeted support, such as SART or SARB. In addition, Compton Unified School District has developed a system to recognize improved attendance as well as students and families that meet the 98% district-wide attendance targets. CUSD will also be implementing an overarching system that analyzes student enrollment, addresses decreasing trends, and aids in the design of academic pathways and academic programs that will keep our students in the district and effectively engaged in learning.

Regarding School Climate, our efforts will focus on maintaining low suspension and expulsion rates, and increasing the sense of school connectedness for students, parents, and teachers. School climate and school discipline policies are important to public safety because students who are suspended or expelled are more likely to fall behind in school, drop out, and become involved in crime. A 2011 Council of State Governments study of Texas students found that students who were suspended or expelled one or more times were nearly three times more likely to have contact with the juvenile justice system in the following year than similar students who were not suspended or expelled. A study published in 2018 found that 12 years after being suspended, youth were 30% more likely to have been arrested once, 51% more likely to have been arrested multiple times, 23% more likely to have been in prison, and 49% more likely to have been placed on probation than similar youth who had not been suspended. When students are suspended or expelled for relatively minor incidents, the primary result is lost instructional time and a missed opportunity to address any underlying issues contributing to the behavior. This is why it is so important for Compton USD to find alternatives to suspension and expulsion. Even though 2019 data from Dashboard shows that suspension rates two years ago were at 17.6% overall with a higher suspension rate for foster youth, our most recent data shows that suspension rates for our significant student groups are at or below 2.1%, while expulsion rate remains at 0%. This is an indication that actions/services provided during the last LCAP cycle were effective.

Actions 3, 4, 5, 6, 7 and 9 provide for the implementation of a multi-tiered system of support (MTSS) with the ultimate goal to create a positive school climate and increase student achievement. These actions include the maintenance and expansion of Wellness Centers, district wide implementation of social-emotional learning strategies (SEL) in grades K-12, the provision of counseling and mentoring services for those students in need, and most importantly, the implementation of trauma-informed instructional practices. Positive Behavior Interventions and Support (PBIS), restorative practices, the Peer-to-Peer (P2P) Program, and targeted mentoring and counseling are also pivotal components of our system of support, and they will be implemented with a focus on our high-need, unduplicated student populations. Action 8 complements this approach by bringing back Team Joy and Fun, which provides an outlet for student engagement (inside and outside of the classroom), builds social fluency, provides student leadership opportunities, athletic participation, and racial equity activities.

Action 12 specifically provides for a newly adjudicated Wellness Initiative Support Team (WIST), which constitutes an attempt to address some of the conditions that impact the performance of our African-American students. Actions 13 and 14 reflect the needs of our learners with exceptional needs. This population will benefit from the implementation of The Success Through Educational Participation Program (STEPP) which will provide IEP teams with an alternative placement with targeted interventions for students with unique needs and challenging behaviors. This intervention program prevents students with disabilities from being placed in a more restrictive environment and provides K-8 students with an IEP with appropriate behavioral skills. Additionally, the Department of Pupil Services will provide mental

health services, 1:1, and small group counseling for students and their families as specified in their IEP.

Regarding parental involvement we will continue our efforts to seek parent input in decision making, and we will promote parent participation in programs and workshops. Research shows that parental involvement is a key determinant of student progress in the school setting. According to WestEd, parent involvement in the school and in their own child's education is a crucial contributing factor to a positive school climate and quality education. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful. Involving family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement in school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children's learning is a critical element of student success.

The California Schools Staff Survey (CSSS) and the California Schools Parent Survey (CSPS) that we administered this school year show that 82% of parents and 88% of teachers agree or strongly agree that their schools actively promote parent involvement. However, the Healthy Kids Survey for secondary schools indicates that only 55% of 7th graders agree or strongly agree that parents feel welcome to participate in school activities, while 42% of 9th graders and 39% of 11th graders responded favorably. It seems evident, then, that we need to continue building opportunities for parent engagement in our district, and particularly in our secondary schools.

Actions 10 and 11 relate to the steps that Compton Unified will undertake to ensure that parent participation in school and district decision-making is ensured, and parent input is appropriately collected and considered. Compton USD considers it a priority to establish solid partnerships with parents, families, and community, and it prides itself in the development of opportunities to enable a positive dialogue between the school and the home to make students thrive. With this goal in mind, we plan to make every effort to increase parent education programs, workshops, and classes. Workshops will include information related to California Content Standards, related assessments, specific content areas of the curriculum, social-emotional issues, trauma, behavioral needs, racial equity and social justice, and health-related topics amongst others. These workshops will take place once per quarter/trimester at each school site. Additionally, CUSD will increase targeted engagement and communication with parent (advisory) groups, including the District English Learners Advisory Committee (DELAC), school English Language Advisory Committees (ELAC), District Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), school Black Parent Advisory Committees (BPAC), Parent Teacher Association (PTA), in addition to local business and community organizations, so that these stakeholders have an opportunity to provide input and be part of the decision-making process.

The metrics framed below represent indicators to measure progress towards a more positive school climate and higher pupil engagement, as described in Goal #4. Metrics such as attendance rates, chronic absenteeism, graduation rates, dropout rates and suspension and expulsion rates validate the actions taken under this goal to improve these area indicators. The California Healthy Kids Survey, the California Schools Parent Survey (CSPS) and the California School Staff Survey (CSSS) will help us identify further areas of concern and put systems in place to address these.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Attendance rates disaggregated by	2019-2020 All: 95.2%				All: 98% AA: 98%

student group Data Source: Aeries	AA: 94.2% Hispanic: 95.4% FY: 94.6% Homeless: 92.6% LEP: 95.1% RFEP: 96% SED: 95.4% SWD: 94.3%				Hispanic 98% FY: 98% Homeless: 98% LEP: 98% RFEP: 98% SED: 98% SWD: 98%
Data Source: Aeries and 5Labs Data Source: Information Technology Department	2020-2021 All Students: 96.9% SED: 94.6% AA: 93.1% Hispanic: 97.6% LEP: 98.9% Homeless: 90.7% SWD: 93% FY: 94.2% RFEP: 95.5%				
Chronic absenteeism disaggregated by student group Data Source: CA Schools Dashboard	2019-2020 All Students: 10.6% SED: 10.8% AA: 16.3% Hispanic: 9.2% LEP: 9.2% SWD: 14.4% FY: 13.2%				All Students: ≤10% SED:≤10% AA: ≤10% Hispanic: ≤10% LEP:≤10% SWD: ≤10% FY:≤10%
High school graduation rates disaggregated by student group Data Source: CA Schools	All Students: 87.1% SED: 88% AA: 90.4% Hispanic: 86.3% LEP: 71% SWD: 78.1% FY: 79.3%				All: 92% SED: 92% Hispanic: 92%-94% AA: 92-94% LEP: 81%-86% FY: 85-90%

Dashboard					
High school dropout rates disaggregated by student group Data Source: DataQuest	All Students: 10% SED: 11% AA: 8% Hispanic: 10.63% LEP: 19% SWD: 11% FY: 28%				All Students: ≤5% SED: ≤5% AA: ≤5% Hispanic: ≤5% LEP: ≤5% SWD: ≤5% FY: ≤5%
Middle school dropout rates Data Source: Local Data	Hispanic/Latino (18) Pacific Islander (1) African American (6)				Hispanic 0 Pacific Islander 0 African American 0
Suspension rates, disaggregated by student group Data Source: CA Schools Dashboard	All Students: 1.3% SED: 1.3% AA: 3.3% Hispanic: 0.8% LEP: 0.8% SWD: 3% FY: 3.8%				All Students: ≤1% SED: ≤1% AA: ≤1% Hispanic: ≤1% LEP: ≤1% SWD: ≤1% FY: ≤1%
Expulsion rates, disaggregated by student group Data Source: DataQuest	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%				All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%
Students feel connected to school (CHKS) Data Source: CHKS	Grade 5: 64% Grade 7: 60% Grade 9: 34% Grade 11: 42%				Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70%

Percentage of Students indicating to have caring adult relationships in school Data Source: CHKS	Caring Adults in School: 5th grade: 74% 7th grade: 60% 9th grade: 52% 11th grade: 55%				Caring Adults in School: 5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%
Schools perceived as very safe or safe Data Source: CHKS	5th grade: 75% 7th grade: 64% 9th grade: 36% 11th grade: 41%				5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%
Students feeling academic motivation (CHKS) Data Source: CHKS	5th grade: 76% 7th grade: 71% 9th grade: 67% 11th grade: 63%				5th grade: 90% 7th grade: 80% 9th grade: 80% 11th grade: 80%
Parents strongly agree that schools promote parent Involvement (CSPS) Data Source: CSPS	ALL: 29% ES: 32% MS: 25% HS: 24%				ALL: 60% ES: 60% MS: 60% HS: 60%
Parents strongly agree that schools promote parent participation in decision making (CSPS)	ALL: 26% ES: 28% MS: 23% HS: 23%				ALL: 60% ES: 60% MS: 60% HS: 60%

Schools have active parent (advisory) groups Data Source: Local Data	SSC: 100% schools have an active SSC ELAC: 100% schools have an active ELAC				SSC: 100% schools have an active SSC ELAC: 100% schools have an active ELAC
Staff strongly agree that schools provide enough social emotional support for children (CSSS) Data Source: CSSS	ALL: 26% ES: 29% MS: 27% HS: 18%				ALL: 80% ES: 80% MS: 80% HS: 80%
Parents who strongly agree that school is a safe place for their child. Data Source: California Parent Survey	39%				50%

Actions

Action #	Title	Description	Total Funds	Contributing

1	Attendance Monitoring and Re-engagement strategies	Current attendance data shows that many of our low-income students present high levels of chronic absenteeism, mainly caused by the COVID-19 pandemic, and virtual learning. In our ongoing conversations with our site principals, teachers, and counselors, they have expressed their concerns regarding the engagement level and consistent participation of these students. As we start planning for next school year, it is important that we increase our services regarding attendance monitoring and re-engagement strategies for our low-income students. All school sites will have an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for these students. The task force will be supported by administrators, and it will consist of attendance clerks, counselors, teachers, Community Relations Specialists, as well as any other necessary support staff. The team will be responsible to reach out to the families of our unduplicated students regarding absences, tardies, and cases of truancy. They will meet on a weekly basis to identify barriers, plan attendance interventions, and monitor results. They will work together to ensure that our unduplicated students attend school daily and meet the district's goal of 98% or higher.	$1,453,847.00	Yes
2	Recognition Programs and Awards	Child Welfare and Attendance and all school sites will organize both site-based and district-wide recognition assemblies, and they will implement attendance incentives for students and families (e.g., awards, banners, stickers, etc.) to motivate students to improve their daily attendance, academic performance and growth across content areas, and positive behavior in school.	$100,000.00	No

| 3 | Behavior Management | Recent evidence (Harris, 2006) suggests that the complex web of social relationships students experience—with peers, adults in the school, and family members—exerts a much greater influence on their behavior than researchers had previously assumed. Socioeconomic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.

As we meet with educators throughout the district, and carefully analyze input from stakeholders from different LCAP surveys, we see that there is a need to continue with the implementation and expansion of some of the systems in place that help address the behavioral needs that our low-income students face. During the next LCAP cycle, Pupil Services will expand and improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies and software (BRIM) in order to provide a safe, positive and secure learning environment for our staff and low-income students. The implementation of these practices will result in improving the school climate as well as the effectiveness, efficiency and equity in our schools. In addition we expect to see a decrease in the number of suspensions, and referrals to District Administrative Hearing Panel (DAHP) and to the District Guidance Review Committee (DGRC). | $850,465.00 | Yes |
| 4 | Counseling Services | The District will offer counseling and mental health therapy for students as necessary, including unduplicated (low-income, English Learners, and Foster Youth) with the ultimate goal to promote positive connections between students and adults which are essential to creating a school culture in which students feel safe and empowered. | $998,138.00 | No |

| 5 | Expansion of Wellness Centers | Our site principals, teachers, school counselors, and therapists have expressed the many challenges that low-income students in our community had to face throughout this pandemic. When schools closed, these students missed social contact, connections to friends, and supportive adults that are essential for learning and development. Even though school principals, classroom teachers, and counselors continued reaching out to these students during the spring closure, the day-to-day interactions and experiences are something that many of these students expressed to have truly missed during the last few months. As captured in the Healthy Kids Survey, many of our low-income students experienced an overwhelming sense of isolation and some of them even had episodes of depression.

In response to these challenges, we determined that Pupil Services will continue to implement and maintain the Wellness Centers at each high school and expand them to some middle and elementary schools. These Wellness Centers will offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups with the ultimate goal to improve student academic achievement and decrease dropout rates. Through these centers, schools will also offer psychological services, basic medical care and other services to help our low-income families navigate trauma and other challenges associated with the COVID-19 pandemic and their life conditions. In addition, the wellness centers will provide the opportunity for mentoring services that will assist these students with the daily rigors of life. | $1,217,317.00 | Yes |

| 6 | Trauma Training | Research shows that trauma can have severe impacts on the brain and overall health and wellness. While a significant portion of the overall population has experienced some form of trauma, we know that trauma is more prevalent among individuals living in low-income environments. In fact, the trauma that results from living in poverty for long periods of time can result in a chronic, toxic stress that has substantial consequences for each individual and society as a whole. In addition, it is well documented the traumatic experiences that some of our newcomer ELs have experienced, having to face separation from their families in some cases, or even federal custody in others. Trauma is not foreign to our foster youth, either. Research shows that one in four children in foster care will show signs of post-traumatic stress disorder.

