# LCAP
# 2021-2024



Compton Unified School District

# DRAFT AS OF 5.28.21

# Goals for Today

1. Final round to solicit input before the public hearing
2. Review final DRAFT of Metrics, Goals, and Actions for 2021-2024 LCAP Document
3. Discuss any significant changes made to the document based on input (particularly from this stakeholder group)
4. Budget Overview for Parents

# Compton Unified Mission

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.

# 2021-2024 LCAP

**1** | Instructional Program, Enrichment, and Interventions

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.

**2** | Facilities, Textbooks, and Qualified Teachers

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.

**3** | College and Career Readiness

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.

# 2020-2021 LCAP

**4** | School Climate (PBI, SEL, Mental Health) , Student and Family Engagement,

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

**5** | Language Development for ELs and SELs (English Only and IFEPs)

English Learners (ELs) and Standard English Learners (SELs) will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.

# GOAL 1

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 38.21%<br>SED: 38.70%<br>AA: 28.86%<br>Hispanics: 40.09%<br>LEP: 6.39%<br>SWD: 12.51%<br>FY: 24% | N/A | N/A | N/A | All Students: 50%<br>SED: 50%<br>AA: 50%<br>Hispanics: 50%<br>LEP: 15%<br>SWD: 20%<br>FY: 35% |
| Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 31.44%<br>SED: 31.77%<br>AA: 20.66%<br>Hispanics: 33.60%<br>LEP: 9.67%<br>SWD: 11.43%<br>FY: 18% | N/A | N/A | N/A | All Students: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 20%<br>SWD: 20%<br>FY: 30% |
| School Academic Performance Level in ELA<br><br>Data Source: California Dashboard | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>SWD: Orange<br>FY: Yellow<br>Homeless: Yellow | N/A | N/A | N/A | All Students: Green<br>SED: Green<br>AA: Green<br>Hispanics: Green<br>LEP: Green<br>SWD: Yellow<br>FY: Green<br>Homeless: Green |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School Academic Performance Level in Math<br><br>Data Source: California Dashboard | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>Pac. Islander: Green<br>LEP: Yellow<br>SWD: Orange<br>FY: Yellow<br>Homeless: Yellow | N/A | N/A | N/A | All Students: Green<br>SED: Green<br>AA: Green<br>Hispanics: Green<br>Pac. Islandder: Green<br>LEP: Green<br>SWD: Yellow<br>FY: Green<br>Homeless: Green |
| Percent of students in grades 3, 8 & high school who meet or exceed standards on the Science CAST Assessment<br><br>Data Source: CAST | All Students: 14.46%<br>SED: 14.20%<br>AA: 7.60%<br>Hispanics: 15.87%<br>LEP: 0.50%<br>SWD: 2.11% | N/A | N/A | N/A | All Students: 30%<br>SED: 30%<br>AA: 30%<br>Hispanics: 30%<br>LEP: 20%<br>SWD: 20% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percent of students getting a D or F in their core classes<br><br>Data Source: Most Recent Grade Report Card<br><br>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. | N/A | N/A | N/A | 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. |

# GOAL 1

**1.1** **Maintain Class Size in TK-3**
(K-1 25:1 & Grades 2-3 26:1)

**1.2** **Maintain Additional Instructional Days (183)**
183 instructional days and added 18 full instructional Wednesdays

**1.3** **Districtwide System of Assessments**
E.g. Illuminate and/or Edcite

# GOAL 1

**1.4** **Instructional Resources for Educators**
Assessment calendar, curriculum guides, pacing guides, standards-aligned interactive lessons across content areas, etc.

**1.5** **Staff Professional Development**
ELA, Math, Science, History/Social Studies, and other core content areas

**1.6** **Time for Teacher Planning and Collaboration**
Professional Learning Communities, beyond-the-bell planning, Curriculum Council

# GOAL 1

1.7 **Student Access to Computer-Based Programs**
Ready, Dreambox, Next Gen Math, My Writing Coach, My Access Writing, Khan Academy, Edgenuity, Discovery

1.8 **Support from Curriculum Specialists**
Train and coach teachers, develop curricular resources, and increase and improve direct services.

1.9 **Support from EdTech and 21st Century Learning Specialists**
Professional development on programs, applications and learning strategies

# GOAL 1

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**1.10** **Support from Instructional Assistants**
Ongoing progress monitoring of unduplicated students to identify and address their specific language and academic needs

**1.11** **Support from College Tutors**
Project REACH and project RISE

**1.12** **Before/After School Interventions and Saturday School**
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)

# GOAL 1

**1.13**    **Summer School Program**
K-7 summer school, 9th grade