Compton Unified acknowledges the traumatic experiences that many of our low-income students and other unduplicated students had to face in the midst of a pandemic, and the impact that these may have had on their academic performance and well-being. During the last few months, educators and parents across the district have shared some of these experiences and highlighted the need for increased support in this area. As such, our district will provide relevant, trauma-informed training to all staff (administrators, teachers, counselors) to better equip them to understand the role of trauma, its effect on low-income children, foster youth, and newly arrived English Learners, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, our schools will undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. | $250,000.00 | Yes |
| 7 | Social-Emotional Learning | Many of our low-income children in Compton are at increased risk for socio-emotional problems, which may contribute to socioeconomic disparities in wellbeing and academic achievement. This risk has significantly been accentuated with the effects of the COVID-19 pandemic. Input from educators and parents in our district through multiple consultation sessions, and the results from the Healthy Kids Survey, School Staff Survey, and Parent Survey, highlight the need to increase services in this area.

As a result of this need, all school sites will implement a Social-Emotional Learning program (e.g. Second Step for K-8 and Move This World for High Schools) that aims to meet the social emotional needs of our low-income, minority students. Both teachers as well as classified staff will receive the appropriate training for a successful and holistic implementation of the model. In addition, schools will implement a baseline Social Emotional Learning assessment that will be administered twice a year in order to monitor the social and emotional competencies of students. The assessment results will help teachers and counselors set clear goals and benchmarks, and organize evidence-based lessons that will help our low-income students build social competencies and improve leadership skills. | $428,162.00 | Yes |

8	Team Joy and Fun	Child Welfare and Attendance, in collaboration with schools, will provide enrichment activities for students in grades K-12. These activities will support student engagement, (inside and outside of the classroom) build social fluency, provide student leadership opportunities, athletic participation, and racial equity activities, as demonstrated by peer mentorship, student leadership and extended learning opportunities.	$300,000.00	No
9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	Child Welfare and Attendance will facilitate professional development to school sites on developing high functioning Professional Learning Community (PLC) teams that design and provide strong Tier I behavioral interventions for our low-income students. These teams would also review academic, attendance and behavioral data and determine the appropriate intervention by strengthening the multi-tiered systems of support (MTSS) process using the following structures: Student Success and Monitoring Team (SSMT), Section 504 and student attendance review team (SART).	$650,000.00	No
10	Parent Involvement	Researchers continue to find evidence that higher levels of involvement by parents are related to academic success for students (Epstein, 2001). Therefore, unduplicated children, with less involved parents, often experience fewer of the academic benefits than children coming from higher income homes. Our educators in Compton Unified truly understand and advocate for the need to increase and improve parent participation opportunities in schools as an effective way to better support our unduplicated students at all levels. As a result of this need, Compton Unified, in collaboration with all the schools and site Community Relations Specialists and outside organizations (e.g. PIQUE, The Therapeutic Play Foundation Inc., etc.) will increase parent education workshops, classes, and/or conferences to better equip families with the information, knowledge, and skills necessary to support our unduplicated students in the educational process. These opportunities for parent involvement will cover topics such as: Supporting Students at Home with Academic, Common Core Content Standards and Related Assessments, Technology and Online Programs, Trauma and Mental Health, Parenting, Racial Equity and Social Justice, Implementation of IEPs/504, Understanding Different Classifications of Students with Disabilities, and Health-Related topics. They will be offered at different times of the day to better accommodate the needs of families.	$747,317.00	Yes

11	Promoting Parent Voice and Advocacy	CUSD will increase targeted engagement and communication with parent (advisory) groups, including the District English Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), school Black Parent Advisory Committees (BPAC), and Parent Teacher Association (PTA). These committees will have an opportunity to provide input and collaborate to identify equitable and culturally responsive academic and social practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness.	$180,000.00	No
12	Wellness Initiative Support Team for African-American Students	Beyond the Schoolhouse Policy Report, released in October 2019, identified African American student achievement data to be the lowest in Los Angeles County. The report, authored by UCLA researchers Drs. Pedro Noguera, Tyrone Howard, Joseph Bishop and Stanley L. Johnson, Jr., details findings relative to conditions that contribute to the "accumulation of disadvantage" across various educational, health and social indicators that interact with the academic and developmental outcomes of Black children in Los Angeles County. Local data shows significant gaps for our African-American students in Compton Unified, including ELA and Math performance on the CAASPP assessment, College and Career Readiness indicator, A-G completion indicator, and suspension rates. In response to this need, Compton Unified School District will provide additional support to African American students by creating a Wellness Initiative Support Team (WIST). In an attempt to address some of the conditions that impact the performance of our African-American students, the WIST team, composed of CUSD staff members, will provide additional district-level student intervention and support, using the district student success and monitoring team (DSSMT) process. In addition, the team will be responsible for contacting parents and making home visitations to strengthen the systematic monitoring of attendance, student engagement, school connectedness, and mental health support.	$150,000.00	No
13	STEPP Program	Compton Unified will continue the implementation of the Success Through Educational Participation Program (STEPP) for students with unique needs and challenging behaviors that impede their ability to access the core curriculum. STEPP will provide IEP teams with an alternative placement with targeted interventions that will eventually help students return to their comprehensive school sites with success.	$200,000.00	No
14	Counseling Services for Special Education Students	The District will offer mental health therapy for students and their families as recommended by their IEP team. Through the Department of Pupil Services, CUSD will provide 1:1 and small group counseling for students with special needs as recommended by their IEP team. If the student needs more intensive services, the IEP team will determine if counseling should be added for additional support on site through school Psychologists.	$200,000.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
5	English Learners and Standard English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.

An explanation of why the LEA has developed this goal.

This goal is aligned to State Priority 2 (Implementation of State Academic Standards), State Priority 3 (Parent Involvement and Family Engagement), State Priority 4 (Student Achievement), State Priority 5 (Student Engagement), State Priority 7 (Access to a Broad Course of Study), and State Priority 8 (Outcomes in a Broad Course of Study). During the last LCAP cycle, this goal mainly focused on the specific needs of English Learners. However, a closer look at the data and input from teachers and parent committees highlighted the need to improve and expand this goal to also attend to the specific language needs of our Standard English Learners. This goal includes metrics and actions for both student groups.

The Compton Unified School District has an English Learner student population of 26.3%. English learners enrolled in the district have distinct academic and language needs according to their EL typology. The district has developed this goal to ensure actions and services within the Local Control Accountability Plan (LCAP) are responsive to the different types of English Learners (i.e. Newcomer and LTELs). This goal, as described in action 5.1, aims for an effective implementation of Designated and Integrated ELD by providing extended, ongoing, and rigorous professional development on the ELD standards for administrators, teachers, and bilingual instructional assistants. The specific needs of Newcomers and Long-Term English Learners will be met through appropriate placement, targeted interventions and assessments, and services aligned to the characteristics associated with English learner profiles (actions 5.2 and 5.4). In addition, per action 5.3, professional development on cultural competency and research-based, linguistically-relevant strategies related to academic vocabulary development will be provided. Goal 5 will also offer opportunities for college and career readiness by providing English Learners with pathways to develop proficiency in two or more languages (Action 5.6). Additionally, courses for Newcomers and Long-Term English Learners will provide targeted language instruction to facilitate access to core content necessary for

addressing the equity gaps related to graduation and A-G completion rates.

To further support English Learners and their families understand the U.S. educational system, action 5.9 will promote workshops for parents around a variety of topics including the social-emotional, academic and linguistic needs of ELs; programs and services available for ELs; the advantages of bilingualism and multiculturalism; the reclassification process; college application and financial aid; and a variety of other topics that will help parents develop the cultural capital necessary to help their children pursue college or a career. Those parents who are in need of translation services to better understand their supporting role in their children's pathway to academic success, may do so by benefitting from the services of district translators, as described in action 5.8. Finally, Action 5.11 describes the ongoing progress monitoring of English Learners by developing data points, a solid accountability system, and related intervention plans.

This goal was developed to ensure that the development of the LCAP and the allocation of supplemental and concentration funding are in alignment with the needs and assets of English language learners. The Local Control Accountability Plan (LCAP) funding will work in tandem with other funding sources, such as Title III, to ensure equitable educational outcomes for English Learners. In addition, many of the actions in this goal will be intentional in aligning supplemental services to the district's English Learner Master Plan.

Goal number 5 also attends to the specific language needs of our Standard English Learners. Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. These students are generally classified as English Only (EO) or Initial Fluent English Proficient (IFEP). As noted in the California ELA/ELD Framework (2014), "Simply immersing students in standard English and ignoring differences between standard English and the [varieties] of English that SELs use...is ineffective and not conducive to a positive and productive learning environment" (p. 917). Action 5.5 will increase the support for Standard English Learners through teacher professional development on culturally and linguistically responsive teaching and learning, and curriculum designed to address the language and literacy needs of English Only and IFEP students. In addition, actions 5.7 and 5.8 describe the creation of Spanish clubs for English Only students and families as well as well as specific workshops with the purpose of promoting bilingualism and biculturalism at a very early age, and better equip our African-American students and other SELs to be college and career ready and more competitive as they get ready to enter the workforce.

The analysis of state and local data, the reflection tools from the California School Dashboard Local Indicators, as well as input from different stakeholders and parent groups helped us develop the actions and metrics for this goal, which focuses on the diverse language needs of our English Learners and Standard English Learners. The metrics detailed below will help measure the efficacy of the actions described under Goal #5. Some of these metrics include student performance as measured on the ELA CAASPP assessment, the ELPAC assessments, the English Learner Progress Indicator (ELPI), EL graduation rate, and additional local data. Data specific to the EL program, such as reclassification rates, recipients of the Seal of Biliteracy and Long Term English Learner (LTEL) data will also help us access EL-specific student performance outcomes. Additional metrics include the percentage of educators trained in the Academic English Mastery Program model (AEMP) model for Standard English Learners, the percentage of teachers effectively utilizing the AEMP model strategies per classroom observations, and the number of Elementary Schools promoting Spanish Clubs for students/parents for Standard English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
EL Proficiency (ELPAC)	(2018-2019 Summative ELPAC)				70% English Learners will advance one level on ELPAC

	According to the CA English Learner Progress Indicator (ELPI) as measured by the ELPAC, CUSD is at the Medium Performance Level with 48% of the English Learner students making progress. 46% of the English Learner students progressed at least one ELPI level 2% of the EL students maintained the ELPI level 4				from the prior year, including students that advance from English Learner Progress Indicator low level 2 to high level 2 or low level 3 to high level 3 or maintain level 4.
Percentage of English Learners attaining English Proficient level on the English Language Proficiency Assessment for California (ELPAC) Data Source: (DataQuest/Dashboard)	16% of students exhibited well developed English skills on the ELPAC (ELPAC 2019-Level 4) 38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2019-Level 3) 46% of students exhibited growth in the English Language Proficiency Assessment for California (ELPAC 2018-19)				30% or more of students will attain-well developed English skills in the English Language Proficiency Assessment for California (Level 4) 40% or more of students will attain moderately developed English skills in the English Language Proficiency Assessment for California (Level 3) 30% or higher of English learners will progress at least one ELPI level or more
ELA Proficiency	(2018-2019) 6.39% of EL students Met				25% or more of EL students will have Met or Exceeded Standards on the ELA CAASPP

Data Source: ELA CAASPP	or Exceeded standards 19.95% of EL students scored at Standard Nearly Met 73.66% of EL students scored at Standard Not Met				35% or more of EL Students will have scored at Standard Nearly Met 40% of EL students scoring at Standard Not Met
ELA Proficiency Data Source: ELA CAASPP	(2018-2019) 28.86% of AA students Met or Exceeded standards 25.14% of AA students scored at Standard Nearly Met 46% of AA students scored at Standard Not Met				50% or more of AA students will have Met or Exceeded Standards on the ELA CAASPP 20% or more of AA Students will have scored at Standard Nearly Met 30% of AA students scoring at Standard Not Met
Reclassification rate to a level above the state average. Source Data: DataQuest	18% CUSD 14% State				Increase reclassification rate to a level above the state average.
Reclassification Grade 5, Grade 8 and Grade 12 Source Data: Local Data	49% rate of reclassification by 5th grade 63% rate of reclassification by 8th grade 77% rate of reclassification by 12th grade				59% increase of reclassification by 5th grade 73% increase of reclassification by 8th grade 87% increase of reclassification by 12th grade

Number of Long Term English Learners (LTELs) Source Data: DataQuest	10% of all English Learners were identified as Long Term English Learners (LTELs) in 2019-2020				Decrease percentage of LTELs to a level below state average
Number of At-Risk English Learners Data Source: DataQuest	6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2019-2020.				Decrease percentage of at-risk LTELs to a level below state average.
EL graduation rate for English Learners	78% was the English Learners graduation rate in 2019-2020				88% graduation rate for English Learners
State Seal of Biliteracy attainment (Grade 12) Data Source: DataQuest Local Data	226 students were awarded with the State Seal of Biliteracy in 2020-2021 Hispanic:224 African-American:2 IFEP:7 RFEP:208 EO:10 EL:1				Increase Seal of Biliteracy recipients by 15 or more students each year to reach a minimum of 215. Hispanic: Maintain African-American: 25 Students IFEP: 10 Students RFEP: Maintained EO: 30 Students EL: 10 Students
Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School	Hispanic:45 African-American:3 IFEP: 5 RFEP:29 EO:11 EL: 3				Hispanic: 65 African-American: 30 IFEP: 5 RFEP: 35 EO: 35 EL: 25
Percentage of trained teachers utilizing AEMP strategies per the Classroom Walkthrough Tool	None				80%

Data Source: Local Data					
Number of Elementary Schools offering Spanish Clubs for Students/Parents for Standard English Learners Data Source: Local Data	None				All 21 elementary schools will offer a Spanish Club

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on Research-Based Practices for ELs	Teachers of English Learners must have a clear understanding of the academic and language needs of their students to ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. ELD Specialists will provide extended, ongoing and rigorous professional development to administrators, teachers, and bilingual instructional assistants on research-based practices related to English Language Development (e.g. Kate Kinsella, Robert Marzano, etc.).	$545,750.00	Yes
2	Newcomer Services	Compton Unified has a significant newcomer population with unique academic, linguistic needs, and social emotional challenges that must be addressed to guarantee that students can successfully participate in the regular core program. Based on this need, Bunche Middle School and Dominguez High School will continue to offer the CUSD Newcomer Program. This program will be implemented by specially trained teachers and Bilingual Instructional Assistants who will address the linguistic and social emotional needs of our 6th-12th newcomer student population. Additional support services will include instructional materials in students' primary language, online programs, and family outreach.	$785,450.00	Yes

| 3 | Academic Language and Culturally Responsive Pedagogy for English Learners | After virtual classroom observations and ongoing communication with classroom teachers and site administrators, the English Learner Department has identified the need for ongoing, focused professional development that will help increase the efficiency of those working with English Learners. There is a clear need to focus on culturally responsive pedagogy and academic vocabulary development for this student group.

The Department of English Learners will provide teachers and support staff with professional development on cultural competency and research-based, linguistically-relevant strategies related to academic vocabulary development in order to improve their teaching practice and better meet the language and academic needs of their students. Ongoing training and support will also be provided to Equity Teacher Leaders, who will facilitate the discussions and increase the focus on issues of culturally responsive teaching, student achievement, and equity.

Culturally responsive teaching will provide teachers with the tools to use students' cultural experiences and background knowledge in daily instruction while validating their native language. English learners' culture and family will be viewed from an assets-based perspective. | $515,875.00 | Yes |
| 4 | Specific Interventions and Supports for English Learners | When looking at local data from our common assessments and diagnostic assessments, we have identified significant gaps in academic performance for our English Learners. In addition, English Learners are performing significantly behind in other indicators such as ELA and Math CAASPP results, College and Career Readiness, A-G completion rates, or High School Graduation.

In order to address the specific needs of English Learners, CUSD will provide additional support for at-promise and Long Term English Learners (LTEL) through rigorous ELD courses, specially designed before and after school interventions, summer school activities, data chats, and specialized core classroom support. Bilingual Instructional Assistants will offer academic and linguistic support in all content areas. In addition, our EL Journalism Program for at-promise LTELs will focus on the areas of reading and writing, and it will be offered as an after school opportunity for EL students. These specific interventions and supports for English learners are designed to improve outcomes in the areas of reclassification, and proficiency in the areas of literacy and mathematics. | $425,275.00 | Yes |

5	Academic English Mastery Program for Standard English Learners	Historically, the home languages of Standard English Learners (SELs), such as African-American Language, Mexican-American Language, Hawaiʻian American Language, and Native American Language, have been perceived as deficits or as incorrect forms of English. But, in fact, they are linguistic and cultural assets that educators can use to help provide more equitable access to the curriculum. Embracing the numerous contributions and strengths that our SELs bring to the school community is a foundational goal for all who support our SELs as they strive to add academic English to their linguistic repertoires. Curriculum and Instruction and the English Learner Department will increase the support for Standard English Learners through teacher professional development on culturally and linguistically responsive teaching and learning, and curriculum designed to address the language and literacy needs of English Only students for whom Standard Academic English is not native.	$533,696.00	No
6	Biliteracy/Multiliteracy Programs	Research on the benefits of bilingualism and biliteracy have demonstrated that bilingual individuals have stronger brains, better attention and task-switching capacities, and adjust better to environmental changes. According to the National Education Association research on English learners, bilingual programs help develop language skills in not only the native language but the second language as well. The Compton Unified School District will provide opportunities for bilingualism/multilingualism for students, both English Learners and English Only students, to enhance their language abilities and support their individual communication in a global society. This will be accomplished through the implementation of the Dual Language Immersion program and the World Language Program. At the elementary level, we will continue to expand the dual-immersion programs throughout the district and offer professional development opportunities for teachers such as LACOE workshops, CABE, and bilingual conferences. At the middle school level, we will offer World Language Spanish courses. At the high school level, we will also offer Spanish, French and Mandarin. Schools will provide students enrolled in the Dual Immersion and World Language program the necessary supplementary materials that will help them achieve proficiency in the target language. Intervention support and parent outreach will be offered by bilingual college tutors and/or instructional assistants.	$535,125.00	Yes

7	Spanish Club for English Only Students and Parents	CUSD schools will promote opportunities for English only elementary students (e.g. African-American students) to learn Spanish after school and/or on Saturdays, thus promoting their interest in a foreign language and providing them with the skills necessary to be more competitive in the future. Classes will also be offered to parents of elementary students who are learning Spanish so that they are equipped with the necessary tools and skills to better support their students at home. Parents are essential in growing and sustaining a dual language program. Being able to continue engaging them and developing a partnership in support of the program as it grows is extremely critical. Target language as a second language classes for parents of English-only students is necessary to provide parents the support they need to assist their students at home and to be active participants in children's learning of a second language.	$553,695.00	No
8	Translation Services	According to the California Department of Education (Dataquest) 39% of Compton Unified families reported their native language as Spanish. With this high percentage of Spanish speaking parents and guardians, it is important for our district to provide translation and interpretation services to establish effective school and home communication. The parents of EL students also become more engaged with their students' education when given documentation and resources in their native language. Compton Unified will provide support translation and interpretation services for parents of English Learners, to keep families informed and help them understand their child's academic progress and needs. The district will offer translation services through real-time meeting interpreting through headsets, bilingual PowerPoint presentations, translated written materials, bilingual discussion facilitators and meetings held in Spanish.	$475,250.00	Yes
9	Workshops for Parents of English Learners	English Learners benefit from their parent's involvement in their education. Familiarity with the U.S. educational system provides families of English learners the social and cultural capital to support students' academic performance in school. Parents of English Learners were surveyed to determine topics of interest pertaining to the language and academic needs of their children. As a result of these needs, all CUSD schools will provide ESL classes and parent workshops to assist parents of English Learners in supporting the academic achievement of their children in acquiring English and content knowledge. Topics related to English Learners will include reclassification, social emotional support, college and career readiness, and ELPAC preparedness. Additional workshops will be provided for parents of students enrolled in the dual immersion program. These workshops will cover topics pertaining to biliteracy, multiculturalism, and language resources in the target language.	$585,885.00	Yes

| 10 | Workshops for Parents of African-American Students and Other SELs | CUSD schools will provide workshops for parents of African-American students and other Standard English Learners to support their children in their path to academic language mastery and college and career readiness. These workshops will also cover topics related to culturally and linguistically responsive teaching, biliteracy, multiculturalism, and language resources in the target language. | $433,696.00 | No |
| 11 | Personalization of Academic and Social-Emotional Learning of English Learners | Administrators, counselors, teachers, and bilingual instructional assistants will intentionally attend to our English Learners' academic and social emotional behavioral needs by engaging in organizational routines and norms of practice that institutionalize personalization. They will conduct data chats with students using data that can be easily measured and tracked (such as academic grades) with an emphasis on goal setting. They will guide students towards understanding their academic standing and help them strategize potential ways for improving their course grades and performance. These chats may be conducted not only during the instructional day, but also after school or weekends, and families may be participants in the process. By deliberately fostering caring and supportive adult-student relationships, adults will help English Learners increase their sense of belonging at their school that, in turn, leads to higher levels of self-efficacy and student success. | $298,168.00 | Yes |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.13%	$67,180,749.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Based on CALPADS 2019-2020 Data, CUSD has an unduplicated pupil count (UDP) of approximately 96.51% (2019-2020). We have a substantial population of low-income students who receive free-reduced price meals (93.4%). The percentage of English Learners is 26.3%, and we have a total of 250 Foster Youth students. While the scope of many of the actions on our LCAP plan is limited to our unduplicated student groups, there are also actions, mainly those targeting the needs, conditions, and circumstances of low-income students, that are provided to the entire school district with the goal to improve the overall instructional program of the district. These actions and services, however, have all been specifically designed to support the academic achievement and school success of the unduplicated populations. They are principally directed towards those students, and are effective in meeting their needs, which we will be explaining throughout this section.

It is important to note, also, that some of the LEA-wide contributing actions that we have incorporated in the 2021–24 LCAP were already included in the 2017–2020 LCAP. This decision was made based on hard and/or soft outcome data, and the overall successful implementation of the actions to date. As we elaborate on this section of the plan, we will bring attention to those specific actions in question.

The following actions/ services are identified as LEA-wide, although they are principally directed towards unduplicated students and are effective in increasing or improving services for these students:

GOAL 1
---Maintain Instructional Days (183) and/or Instructional Minutes (Action 1.2)
Schools with high-poverty students lose nearly two weeks of learning time annually compared with their more affluent peers in other schools. In heavily low-income districts (like Compton), students lose about 30 minutes a day to factors often connected to economic pressures. Site administrators and teachers in our district, for example, have indicated that the lack of personal transportation has led to a higher incidence of student tardiness, and increased transiency has made it more difficult to form stable classrooms. Teachers have also reported spending significantly more time on offering counseling, college and career advice, discussions about inequality and financial responsibility, access to healthcare and other issues not necessarily connected to academic subjects.

Compton Unified is fully aware of the many difficulties that our low-income students have to face, and the impact that these have on their learning. Therefore, all of our schools will continue to provide 183 instructional days (instead of 180), and 18 early-release Wednesdays (instead of 36) with the goal of increasing instructional time, enrichment opportunities, and interventions for our low-income students. This action will also provide more time for teachers to plan and collaborate together, conduct data analysis, and reflect on best ways to close the achievement gap for these students. Although this is an action that will benefit all students districtwide, it is principally directed to meet the needs of this unduplicated student group.

This action was already included in the 2017-2020 LCAP document, and we saw a steady increase in student academic achievement at all levels and throughout

multiple indicators such as CAASPP test scores or graduation rates. Our CAASPP scores show an increase in ELA for Low-Income students from 29% in 2015-2016 to 38.46% in 2018-2019 (the proficiency rate for all students was 37.98%). In the area of mathematics, results improved from 20% to 31.77% (31.44% for all students). Our graduation rate for low-income students also increased significantly from 79.3% (78.8% for all students) in 2015-2016 to 87.1% (86.4% for all students) in 2019-2020. While we understand that there is not one single action or service that would produce such improvement, we strongly believe that the increase in instructional time has been a strong contributor to our academic achievement. By continuing to implement this action, we expect to see an increase in low-income student performance over time, and an overall improvement LEA-wide.

---Teacher Planning and Collaboration Time (Action 1.6)
Site Principals have expressed that collaboration among their teachers is essential to school improvement and to meeting the academic, language, and social-emotional needs of their unduplicated students (Low-Income, ELs, and Foster Youth). Ongoing common assessments, i-Ready diagnostic data, and ELPAC results show that many of our unduplicated students have significant gaps in learning, are lacking academic language, or are in need of scaffolding to help them access rigorous, grade-level text. Others may be experiencing basic social-emotional needs that hinder their opportunities to learn. Planning and collaboration time improves our teachers' capacity to truly research and understand the unique needs of these students and find ways to design curriculum, lessons, and activities to address those needs. In addition, regular collaboration sessions help maintain a focus on student achievement, and facilitate learning across administrators, guidance counselors and teachers, providing context for the instructional improvements.

The Department of Educational Services and the schools will create opportunities for teachers to draw on collective expertise through collaborative teaching and planning, collegial support and team development. This will include horizontal and vertical articulation within and across grade levels, as well as ongoing collaboration between general education and special education teachers. Through scheduled planning time and collaboration, teachers will develop instructional resources, and they will learn and share research-based and evidence-based strategies aimed to target the many academic and language needs of our unduplicated students, improving the quality of services that they receive. Time for teacher planning and collaboration may be provided during the instructional day by providing substitutes for collaborative time, or after school hours.

Our unduplicated students will show improvement in the areas of literacy and mathematics as measured through the i-Ready diagnostic assessments, common assessments, and end-of-year CAASPP assessments. In addition, we will conduct teacher surveys so that we can gather input regarding the effectiveness of these planning sessions, and the impact that these have in improving teacher practice and their capacity to address the needs of our unduplicated students. While principally directed to meet the needs of low-income students, English Learners, and Foster Youth the scope of this section will bring positive outcomes LEA-wide.

---Improving Learning Through Access to Computer-Based Programs (Action 1.7)
As we connected with our families throughout the school year, and in the different consultation meetings with educators and parents, we learned that in addition to having unreliable connectivity, many of our low-income students have limited instructional resources at home, including reading materials or engaging activities to practice readiness and essential skills in literacy and math. Many of these students also lack access to academic support, libraries, or the means to acquire educational programs and materials. In many instances, parental support is also limited due to the parent education level and strategies to help their children.

In response to this need, The Department of Educational Services will provide our low-income students access to a variety of applications and online instructional programs (e.g. i-Ready, Dreambox, Next Gen Math, My Writing Coach, Edgenuity, etc.) that offer individualized academic support in literacy and mathematics. These programs will provide our low-income students with the opportunity to easily engage in personalized learning both in the classroom and at home, where they usually lack access to resources and supplementary materials. While these programs will be provided LEA-wide, they are principally directed to meet the needs of our low-income students.

These programs will help teachers easily monitor progress throughout the school year, and truly understand the gains that unduplicated students are making as well as those areas where they need additional support. Low-income students will show steady progress in program-specific usage reports, average percentage of lessons passed, course completion rates, and program diagnostic assessments (as applicable).

In previous years, exposure to additional practice through program applications has benefited our low income learners because they were able to further practice those skills where they were encountering difficulties from the convenience of their own home, without incurring any additional expenditures or finding the time to access public facilities. This enables the parents to monitor student learning and provide extended instructional practice for our most vulnerable students.

---Improving Teacher Efficacy through Instructional Coaching (Action 1.8)
When students are denied high-quality early literacy instruction, the achievement gap continues to grow. Although the urgency for early reading initiatives among

unduplicated students is clear, our local data from i-Ready diagnostic assessment (68% of K-8 students reading below grade level) suggest that there is still a big need in our district to continue developing our educators in best strategies to teach reading and literacy. The need for improvement in the area of mathematics is also significant. Local data from our winter diagnostic assessment indicate that over 70% of our unduplicated students in grades K-8 are performing below grade level. This percentage is even higher at the high school level, with almost 90% of them not meeting standards (per CAASPP 2019).

CUSD Curriculum Specialists will train and coach teachers in best research-based instructional strategies aimed to address the language and academic needs of low-income, English Learners and Foster Youth students. Curriculum Specialists will also provide direct services and interventions to unduplicated students throughout the school year following both a push-in and/or a pull-out model. In addition, they will collaborate with teachers and Educational Services to help develop curricular resources designed to scaffold and improve services for our Low-Income, ELs, and Foster Youth students.

These services will have a positive impact on the teachers' ability to meet the language and academic needs of unduplicated students as measured by the Effective Instruction Self-Assessment Tool, which we plan to introduce next school year. In addition, unduplicated students working with Curriculum Specialists will increase performance in literacy and mathematics as measured by grade-level specific progress monitoring assessments that will be created by Ed. Services. These students will also show improvement on the grade-level diagnostics, and district common assessments.

The use of centralized Curriculum Specialists to develop teacher practice and provide interventions for unduplicated students was already an action that was captured in the 2017-2020 LCAP. Progress monitoring data showed steady increases of the students participating in the interventions. Unfortunately, in March 2020 these interventions were interrupted due to the COVID-19 pandemic, and Curriculum Specialists had to assume new responsibilities in helping manage school closures. As we prepare for next school year and full in-person instruction, we expect that this action will help increase and improve services for unduplicated students while still being offered LEA-wide.

---Improving the Learning Process through Instructional Technology (Action 1.9)
While the scope of this action will be LEA-wide, it is principally intended to improve teaching and learning for our unduplicated student groups. Experts widely agree that instructional technology provides many benefits to the education process, including better access to information, more opportunities for collaboration, and better capabilities for meeting diverse learners' needs. Unfortunately, the digital divide still exists, and low-income students and other unduplicated student groups do not always have access to devices, connectivity, and most importantly, teachers who are well-versed in the use of instructional technology. This lack of familiarity with the use of instructional technology is one of the main reasons why families and students in our community struggled significantly with the transition to distance learning.

By providing all of our schools with ongoing support from 21st Century Learning Specialists, we will help improve teaching and learning for our low-income students and other unduplicated student groups. The EdTech team will conduct ongoing professional development and coaching for teachers on multiple programs, applications, and most effective distance/in-person learning strategies that will improve the access of our Low-Income, ELs and Foster Youth students to rigorous, grade-level curriculum. Through ongoing support of the EdTech team, our unduplicated students will have the opportunity to actively create original products, connect with the world around them, and gain access to much-needed assistive technologies.

By improving the learning process for our unduplicated students and facilitating access to rigorous curriculum through instructional technology, Low-Income students, English Learners, and Foster Youth will continue making gains in the areas of English Language Arts, Mathematics, and Science as measured by the CAASPP and CAST assessments, as well as the students' report cards.

The focus on instructional technology is not new for Compton Unified, and it was already captured as one of the actions on the last 2017-2020 LCAP plan. The significant gains that our low-income students (and other unduplicated students) have shown in literacy (10 proficiency points) and math (11 proficiency points) during the last five years, the increase in student engagement, and the need to continue addressing the digital divide for our high-need students, make it absolutely necessary that we continue with this action during the next cycle.

---Targeted Classroom Interventions for Unduplicated Students (Action 1.10)
Through consultation sessions with site administrators, teachers, and parent meetings we verified that many of our unduplicated students in the district lack the necessary academic support at home. They do not have a place to study, access to libraries, or anyone who can assist with homework. Their financial constraints will not allow them to have access to tutoring services or even reliable internet access that can support them with their academic needs. This has negatively impacted their academics, and the learning loss caused by the school closures has now become more significant than ever before.

Educators and parents have highlighted the extra support that our unduplicated students need in the classroom, and the benefits that having Teacher Assistants (TAs) and Intervention Substitutes provide for their students both at the academic level and the social-emotional level, helping them improve reading and math skills as well as self-confidence. These services were already included in the last LCAP cycle, and showed positive effects on unduplicated student test scores in reading and math, with the largest, consistent, and most robust effects in reading. i-Ready reports, for example, show that 17% of our low-income students finished the 2017-2018 school year within Tier I (at grade level), while in 2019-2020 the percentage increased to 39%. In the area of mathematics, the increase was from 28% to 38%. While we cannot just attribute these gains to the implementation of classroom interventions, educators in our district agree that their impact is undeniable.

Providing our most at-promise unduplicated students with ongoing support in literacy and mathematics from Instructional Assistants and intervention substitutes will help mitigate the learning loss that these students have experienced during the pandemic. Instructional Assistants and/or intervention subs will work with small groups and/or individual students in the classroom under the close supervision of a certificated teacher. They will receive the necessary training and ongoing coaching from teachers, and/or site Curriculum Specialists, and they will conduct ongoing progress monitoring of the unduplicated students in their caseloads so that they can identify and address their specific language and academic needs.

Unduplicated students receiving this additional level of support will increase their math and reading fluency, improve their reading comprehension skills, and move towards mastery of common core power standards in Mathematics and Language Arts as measured by grade-level common assessments and the end-of-year CAASPP assessment.

---Addressing the Gaps in Foundational Literacy Skills (Action 1.11)
Enrollment data and input from low-income parents and their teachers identified that many low-income students need to build foundational literacy because many have not attended pre-school and/ or kindergarten and many of these students lack access to high interest print and virtual materials and opportunities for reading at home. This is also true to many of our English Learners and Foster Youth students in our district.
CSUDH Project Reach Tutors and college tutors from other institutions will closely collaborate with classroom teachers to increase daily small-group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in K-2 classrooms. Some tutors will also be trained by Curriculum Specialists and Educational Services in grade-specific power standards so that they can support students in upper elementary, middle and high schools. These interventions will be done in the classroom and under the close supervision of the classroom teacher.

While the scope of this action is LEA-wide, it is principally directed towards meeting the needs of our unduplicated students. Unduplicated students working with college tutors will increase performance in literacy as measured by grade-level specific progress monitoring assessments that will be created by Ed. Services. In close coordination with the school sites, student data will be closely analyzed at the end of each intervention cycle (4-6 weeks). These students are also expected to show improvement on the grade-level diagnostic, and district common assessments.

Compton Unified has been implementing the Project REACH Program for several years, and this was an action implemented during the last LCAP cycle. Data analysis over time proves that this program is effective in meeting the foundational literacy needs of our unduplicated students, mostly at the early elementary levels. In 2018 we conducted a detailed impact study of the students participating in Project REACH. Our fall AIMSweb screener, for example, showed that Kindergarten students only recognized an average of 2.9 letters on the Letter Naming Fluency assessment; in the spring the average increased to 37.6 letters, reflecting a growth of 34.7 letters. First grade students participating in the program scored an average of 15.2 on Nonsense Word Fluency increasing to 49.9 in spring, reflecting a growth of 34.7. Second grade students read an average of 15.3 wpm on the Reading Curriculum Based Management assessment (RCBM) in the fall, while the average increased to 52.8 in spring, reflecting a growth of 37.5 words. Many of the students who received the tutoring support entered their grade level as non-readers being one or two years below their respective grade-level. With support of the program, the students gained the skills to comprehend the classroom lessons as they are presented to them. The impact of Project REACH during the first three years of implementation was also evident in the improvement of reading scores on the CAASPP assessment. While in 2015 75% of the third graders did not pass the CAASPP assessment, the preliminary results of 2018 CAASPP show that this number has been reduced to 59%. It was evident that the number of Tier 3 students entering the third grade had been significantly reduced over time.

Site administrators and teachers are big advocates of the program, and they acknowledge the positive academic impact that our tutors have on our Low-Income, ELs, and Foster Youth student groups. In fact, Project REACH even received the Golden Bell Award from the California School Boards Association.

---Before/After School Interventions and Saturday School (Action 1.12)
During the upcoming LCAP cycle, beyond-the-bell interventions will be offered LEA-wide. However, this action will be principally directed to and effective for low income, English Learners, and Foster Youth students. Local diagnostic and assessment data shows that a large percentage of our unduplicated (Low-Income, English Learners, and Foster Youth) students have fallen behind in one or more content areas since March 2020. The learning loss caused by the COVID-19 pandemic is

significant, and there may not be sufficient time in the school day to offer the remedial instruction necessary to bring our high need, unduplicated students up to grade level. Unfortunately, many of these students lack the necessary resources and academic support at home at a time that is needed the most. One way to make up for this deficit will be through out-of-school time (OST) programs.

Schools will provide our low-income and other unduplicated student groups with supplementary interventions and supports, often inaccessible to inner-city students, to ensure that they are successful in their academic coursework. These services will include after school/Saturday interventions in math and literacy to address prerequisites that students did not master in the previous school year(s). These prerequisites will have previously been identified by the classroom teacher and the interventionist. Interventions will also include a focus on ELA and Math power standards to guarantee that students can keep up with the rigor and expectations of the grade level. In addition, interventions will include credit recovery classes, access to PAPER tutoring, and/or access to the Edgenuity online curriculum (for high school students).

Providing our unduplicated students with a robust system of interventions before and after school and on Saturdays will result in steady academic progress as measured by our diagnostic assessments and common assessments administered throughout the school year.   We also expect to see a reduction in the number of unduplicated students obtaining a grade of D or F in their core classes, which is currently as high as 46%. Higher degrees of academic success will also have a positive impact on the self-esteem of our unduplicated students, which should result in a reduction in the number of discipline referrals and a rise in school connectedness as reflected on the California Healthy Kids Survey.

Beyond-the-bell interventions was an action already included in the previous LCAP cycle, and they were systematically implemented at many of our elementary schools. Principals, teachers, and parents have advocated for the continuation of these interventions in the years ahead, since they have seen a positive academic impact on the participating students.

---Building Learning Experiences and Enrichment Opportunities for Students (Action 1.14)
During our consultation sessions with teachers and our parent groups, there is a clear consensus to provide our K-12 low-income students with enrichment opportunities, which are often inaccessible to our inner-city students outside the school. We cannot forget that many of our low-income parents are working multiple jobs. Some of them are single parents who do not have the means to expose their children to these opportunities. Others may experience transportation issues, or may not even have a car.

Enrichment opportunities will help our low-income students extend their educational experiences. Some of these enrichment opportunities include, for example, participation in clubs, learning labs, or a variety of field trips (e.g. zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses, amusement parks, science museums, factories, etc.) which contribute to build real world learning, cultural growth, and academic engagement for our high-need, low-income students.

In Compton USD, we believe that part of the school experience are the extra-curricular opportunities that contribute to create a rich experience that will carry its impact into future education and career choices, and will create indelible memories beyond the schooling years. This is the true value that enrichment programs bring to low-income students who would otherwise not be able to access them. Our low income students learn best when collaborating with peers in hands-on learning projects, which contributes to building their schema while enriching the instructional experience. By building learning experiences for our low-income students, we expect them to feel more connected to school, more academically motivated, and better engaged in the learning process, which will be reflected throughout the Healthy Kids Survey.

The building of enrichment opportunities for our low-income learners is a tenet at Compton USD also reflected in our previous LCAP. Our enrichment classes are deeply popular because they offer the opportunity to collaborate with peers in learning projects that are fun and age-appropriate. This is especially so for high school students, who are free to participate in clubs of their choice as a means to express cultural and identity values while they build bonding experiences and everlasting memories with their peers that have impacted their post-secondary choices of college and career.

---Promoting Science, Technology, Engineering, and Math (STEM) Opportunities (Action 1.15)
Our low-income students live in less-privileged neighborhoods, and they often lack the resources, appropriate devices, and good internet connectivity that would allow them to participate in STEM programs outside of the school setting (e.g. coding, robotics, etc.). They mostly rely on the opportunities that we offer them in our district, which are meant to close the digital and opportunity gaps.

All school sites in Compton USD will provide STEM-related activities and programs (e.g., Project Lead the Way, robotics, gaming, coding etc.) for our low-income,

minority students. These programs will be offered before, during, and after school, and will contribute to mitigate gaps in homework quality, digital inequality, and developmental disparities that often lead to fewer postsecondary graduates from low-income households, especially in STEM programs. STEM opportunities will also help increase our student engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators.

The continuation of these programs will provide low-income students with a ground to develop knowledge and skills that will make them competitive in the workplace of the 21st century. As a result of the implementation of this action, low-income students will also see an increase in their interest and engagement in science as well as school connectedness. This will be measured by internal tools or surveys that will be administered throughout the year. We also expect to see an increase in enrollment and completion of some CTE courses such as computer science. Most importantly, exposure to these skills will enable students to make informed decisions on post-secondary choices in the field of STEM.

---Extended Visual and Performing Arts Opportunities (Action 1.19)
Research has shown that the arts prepare students for success in school, work and life by boosting math and literacy achievement, developing creativity and critical thinking skills, strengthening perseverance, facilitating cross-cultural understanding and developing language skills of English Learners. In addition, a study by West Chester University featuring 310 economically disadvantaged preschoolers from low-income families reports music, dance, and visual arts lessons effectively reduced their stress levels. Unfortunately, from conversations with our teachers and ongoing meetings with our families, we know that many of our low-income students lack access to the arts outside of the school setting.

Educational Services will continue expanding visual and performing arts opportunities for K-12th Low-Income students and English Learners beyond the regular art instruction that they receive as part of their grade-level curriculum. These students will benefit from appropriately-trained staff and partnerships in order to increase exposure to the various domains of visual and performing arts, provide them with an equitable and well-rounded education, develop their language skills, and encourage them to pursue careers in the creative sector. These opportunities may be offered both during the regular instructional day, as well as after-school and on Saturdays.

Our English Learners will benefit from a robust Visual and Performing Arts program because it will enable them to enact non-verbal modes of communication as a precursor to the acquisition of language skills. Similarly, our low-income students will benefit from exposure to programs that enable them to activate prior knowledge, connect to rigorous materials and experience a wholesome school environment that aims to educate the whole child. Students will show an impact in mental health indicators and school connectedness as a result of the implementation of these programs.

This is the primary reason why it is crucial to the education of our English Learners and low income students to continue to offer these services. In the past, we have obtained a great level of satisfaction from students who have enrolled in these programs. On the one hand, our community norms promote art as a channel of self-expression. Students who typically score below grade level in academic subjects utilize art as a channel for creativity, and expression of evolving identity, free from verbal constraints. This is also true of English Learners, who usually come from backgrounds where art is viewed as cultural expression. The promotion of VAPA programs in the past has enabled both these groups to add their cultural experiences to the school discourse.

---Extended Health and Fitness Opportunities (action 1.20)
Prior to the pandemic, children from low-income communities like Compton were already experiencing greater challenges in accessing physical activity opportunities. They were already less likely to meet physical activity recommendations because of lack of affordable options. There are also safety issues, challenges to parental support and a neighborhood environment that does not foster play and physical activity. As more activities have moved outdoors to decrease the risk of virus spread, these inequities are felt more than ever before. In many cases, the parents of our low-income children are essential workers who cannot be home to support either learning or physical activity. Private backyards for play are frequently missing, and public spaces are often inadequate.

By establishing partnerships with different organizations (e.g. Playworks or CF Fitness), the implementation of fitness classes (yoga, dancing, virtual physical activity programs, workout wheels), and by promoting sports after school, CUSD will be able to provide our low-income students with additional support services and resources during the regular school day and/or after school to increase and improve the State physical education requirements, and assist them in the development of the attitudes, skills, and knowledge that will result in a lifetime of participation in physical activity and the maintenance of health related fitness.

Our low income students will benefit from action 1.20 by increasing their socialization skills, their physical fitness, and their sense of school connectedness. The impact of this action will be reflected on the results of the state physical fitness test, as well as the responses to the Healthy Kids Survey, especially in the section that questions school connectedness. Additionally, due to the positive impact of this action on the children's general wellbeing, expected outcomes will entail a decrease in

school discipline referrals and mental health referrals, and a more positive and safe school environment.

This action was implemented at some elementary schools during the last year of the LCAP cycle, with positive results in the areas of social-emotional wellbeing and school climate. Many teachers indicated that our partnership with CF Fitness, for example, helped with the implementation of structured recess time, and promoted a sense of teamwork amongst students. Students were more engaged during recess time, and they seemed to be more alert and engaged in class, too. In addition, students learned to acquire tools to work out disagreements and differences, and became better at dealing with conflict resolution. Many schools also observed a decline in discipline referrals over time, and even an increase in student attendance.

---After-School Homework Clubs (Action 1.22)
Teachers have often expressed the concern that many of their low-income students are not completing homework or assignments in their classes. This may be due to a number of factors including the lack of strategies that parents have to help their child, parent education level, need for daily routines, or simply lack of a place to study. While our schools can provide low-income students with food, supplies, and a knowledgeable teacher, asking students to bring essential work home with them may remove those pillars of support from their educational process.

All Compton schools offer homework assistance through the ASES program. Unfortunately, the number of students who benefit from the program is limited, and many of our low-income students do not have the opportunity to participate in it. Therefore, CUSD will add additional homework centers to the ASES program for our low-income students so that they can receive the necessary supervision, guidance and assistance with homework. Tutors will work with our low-income students one-on-one or in small groups, assisting students with homework assignments, math and reading, and small academic projects. During program sessions, teachers and/or tutors will also organize quiet educational games and activities for students who have completed all of their homework.

Our low-income learners will benefit from extended day opportunities to complete assignments, extension activities (including use of digital programs for repeated exposure to academic standards) and instructional support. The outcome of this action will be measured by the increase in the number of participating students who complete homework and/or assignments, the reduction of Ds and Fs, and improvement regarding connectedness to school and academics based on the Healthy Kids Survey.

GOAL 2
---Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources (Action 2.9)
Multiple parent groups and other stakeholders in our district have indicated that low-income students experience unique challenges that can create a huge barrier to succeed in school. Many of them, for example, do not have the means to purchase desired school supplies and/or class materials to work from home. Others have limited access to academic support in their households, while others come with limited language proficiency levels. Oftentimes, the core curriculum is too complex, and these students benefit from supplementary materials beyond the core curriculum that will help them build schema and better understand and access complex and rigorous grade-level content.

CUSD will provide high-need, low-income students the necessary supplies, resources, and additional standards-aligned instructional materials (e.g. math and reading intervention materials, access to math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries etc.) to help support the core program, electives, career technical education, and Advanced Placement courses, with the ultimate goal to help bridge the gap to rigorous coursework.

The provision of intervention materials, test prep, and manipulatives for our low-income students is pivotal to the development of critical skills that will enable us to close the achievement gap in our low-income school communities. Because our CAASPP test scores and local assessment data clearly show that a higher percentage of our students are working below grade level, the use of supplemental materials, supplies and resources will increase exposure time to learning activities, provide additional practice in areas of need and repeat exposure to targeted skills. Students who have access to supplementary materials traditionally do better in formative and summative assessments, and show a higher degree of college and career readiness. As a result of this action, we do expect to see a higher percentage of students who meet or exceed ELA and Math standards in the CAASPP, and an increase in the percentage of students who are performing at the Tier I level as measured by the iReady diagnostic assessments.

In the past few years, Compton USD has increased the purchase of standards-aligned instructional materials, supplies and resources for its low-income learners. We have given our low-income learners access to research-based practices while tailoring our offer to the developmental age of the students with an aim to expose our low income learners to high interest resources that match their interests while also exposing them to rigorous materials. As a result, we have seen a steady increase in standardized test scores over an extended timeline, an improvement in classroom grades, lower retention rates and less class disruptions.

---Access to Internet and/or Devices (Action 2.10)
While K–12 students' access to computers and the internet improved during the pandemic-plagued and largely remote fall school term, a clear digital divide persists, especially among low-income students, according to a new report by the UCLA Center for Neighborhood Knowledge. In our communication with families and teachers, it seems that this digital divide translates into students missing lessons, being unable to access materials and struggling to complete assignments--all of which have significant implications for long-term learning and success later in life.

Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevents them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Low-income pupils face this barrier more severely than their peers do. This school year we learned that over 80% of our low-income students needed a device to engage in distance learning, and did not have reliable connectivity at home.

Compton USD has distributed hotspots and other materials to families, with an emphasis on providing the technology to low-income students. Additional outreach has been conducted in the form of direct, personal contact with families and/or targeted coordination with organizations that serve them (for example, working closely with local shelters so that students can use hotspots, if internet access is ordinarily prohibited).

Compton Unified distribution approach is principally directed to low-income pupils by locating the hotspots and other materials where the neediest families, as determined by survey results, can readily access them. Since low-income students tend to be among the hardest to reach, additional outreach helps ensure that they can benefit from more reliable internet

GOAL 3
---Access to Rigorous Courses for All Students (Action 3.1)
Our unduplicated pupils have historically seen lower rates of high school, college, and career readiness. Only 36% of our low-income students, 24% of foster youth, and 15% of English Learners are college and career ready. In part, this opportunity gap stems from financial obstacles, lack of access to additional support, perception of self-success, high mobility, or linguistic barriers. It is highly important that we foster school systems that create the access that these students need.

High schools will provide all unduplicated students with access to a rigorous curriculum, pathways, and opportunities such as Early College High School, College Courses, Advance Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout and A-G courses in order to increase their competitiveness & preparedness for college & career.

This plan will create a pathway to post secondary education that will increase college and career readiness for students for whom this is not the norm. The lack of a stable family environment, lack of resources to invest in education, and lack of language skills can be overcome with a carefully planned curriculum accessible to our unduplicated groups through rigorous courses that enable college preparedness and ample career choice. The impact of this measure will be noticeable in the college and career indicator, A-G completion rates, graduation rate, Advanced Placement indicators, college acceptance rates and post-secondary enrolment indicators.

Because this measure was also implemented in past years on behalf of our unduplicated students, we have attained positive college and career readiness indicators. Five years ago, our A-G completion rate was in the 20% percentile range, whereas today it is almost double at 50%. Similarly, our graduation rate has almost doubled within the last five years from the 40% percentile to close to 90%, as it is today. Because we have an overwhelming number of low income students who are included in the unduplicated count, we believe that this measure has largely contributed to higher levels of high school success.

---College and Career Support Staff for Unduplicated Students (Action 3.2)
Historically, the most vulnerable unduplicated populations have suffered from extreme obstacles to their path to post-secondary educational choices. Unduplicated groups are typically exposed to a culture that is heavily dependent on wages for survival and college is often not considered an option when there is a dire need for immediate income. Our most recent data from the CA Dashboard shows the need to continue supporting our unduplicated student groups in the area of college and career. This is a need that has been supported by teachers, counselors, and site Administration. Only 36% of our low-income students, 24% of foster youth, and 15% of English Learners are college and career ready.

CUSD College & Career Department will continue to provide counseling and support services (through USC College Advisors, Counselors, Dual Enrollment Specialist and Attendance Counselor) to support and increase the access of our Low-Income, English Learners, and Foster Youth to college and careers. Staff will conduct

presentations, workshops, data sessions, and organize activities throughout the school year that will focus on the academic, career and personal/social domains of our unduplicated student groups. Moreover, staff will assist in responsive services such as crisis counseling, peer mediation and referrals when needed.

This action was designed to ensure that our unduplicated student groups are on track to graduate and have the necessary qualifications to access any college or university of their choice. While we are aware that other factors incide in our unduplicated students' choice, such as family support, peer pressure or personal choice, we want to make sure that the opportunity gap between the general population and our unduplicated groups does not interfere with their right to choose and their capacity to build a healthy future as contributing members of society. A positive implementation of this action will have a direct impact over college and career indicators, college course completions, college acceptance rates and post-secondary enrollment indicators.

Action 3.2 was effectively implemented during the last LCAP cycle, and this is the reason why it has been included again in this next cycle. High school site administrators and school counselors have often praised the support that our College and Career Department team offers our schools in closely monitoring the progress of our low-income, English Learners, and Foster Youth students. The implementation of this action over the past few years has resulted in better results for our unduplicated student populations (Low-Income, ELs, Foster Youth) as measured by various CA Dashboard indicators. For instance, more Foster Youth and EL students are "Prepared" for College & Career as reflected on the state's College & Career Indicator (CCI). Since 2018 we have seen an increase of 17% for Foster Youth, and a 10% increase for EL students. Similarly, we also saw an increase in A-G completion rates for both groups: EL students have increased by 11% and Foster Youth by 10%.

---College & Career Support and Guidance for Unduplicated Students and their Families (Action 3.3)
Research emphasizes the importance of involving low-income parents and other unduplicated groups in college readiness activities. This premise is also supported by the school administration, teachers, and counselors in our secondary schools, who emphasize the need to actively involve parents of our at-promise low-income students and other unduplicated student groups in the college admission process. This has also been a recurring idea with our parent meetings advisory committees.

The College & Career Department will continue to provide unduplicated students and parents with the necessary support and guidance. School counselors will conduct workshops on navigating Aries, grades, transcripts, A-G, FAFSA, college applications, and college acceptances. These data will be used to inform practice and better meet the needs of CUSD high school low-income, foster youth, and EL students. In addition, the College Career Department will provide administrators, teachers, and families with resources such as scholarships information, timelines, college admissions updates and other related topics to keep our unduplicated students informed about deadlines and the latest post-secondary information (i.e. applying for college, financial aid, scholarships, NCAA, college programs etc.).

By implementing this action, we will ensure that our unduplicated student groups receive information that will enable them to make healthy career choices on their own behalf and that of their families. Information about financial aid, state and federal grants, college application deadlines and technical career choices will bring critical information to our unduplicated student groups so that they can focus on the successful completion of their A-G requirements without making it necessary to stress about the unknowns. Most importantly, our college and career staff will aid our unduplicated students to set goals, trace a timeline for attainment of deadlines and navigate the complexities of the college application process. Therefore, the results of this action will be best measured in terms of college and career indicators, college course completions, college acceptance rates and post-secondary enrolment indicators.

In the past years, an effort has been placed on providing increased guidance and support through the complexities of the college application process, as well as readiness for college application. Our counselors have increasingly conducted workshops and visited classrooms to make presentations that clarify the requirements needed to navigate this process and describe qualifications and timelines. The importance of readiness has been critical in increasing connectedness to secondary choices by our unduplicated groups. Sensitive areas, like financial aid or other types of available funding, are a determining factor on the choices the students make once they leave our schools, and the implementation of this action ensures that our unduplicated students have all the information they need to make appropriate choices for them and their families.

---Promote College & Career Culture for Unduplicated Students (Action 3.4)
When students have school, parental and community support, college is seen as the norm: higher education is the expectation rather than the exception. A college-going culture helps all students set and achieve high goals and generates other important values, such as appreciation of academics, desire to succeed, and drive to attend college and become a lifelong learner. These values are especially important for our low-income students and other unduplicated students, many of whom may not be considering college. In fact, many of our unduplicated students come from families in which no one has attended college before.

When meeting with our different parent groups, and consulting with teachers and administrators throughout the district, they would all agree about the importance of promoting and fostering a college and career culture in our schools, starting at a very early age. Therefore, the College & Career Department will offer districtwide

opportunities and events for our high school low-income students, foster youth, English Learners and their families to create a college going culture. These will include, for example, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. Vertical articulation with middle and elementary schools will guarantee that our K-8 low-income students already develop a desire to pursue college and/or a career.

The promotion of a college and career culture will primarily benefit those groups of unduplicated students who may have not been exposed to these cultural norms, and lack the family background necessary to incorporate it as part of their daily experience and expectations. A college-going culture will help our Low-Income, English Learners, and Foster Youth set and achieve high goals, and will generate other values such as appreciation for academics, desire to succeed, and drive to attend college and become a lifelong learner. Some of these attitudes will be reflected on the responses from the Healthy Kids Survey. In addition, we expect to see an increase in graduation rates, A-G completion rates, and college applications and acceptance rates for each of our unduplicated student groups.

This action was also incorporated in the previous LCAP cycle. The evolution of a college-going culture over the last few years has resulted in an increase of graduation rates as well as the College and Career Indicator (CCI) for each of our unduplicated student groups. The early implementation of this action has also enabled our unduplicated groups to slowly increase their post-secondary enrollment increasing their future opportunities for success.

GOAL 4
---Attendance Monitoring and Re-engagement strategies (Action 4.1)
Current attendance data shows that many of our low-income students present high levels of chronic absenteeism, mainly caused by the COVID-19 pandemic, and virtual learning. In our ongoing conversations with our site principals, teachers, and counselors, they have expressed their concerns regarding the engagement level and consistent participation of these students.

As we start planning for next school year, it is important that we increase our services regarding attendance monitoring and re-engagement strategies for our low-income students. All school sites will have an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for these students. The task force will be supported by administrators and will consist of attendance clerks, counselors, teachers, Community Relations Specialists, as well as any other necessary support staff. The team will be responsible to reach out to the families of our unduplicated students regarding absences, tardies, and cases of truancy. They will meet on a weekly basis to identify barriers, plan attendance interventions, and monitor results. They will work together to ensure that our unduplicated students attend school daily and meet the district's goal of 98% or higher.

Our ability to effectively monitor attendance will have a direct impact on the learning loss suffered by our low income students during the pandemic. We are aware that economic indicators have had a substantial effect on the capacity developed by our most vulnerable low income students to continue to attend virtual classes. Babysitting needs, the need to attend work to support their families, the inability of parents to adequately follow up when there are multiple siblings in the home, and the lack of adequate spacing for instruction has caused many of our students to disengage from school activities. It is crucial for the academic development of our low-income learners that we put systems in place to reconnect our students to healthy routines that will ensure the development of successful habits of study that will lead to future success. Indicators of the success of this measure comprise attendance rates, chronic absenteeism rates, and school connectedness responses from the California Healthy Kids Survey.

The early implementation of this measure in previous editions of the LCAP has enabled our district to communicate the importance of daily attendance among students and families and successfully address cases of chronic absenteeism, which has led to higher degrees of academic achievement.

---Behavior Management (Action 4.3)
Recent evidence (Harris, 2006) suggests that the complex web of social relationships students experience—with peers, adults in the school, and family members—exerts a much greater influence on their behavior than researchers had previously assumed. Socioeconomic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.

During the next LCAP cycle, Pupil Services will improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies and software (BRIM) in order to provide a safe, positive and secure learning environment for our staff and low-income students. The implementation of these practices will result in improving the school climate as well as the effectiveness, efficiency and equity in our schools. In addition, we expect to see a decrease in the number of suspensions and referrals to the District Administrative Hearing Panel (DAHP) and to the District Guidance Review Committee (DGRC).

Because our low income students have been exposed to external factors that have the capacity to overwhelm their coping mechanisms, it is critical that we provide the support that they need by offering them positive role models from which they can learn healthy behaviors that can impact their life choices. It is also important to place weight on a more restorative, less punitive environment that nurtures the student as a whole and provides opportunities for conflict resolution. By not penalizing the child, we believe that they will increase their social-emotional competence and this will result in a more positive school climate as measured by the school suspensions and expulsions, as well as in the areas of school connectedness, safety and emotional support in the California Healthy Kids Survey.

---Expansion of Wellness Centers (Action 4.5)
Our site principals, teachers, school counselors, and therapists have expressed the many challenges that many of our low-income, English learners, and Foster Youth students in our community had to face throughout this pandemic. When schools closed, these students missed social contact, connections to friends, and supportive adults that are essential for learning and development. Even though school principals, classroom teachers, and counselors continued reaching out to these students during the spring closure, the day-to-day interactions and experiences are something that many of these students expressed to have truly missed during the last few months. As captured in the Healthy Kids Survey, many of our low-income students experienced an overwhelming sense of isolation and some of them even had episodes of depression.

In response to these challenges, we determined that Pupil Services will continue to implement and maintain the Wellness Centers at each high school and expand them to some middle and elementary schools. These Wellness Centers will offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups with the ultimate goal to improve student academic achievement and decrease dropout rates. Through these centers, schools will also offer psychological services, basic medical care and other services to help our low-income families navigate trauma and other challenges associated with the COVID-19 pandemic and their life conditions. In addition, the wellness centers will provide the opportunity for mentoring services that will assist these students with the daily rigors of life.

Although we understand that feelings of inadequacy and social emotional distress are the hallmarks of the teenage years, the pandemic has accentuated feelings of isolation and hopelessness. It is crucial that we provide safe spaces for our most vulnerable populations to be able to cope with overwhelming feelings of distress that may impede their normal development. Highly qualified personnel provided by our health partners have been trained to deal with mental health crises, suicidal ideations and post-traumatic stress, which disproportionately impacts our most vulnerable student populations. As a result of the implementation of this action, we would expect to see an increase in the school climate as well as higher positive responses related to social emotional support in the surveys conducted among teachers (CSSS), parents (CSPS) and students (CHKS).

Although the previous LCAP provided for the implementation of Wellness Centers, the needs imposed by the pandemic have accelerated their expansion, and we will now be increasing services to additional campuses to ensure that every teenager is able to reach out for help and receive the support they need. It is imperative that we have a system of support of mental health so that vulnerable unduplicated students who may not otherwise have access to these services are able to develop healthily during these critical formative years.

---Trauma Training (Action 4.6)
Research from the Center for Disease Control indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. From our outreach to low-income parents, students and their teachers we learned that many low income students and their families are struggling with trauma they have experienced during school closures and the pandemic. This is also true for many of our English Learners as well as Foster Youth students.

Our district will provide relevant, trauma-informed training to all staff (administrators, teachers, counselors) to better equip them to understand the role of trauma, its effect on low-income children, foster youth, and newly arrived English Learners, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, our schools will undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. Creating a trauma-informed and trauma-sensitive environment will provide the critical resources that our unduplicated students need to overcome adversity and develop coping mechanisms.

Supporting our unduplicated students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma-informed strategies.

---Social-Emotional Learning (Action 4.7)

Many of our low-income children in Compton are at increased risk for socio-emotional problems, which may contribute to socioeconomic disparities in wellbeing and academic achievement. This risk has significantly been accentuated with the effects of the COVID-19 pandemic. Input from educators and parents in our district through multiple consultation sessions, and the results from the Healthy Kids Survey, School Staff Survey, and Parent Survey, highlight the need to increase services in this area.

As a result of this need, all school sites will implement a Social-Emotional Learning program (e.g. Second Step for K-8 and Move This World for High Schools) that aims to meet the social emotional needs of our low-income, minority students. Both teachers as well as classified staff will receive the appropriate training for a successful and holistic implementation of the model. In addition, schools will implement a baseline Social Emotional Learning assessment that will be administered twice a year in order to monitor the social and emotional competencies of students. The assessment results will help teachers and counselors set clear goals and benchmarks, and organize evidence-based lessons that will help our low-income students build social competencies and improve leadership skills.

The importance of social emotional universal screening among our low income students is attested by their exposure to trauma as a result of their exposure to lack of appropriate income, housing, healthy food choices and acts of violence as a result of community events. To better assess the impact on the learning and wellbeing of our most vulnerable low income students, we have implemented an assessment that will enable us to assess their level of social-emotional health and intervene before it reaches crisis levels. This will ensure that school connectedness, academic preparedness and appropriate development is met by our low income students, as measured by attendance, dropout, suspension and expulsion rates, and by the percentage of students who feel that they have caring adults at school and the percentage of students who perceive their school to be safe or very safe in the California Healthy Kids Survey.

---Parent Involvement (Action 4.10)
Researchers continue to find evidence that higher levels of involvement by parents are related to academic success for students (Epstein, 2001). Therefore, unduplicated children, with less involved parents, often experience fewer of the academic benefits than children coming from higher income homes. Our educators in Compton Unified truly understand and advocate for the need to increase and improve parent participation opportunities in schools as an effective way to better support our unduplicated students at all levels.

As a result of this need, Compton Unified, in collaboration with all the schools and site Community Relations Specialists and outside organizations (e.g. PIQUE, The Therapeutic Play Foundation Inc., etc.) will increase parent education workshops, classes, and/or conferences to better equip families with the information, knowledge, and skills necessary to support our unduplicated students in the educational process.

These opportunities for parent involvement will cover topics such as: Supporting Students at Home with Academic, Common Core Content Standards and Related Assessments, Technology and Online Programs, Trauma and Mental Health, Parenting, Racial Equity and Social Justice, Implementation of IEPs/504, Understanding Different Classifications of Students with Disabilities, and Health-Related topics. They will be offered at different times of the day to better accommodate the needs of families.

By exposing our parents to these topics, we will be able to better prepare them to fulfill their supporting role in the educational journey of their children. It is critically important that our parents understand educational programs, academic expectations, basic technology applications and, most importantly, the pivotal role that parents have when supporting their children in creating solid study habits, positive attendance patterns, self-discipline and healthy choices towards post-secondary education. The expected impact of this action will be measured in terms of a reduction in chronic absenteeism, lower dropout rates, number of schools that have active parent advisory groups, and responses in the CHKS that indicate higher academic motivation, parent involvement, parent participation in decision making.

Prior to this year, the implementation of educational workshops for parents of unduplicated learners has become very popular. The parents that are involved in our advisory committees have suggested additional workshops that they believe will be beneficial for their children, and we have strived to respond to their needs. As a result of this, we have encountered that the parents that attend our workshops are able to acquire a more active role in supporting the education of their children which has resulted in higher test scores and higher levels of school connectedness.

GOAL 5
---Professional Development on Research Based Practices for ELs (Action 5.1)
As a result of school closures due to COVID 19, both quantitative and qualitative data indicate that English learners' language skills were significantly compromised. An instructional focus on the academic and language needs of these students is necessary in order to address their learning loss, and ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines.

ELD Specialists will provide extended, ongoing and rigorous professional development to administrators, teachers, and bilingual instructional assistants on research-based practices related to the language development of English Learners (e.g. from Kate Kinsella, Robert Marzano, etc.). This professional development will help content area teachers learn how to use these strategies in tandem with academic content standards.

While this action will help improve the district instructional program as a whole, it is principally directed to meet the needs of English Learners. Effective professional development on these research-based, and evidence-based strategies will result in changes in teacher practices and improvements in student learning outcomes for English learners. Teachers will be mostly focusing on the linguistic and academic needs of these students. The positive impact of this action will include improvements in the areas of ELA and Math as measured by the CAASPP and increase in reclassification rates.

---Training Specific to the Needs of English Learners (Action 5.3)
In order to close the achievement gap, it is essential that teachers are especially prepared to meet the needs of English learners. In the Compton Unified School District, the need to focus on culturally responsive teaching and academic vocabulary was identified after analyzing performance data and classroom observations.

Professional development on culturally responsive pedagogy will ensure that learning is made relevant to English learners by making connections to students' cultures, languages, and life experiences. In addition, research-based academic vocabulary professional development will allow teachers to engage students with complex text by implementation of instructional routines. All teachers will receive training on academic vocabulary routines and culturally responsive pedagogy. Teacher leaders will attend additional professional development sessions in these two areas and will facilitate ongoing implementation at the school site.

Implementation of training specific to English learners will increase student engagement in the classroom by integration of culturally responsive practices. Furthermore, emphasizing academic vocabulary across content areas will increase students' ability to comprehend text and have a positive impact in all four language domains and grade level proficiency.

---Biliteracy/Multiliteracy Programs (Action 5.6)
Research on the benefits of bilingual/multilingual education emphasizes the benefits related to cognitive development, social-emotional development, and acquisition of skills necessitated in a global society. In order to provide Compton Unified School district English Learners and low-income students with equitable access to learning a second or third language, the district has expanded its Dual Immersion and World Language programs.

The 2020-2021 school year marks the sixth year of the district's Spanish Immersion Program. Compton Unified School District currently has three Spanish Dual Immersion Programs at Dickison Elementary, Emerson Elementary, and Kennedy Elementary schools. Students enter the program with many different levels of Spanish fluency. Some students are native Spanish speakers, others have had exposure to Spanish in preschool or with a parent or guardian, and others have had very little or no exposure to Spanish when they begin the program. The native Spanish speakers benefit from learning to read and write in their native language, deepening their Spanish skills. The non-native Spanish speakers benefit from becoming fluent in Spanish. The Middle School World Language program begins in 7th grade and offers Spanish as an elective. Course offerings include Spanish for Native and Non-Native Speakers. Some students are able to complete two years of Spanish at the end of 8th grade and are able to matriculate to more advanced levels of Spanish at the high school or learn a third language.

The goal of bilingual programs is to create bilingual and biliterate students. The State of California offers the State Seal of Biliteracy to high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. As a district we are striving to continue increasing Seal of Biliteracy rates and instill in students an understanding of the value of speaking more than one language, the desire to continue the study of the language at the university level, and the ability to use this skill in the real world.

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

This section provides a description of how services provided for unduplicated pupils are increased or improved by at least the percentage required. This description aligns to "contributing" actions in the LCAP.

LOW-INCOME STUDENTS
Supplemental and concentration funding will be used in the new LCAP to increase and/or improve services for our Low-Income students in a variety of ways. Action

1.2, for example, was created to increase learning time for our low-income students. By still maintaining the number of instructional days (183 vs. 180), we will be increasing time on task for our low-income students. Additional instructional days will allow for more enrichment opportunities, intervention time, and more time for low-income students to absorb content and develop skills. It will also allow more time for data analysis and teacher collaboration on how to close the achievement gap for these students.

The increase in services for low-income students through different STEM programs (engineering, robotics, coding, scratch, eSports, etc.) will contribute to mitigating gaps in homework quality, digital inequality, and developmental disparities (Action 1.15). These programs will also help increase their level of engagement and connectedness to school. In addition, we will increase services for low-income students through the implementation of clubs, labs, or field trips beyond the regular instructional program (Action 1.14). By promoting their participation in these engaging and hands-on extracurricular experiences that help contextualize learning, we will also be improving the quality of services that low-income students receive.

Action 1.7 will also help increase the quantity of services for low-income students. Access to programs such as i-Ready, Dreambox, NextGen Math, Discovery, MyAccess! Writing, or My Writing Coach will offer these students the possibility to engage in personalized learning at any time and in any place where there is connectivity. Students will be working with rigorous lessons tailored to their level, thus improving the quality of services that they receive.

During the next LCAP cycle, we will also increase health and fitness services (Action 1.20) for our low-income students by establishing partnerships with different organizations (e.g. Playworks or CF Fitness), implementing fitness classes (yoga, dancing, virtual physical activity programs, workout wheels), and promoting sports after school. In addition, the implementation of after-school homework clubs (Action 1.22) will help increase the quantity and quality of services that low-income students receive. By participating in these clubs, low-income students will receive the necessary supervision, guidance and assistance with homework, which they would not otherwise receive.

Under Goal #2, we also plan to increase services for our low-income students by providing them with devices and connectivity so that they can learn from home (Action 2.10). With the necessary access to devices and reliable connectivity, our low-income students will be able to participate in online academic and enrichment opportunities offered outside of the school day. In addition, we will increase and improve services for low-income students by providing additional resources and standards-aligned instructional materials (e.g. high-interest/low level reading materials, math and reading intervention materials, take-home math manipulatives, state test preparation materials, reading and reference books for home, digital libraries etc.) which will help supplement the core program. (Action 2.9)

In the area of student engagement, we also see the need to increase services for our low-income students beyond what is already provided. Action 4.1 calls for an Attendance Task Force at every site (Action 4.1), which will monitor attendance rates and more efficiently implement re-engagement strategies for these students. The team will be responsible to reach out to the families regarding absences, tardies, and cases of truancy in order to identify barriers, plan attendance interventions, and monitor results. We expect that this increase in services will help low-income students move towards our 98% attendance goal.

Finally, the improvement of school climate is also a main focus in our LCAP, and several actions were included in the document to increase and/or improve services for our low-income students in this area. Services or programs related to behavior management (Action 4.3) and social-emotional Learning (Action 4.7) are meant to increase the social competencies and improve the leadership skills of this unduplicated student group, whose living conditions and overwhelming challenges often undermine good school performance.

ENGLISH LEARNERS
Compton Unified will continue increasing and improving services for English Learners in order to address their language and academic needs. EL Specialists will provide professional development to administrators, teachers, and bilingual instructional assistants beyond what is already required. They will offer intense, rigorous, and ongoing training on most effective evidence-based instructional strategies (e.g. by Kate Kinsella, Robert Marzano, etc.) that will help support the language development of English Learners across content areas. In addition, the Department will provide focused professional development on cultural competency and linguistically-relevant strategies that will help improve teachers' practice and better equip them with the tools to meet the language and academic needs of their EL students. (Action 5.1 and 5.3)

Another action that will help improve the quality of services that English Learners receive is our Newcomer Program at Bunche Middle School and Dominguez High School (Action 5.2). This program will be implemented by specially trained teachers and Bilingual Instructional Assistants who will address the linguistic and social emotional needs of our 6th-12th newcomer student population. Additional support services will include instructional materials in the students' primary language, online programs, and family outreach.

We will also increase the quantity of services for English Learners by providing supplemental support for them. For example, at-risk and Long-Term English Learners (LTEL) will receive before and after school interventions (Action 5.4). We will also organize summer school activities for English Learners, and implement personalized data chats and goal setting with them (Action 5.11). Bilingual Instructional Assistants will offer academic and linguistic support in all content areas, and our EL Journalism Program for at-risk LTELs will be offered as an after school opportunity for these students to develop the four language domains in an engaging way. These specific interventions and supports for English learners are designed to improve outcomes in the areas of reclassification, and proficiency in literacy and mathematics. In addition, our district will also increase language services for ELs by providing opportunities for bilingualism/multilingualism (e.g. Dual Immersion) (Action 5.6). Schools will provide students enrolled in the Dual Immersion the necessary supplementary materials that will help them achieve proficiency in the target language. Intervention support and parent outreach will be offered through bilingual college tutors and/or instructional assistants.

We will also improve services for English Learners by providing language support services in Spanish for families of English Learners so that they stay better informed and they are able to better understand their child's academic progress and needs (Action 5.8). The district will provide language support through real-time interpreting headsets, bilingual PowerPoint presentations, translated written materials, bilingual discussion facilitators and meetings held in Spanish. Interpretation will also be provided during the workshops specially designed for Parents of English Learners (Action 5.9). By training our EL parents on a variety of topics and resources (e.g. reclassification, social emotional support, ELPAC preparedness, dual immersion and biliteracy programs, multiculturalism, etc.), we will also be increasing support and services for our English Learners.

FOSTER YOUTH
Action 1.16 requires that the district Foster Youth Liaison and other support staff (e.g. Clinical Social Worker, School Site Designees, Clerk, Pupil Services Community Relations Specialist) closely monitor services for students in foster care. The role of this support team is to increase and improve services for these students by conducting socio-emotional check-ins them, ensuring equitable/priority access to academic support (such as tutoring or summer school) and opportunities (such as AP, A-G, and CTE enrollment), and establishing the necessary data infrastructure and metrics to monitor all relevant indicators such as attendance, dropout rates, and suspension/expulsion rates.

In coordination with the district Foster Youth Administrator and the school site Foster Youth Designees, every school will increase services for Foster Youth students by providing specific extended day opportunities for them before/after school and on Saturdays (e.g. after-school intervention, tutoring, credit recovery classes) so that their academic needs can be met to the greatest extent possible (Action 1.17). These interventions will be provided by a highly-qualified classroom teacher (or any other certificated staff). At the high school level, these students will also receive additional counseling, support guidance, and ongoing academic monitoring to guarantee that they are on track for graduation. Ongoing participation in leadership/study trips which will also help increase college awareness for these students. (Action 3.6).

LOW-INCOME, FOSTER YOUTH, AND ENGLISH LEARNERS
The descriptions below explain how certain actions in the LCAP will be implemented to increase and/or improve services for all three unduplicated student groups: Low-Income, English Learners, and Foster Youth students.

One way to improve the quality of services for our unduplicated students will be by enhancing the type of instruction and differentiation that they receive. Action 1.6 aims to provide teachers with planning and collaboration time after school or during the regular instructional day, so that they can plan and collaborate together, while learning and sharing research-based and evidence-based strategies aimed to meet the needs of low-income students, English Learners and Foster Youth students.

Curriculum Specialists (Action 1.8) and 21st Century Specialists (Action 1.9) will be assigned to schools to train and coach teachers in best research-based instructional strategies that will address the language and academic needs of low-income, English Learners and Foster Youth students. Teachers will also receive the necessary training on multiple programs, applications, and most effective distance/in-person learning strategies that will improve access of our unduplicated students to rigorous, grade-level curriculum. Curriculum Specialists will also provide direct services and interventions to our unduplicated student groups, while 21st Century Learning Specialists will help coordinate STEM opportunities and activities for these students (e.g., coding, robotics, gaming) beyond their basic core program to better prepare them for higher education and future careers.

Teacher Assistants (Action 1.10), Project REACH tutors (Action 1.11), and intervention substitutes will also help increase support services for our unduplicated students. These paraprofessionals will work closely with small groups of students to provide additional support in the areas of reading, writing, and mathematics, helping them improve their academic performance and regain self-confidence. In addition, before/after school interventions and Saturday school will help address the learning loss of Low-Income students, ELs, and Foster Youth in the areas of math and literacy (Action 1.12). Other supplementary services will include credit recovery classes, access to PAPER tutoring, and/or access to the Edgenuity online curriculum (for high school students). These extended academic opportunities will help

improve the academic success and school connectedness of our at-risk, unduplicated students.

Action 1.19 aims to increase and improve services in the area of visual and performing arts for Low-Income students and English Learners beyond the regular art instruction that they already receive as part of their grade-level curriculum. These students will benefit from appropriately-trained staff who will provide them with an equitable and well-rounded art education, develop their language skills, and encourage them to pursue careers in the creative sector.

Action 3.1 of the LCAP aims to increase and improve services for unduplicated students through rigorous courses, pathways and higher education and community partnerships. Some of these opportunities include Early College High School, College Courses, Advance Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout and A-G courses. These rigorous courses will increase our unduplicated students' competitiveness and preparedness for college and career. Meanwhile, Action 3.2 focuses on increasing services for our unduplicated groups by providing additional support staff to deliver focused counseling sessions and support services (through USC College Advisors, Counselors, Dual Enrollment Specialist and Attendance Counselor). These increased services will include activities, presentations, workshops, and data sessions that will focus on the academic, career and personal/social domains of Low-Income, English Learners, and Foster Youth students.

The College & Career Department will also increase services for our unduplicated students and their families by providing them with additional guidance and support in areas such as navigating Aries, grades, transcripts, A-G, FAFSA, college applications, college acceptances, scholarships information, timelines, college admissions and other related topics about the latest post-secondary information (Action 3.3). The Department will also increase and improve services for Low-Income, Foster Youth, and English Learners by creating a college-going culture for them (Action 3.4). This will include, for example, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. In addition, vertical articulation with middle and elementary schools will guarantee that our K-8, unduplicated students develop a desire to pursue college and/or a career from an early age.

During the next LCAP cycle, we will also increase and improve services for unduplicated students in the areas of trauma and wellness (Action 4.5 and 4.6). Pupil Services will continue facilitating professional development around trauma-informed practices and expanding our Wellness Centers to some middle and elementary schools. Supporting unduplicated students and their families with trauma-based practices will strengthen students' coping mechanisms so that they can focus on learning. Finally, Action 4.10 will help increase and improve services for unduplicated students by promoting the meaningful participation of their parents in the educational process. Compton Unified, in collaboration with Community Relations Specialists and outside organizations (e.g. PIQUE, The Therapeutic Play Foundation Inc., etc.), will offer parents of Low-Income students, English Learners, and Foster Youth additional workshops, classes, and/or conferences that will better equip them to support their students in school.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$184,045,183.00	$115,737,773.00	$57723291.00	$40,388,332.00	$397,894,579.00	$259,835,708.00	$137,958,871.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Maintain Class Size in TK-3	All	$7,083,952.00	$0.00	$0.00	$0.00	$7,083,952.00
1	2	Maintain Instructional Days (183) and/or	Low Income	$9,875,134.00	$0.00	$0.00	$0.00	$9,875,134.00

		Instructional Minutes						
1	3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	All	$344,307.00				$344,307.00
1	4	Developing Supplementary Instructional Resources for Educators	All	$350,000.00	$0.00	$0.00	$0.00	$350,000.00
1	5	Content-Specific Staff Professional Development	All	$2,000,000.00			$1,156,765.00	$3,156,765.00
1	6	Teacher Planning and Collaboration Time	Low Income, English learner (EL), Foster Youth	$2,086,417.00				$2,086,417.00
1	7	Improving Learning Through Access to Computer-Based Programs	Low Income	$2,647,447.00				$2,647,447.00
1	8	Improving Teacher Efficacy through Instructional Coaching	English learner (EL), Low Income, Foster Youth	$4,917,317.00				$4,917,317.00
1	9	Improving the Learning Process through Instructional Technology	English learner (EL), Foster Youth, Low Income	$2,746,714.00			$2,761,760.00	$5,508,474.00
1	10	Targeted Classroom Interventions for Unduplicated Students	Low Income, English learner (EL), Foster Youth	$2,988,561.00			$2,761,740.00	$5,750,301.00
1	11	Addressing the Gaps in Foundational Literacy Skills	Low Income, Foster Youth, English learner (EL)	$1,515,701.00				$1,515,701.00
1	12	Before/After School Interventions and Saturday School	Low Income, Foster Youth, English learner (EL)	$3,088,561.00				$3,088,561.00
1	13	Summer School Program	All		$10,416,599.00			$10,416,599.00
1	14	Building Learning Experiences and	Low Income	$2,917,317.00				$2,917,317.00

		Enrichment Opportunities for Students						
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Low Income	$2,487,683.00			$2,761,760.00	$5,249,443.00
1	16	Support and Monitoring the Needs of Foster Youth	Foster Youth	$1,117,317.00			$880,880.00	$1,998,197.00
1	17	Targeted Interventions for Foster Youth	Foster Youth	$1,117,317.00			$880,880.00	$1,998,197.00
1	18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	Homeless	$445,510.00	$341,152.00		$2,761,760.00	$3,548,422.00
1	19	Extended Visual and Performing Arts Opportunities	English learner (EL), Low Income	$3,388,561.00				$3,388,561.00
1	20	Extended Health and Fitness Opportunities	Low Income	$3,559,306.00				$3,559,306.00
1	21	After-School ASES Program	All		$3,379,394.00			$3,379,394.00
1	22	After-School Homework Clubs	Low Income	$1,079,177.00			$0.00	$1,079,177.00
1	23	Services for Gifted and Talented Students (GATE)	All	$1,395,165.00				$1,395,165.00
1	24	Early Childhood Program	All		$2,438,859.00			$2,438,859.00
1	25	Special Education Inclusion Training	Student with Disabilities (SWD)		$30,000.00			$30,000.00
1	26	Developing Cultural Proficiency	All	$350,000.00				$350,000.00
2	1	Core Services	All	$53,479,833.00	$18,273,947.00	$19,081,970.00	$0.00	$90,835,750.00
2	2	Facilities in Good Repair	All	$10,468,148.00	$16,860,933.00			$27,329,081.00
2	3	Safe and Secure Campuses	All	$6,235,937.00	$12,961,860.00	$110,555.00		$19,308,352.00
2	4	Implement COVID-19 Safety Plan	All		$17,947,409.00		$22,610,265.00	$40,557,674.00
				$24,025,724.00	$12,903,177.00	$38,511,060.00		$75,439,961.00

2	5	Appropriately Assigned Teachers	All				0	
2	6	New Teacher Induction Program and Supports (TIPS)	All	$150,000.00				$150,000.00
2	7	Peer Assistance and Review Program (PAR)	All	$150,000.00				$150,000.00
2	8	Access to Core Textbooks in all content areas	All	$2,050,000.00	$11,953,135.00			$14,003,135.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Low Income	$5,362,046.00	$2,233,808.00	$19,706.00	$1,770,452.00	$9,386,012.00
2	10	Access to Internet and/or Devices	Low Income	$6,756,186.00	$2,400,000.00			$9,156,186.00
2	11	Professional Development for Department Teams	All		$1,568,910.00			$1,568,910.00
3	1	Access to Rigorous Courses for All Students	English learner (EL), Foster Youth, Low Income	$1,362,525.00			$45,707.00	$1,408,232.00
3	2	College and Career Support Staff for Unduplicated Students	English learner (EL), Foster Youth, Low Income	$812,877.00	$0.00	$0.00	$0.00	$812,877.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Low Income, Foster Youth, English learner (EL)	$1,266,341.00		$0.00	$353,464.00	$1,619,805.00
3	4	Promote College and Career Culture for Unduplicated Students	Low Income, Foster Youth, English learner (EL)	$712,877.00		$0.00	$0.00	$712,877.00
3	5	College and Career Professional Development	All	$595,560.00	$0.00	$0.00	$0.00	$595,560.00
3	6	Support for Foster Youth/Homeless	Foster Youth	$1,201,219.00	$888,342.00	$0.00	$0.00	$2,089,561.00
3	7	CTE Program Articulation with Community Colleges.	All	$0.00	$163,416.00	$0.00	$264,746.00	$428,162.00

3	8	Increase Work-Based Learning Opportunities for CTE Students	All		$163,416.00	$0.00	$264,744.00	$428,160.00
3	9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	All		$163,416.00		$264,744.00	$428,160.00
4	1	Attendance Monitoring and Re-engagement strategies	Low Income	$1,453,847.00			$0.00	$1,453,847.00
4	2	Recognition Programs and Awards	All	$100,000.00				$100,000.00
4	3	Behavior Management	Low Income	$850,465.00				$850,465.00
4	4	Counseling Services	All	$998,138.00				$998,138.00
4	5	Expansion of Wellness Centers	Foster Youth, English learner (EL), Low Income	$1,217,317.00				$1,217,317.00
4	6	Trauma Training	Foster Youth, English learner (EL), Low Income	$250,000.00	$0.00	$0.00		$250,000.00
4	7	Social-Emotional Learning	Low Income	$428,162.00				$428,162.00
4	8	Team Joy and Fun	All	$300,000.00				$300,000.00
4	9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	All	$400,000.00	$250,000.00			$650,000.00
4	10	Parent Involvement	Low Income, English learner (EL), Foster Youth	$617,317.00			$130,000.00	$747,317.00
4	11	Promoting Parent Voice and Advocacy	All	$130,000.00	$0.00	$0.00	$50,000.00	$180,000.00
4	12	Wellness Initiative Support Team for African-American Students	African-American	$150,000.00	$0.00	$0.00		$150,000.00
4	13	STEPP Program	All, Student with Disabilities (SWD)	$0.00	$200,000.00	$0.00	$0.00	$200,000.00

4	14	Counseling Services for Special Education Students	All		$200,000.00			$200,000.00
5	1	Professional Development on Research-Based Practices for ELs	English learner (EL)	$484,962.00			$60,788.00	$545,750.00
5	2	Newcomer Services	English learner (EL)	$724,662.00			$60,788.00	$785,450.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	English learner (EL)	$455,087.00		$0.00	$60,788.00	$515,875.00
5	4	Specific Interventions and Supports for English Learners	English learner (EL)	$364,487.00			$60,788.00	$425,275.00
5	5	Academic English Mastery Program for Standard English Learners	Hispanic or Latino, Native Hawaiian or Pacific Islander, African-American	$472,908.00			$60,788.00	$533,696.00
5	6	Biliteracy/Multiliteracy Programs	Low Income, English learner (EL)	$474,338.00	$0.00	$0.00	$60,787.00	$535,125.00
5	7	Spanish Club for English Only Students and Parents	African-American, Native Hawaiian or Pacific Islander, Hispanic or Latino	$492,908.00			$60,787.00	$553,695.00
5	8	Translation Services	English learner (EL)	$414,463.00		$0.00	$60,787.00	$475,250.00
5	9	Workshops for Parents of English Learners	English learner (EL)	$525,097.00			$60,788.00	$585,885.00
5	10	Workshops for Parents of African-American Students and Other SELs	African-American, Hispanic or Latino, Native Hawaiian or Pacific Islander	$372,908.00			$60,788.00	$433,696.00
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	English learner (EL)	$237,380.00			$60,788.00	$298,168.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$71,504,185.00	$89,878,986.00
LEA-wide Total:	$65,802,243.00	$81,223,003.00
Limited Total:	$5,701,942.00	$8,655,983.00
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	LEA-wide	Low Income	All Schools	$9,875,134.00	$9,875,134.00
1	6	Teacher Planning and Collaboration Time	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,086,417.00	$2,086,417.00
1	7	Improving Learning Through Access to Computer-Based Programs	LEA-wide	Low Income	All Schools	$2,647,447.00	$2,647,447.00
1	8	Improving Teacher Efficacy through Instructional Coaching	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$4,917,317.00	$4,917,317.00
1	9	Improving the Learning Process through Instructional Technology	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,746,714.00	$5,508,474.00
1	10	Targeted Classroom Interventions for Unduplicated Students	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,988,561.00	$5,750,301.00
1	11	Addressing the Gaps in Foundational	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,515,701.00	$1,515,701.00

		Literacy Skills					
1	12	Before/After School Interventions and Saturday School	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,088,561.00	$3,088,561.00
1	14	Building Learning Experiences and Enrichment Opportunities for Students	LEA-wide	Low Income	All Schools	$2,917,317.00	$2,917,317.00
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	LEA-wide	Low Income	All Schools	$2,487,683.00	$5,249,443.00
1	16	Support and Monitoring the Needs of Foster Youth	Limited	Foster Youth	All Schools	$1,117,317.00	$1,998,197.00
1	17	Targeted Interventions for Foster Youth	Limited	Foster Youth	All Schools	$1,117,317.00	$1,998,197.00
1	19	Extended Visual and Performing Arts Opportunities	LEA-wide	English learner (EL), Low Income	All Schools	$3,388,561.00	$3,388,561.00
1	20	Extended Health and Fitness Opportunities	LEA-wide	Low Income	All Schools	$3,559,306.00	$3,559,306.00
1	22	After-School Homework Clubs	LEA-wide	Low Income	All Schools	$1,079,177.00	$1,079,177.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	LEA-wide	Low Income	All Schools	$5,362,046.00	$9,386,012.00
2	10	Access to Internet and/or Devices	LEA-wide	Low Income	All Schools	$6,756,186.00	$9,156,186.00
3	1	Access to Rigorous	LEA-wide	English learner (EL), Foster	All Schools	$1,362,525.00	$1,408,232.00

		Courses for All Students		Youth, Low Income			
3	2	College and Career Support Staff for Unduplicated Students	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$812,877.00	$812,877.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,266,341.00	$1,619,805.00
3	4	Promote College and Career Culture for Unduplicated Students	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$712,877.00	$712,877.00
3	6	Support for Foster Youth/Homeless	Limited	Foster Youth	All Schools	$1,201,219.00	$2,089,561.00
4	1	Attendance Monitoring and Re-engagement strategies	LEA-wide	Low Income	All Schools	$1,453,847.00	$1,453,847.00
4	3	Behavior Management	LEA-wide	Low Income	All Schools	$850,465.00	$850,465.00
4	5	Expansion of Wellness Centers	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Schools,Compton High School, Centennial High School, Dominguez High School, Davis Middle School, Whaley Middle	$1,217,317.00	$1,217,317.00

					School, Bunche Middle School, Walton Middle School, Enterprise Middle School, McNair Elementary School, Bunche Elementary School, Foster Elementary School.		
4	6	Trauma Training	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$250,000.00	$250,000.00
4	7	Social-Emotional Learning	LEA-wide	Low Income	All Schools	$428,162.00	$428,162.00
4	10	Parent Involvement	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$617,317.00	$747,317.00
5	1	Professional Development on Research-Based Practices for ELs	LEA-wide	English learner (EL)	All Schools	$484,962.00	$545,750.00
5	2	Newcomer Services	Limited	English learner (EL)	Specific Schools,Bunche Middle School and Dominguez High School	$724,662.00	$785,450.00
5	3	Academic Language and Culturally	LEA-wide	English learner (EL)	All Schools	$455,087.00	$515,875.00

		Responsive Pedagogy for English Learners					
5	4	Specific Interventions and Supports for English Learners	Limited	English learner (EL)	All Schools	$364,487.00	$425,275.00
5	6	Biliteracy/Multiliteracy Programs	LEA-wide	Low Income, English learner (EL)	All Schools	$474,338.00	$535,125.00
5	8	Translation Services	Limited	English learner (EL)	All Schools	$414,463.00	$475,250.00
5	9	Workshops for Parents of English Learners	Limited	English learner (EL)	All Schools	$525,097.00	$585,885.00
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Limited	English learner (EL)	All Schools	$237,380.00	$298,168.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$0.00	$0.00	$0.00	$0.00	$0.00	$333,227.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Maintain Class Size in TK-3	$0.00	$0.00	$0.00	$0.00	$0.00		$7,083,952.00
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	$0.00	$0.00	$0.00	$0.00	$0.00		$9,875,134.00
1	4	Developing Supplementary	$0.00	$0.00	$0.00	$0.00	$0.00		$350,000.00

		Instructional Resources for Educators							
1	22	After-School Homework Clubs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,079,177.00
2	1	Core Services	$0.00	$0.00	$0.00	$0.00	$0.00		$90,835,750.00
2	3	Safe and Secure Campuses	$0.00	$0.00	$0.00	$0.00	$0.00		$19,308,352.00
3	2	College and Career Support Staff for Unduplicated Students	$0.00	$0.00	$0.00	$0.00	$0.00		$812,877.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	$0.00	$0.00	$0.00	$0.00	$0.00		$1,619,805.00
3	4	Promote College and Career Culture for Unduplicated Students	$0.00	$0.00	$0.00	$0.00	$0.00		$712,877.00
3	5	College and Career Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00		$595,560.00
3	6	Support for Foster Youth/Homeless	$0.00	$0.00	$0.00	$0.00	$0.00		$2,089,561.00
3	7	CTE Program Articulation with Community Colleges.	$0.00	$0.00	$0.00	$0.00	$0.00	$333,227.00	$428,162.00
3	8	Increase Work-	$0.00	$0.00	$0.00	$0.00	$0.00		$428,160.00

		Based Learning Opportunities for CTE Students							
4	6	Trauma Training	$0.00	$0.00	$0.00	$0.00	$0.00		$250,000.00
4	7	Social-Emotional Learning			$0.00	$0.00	$0.00		$428,162.00
4	10	Parent Involvement		$0.00	$0.00	$0.00	$0.00		$747,317.00
4	11	Promoting Parent Voice and Advocacy	$0.00	$0.00	$0.00	$0.00	$0.00		$180,000.00
4	12	Wellness Initiative Support Team for African-American Students	$0.00	$0.00	$0.00	$0.00	$0.00		$150,000.00
4	13	STEPP Program	$0.00	$0.00	$0.00	$0.00	$0.00		$200,000.00
5	1	Professional Development on Research-Based Practices for ELs	$0.00	$0.00		$0.00	$0.00		$545,750.00
5	2	Newcomer Services	$0.00	$0.00		$0.00	$0.00		$785,450.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	$0.00	$0.00		$0.00	$0.00	$0.00	$515,875.00
5	6	Biliteracy/Multiliteracy Programs	$0.00	$0.00		$0.00	$0.00		$535,125.00

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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:

  o 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* 52064(b)(4-6)).

- o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.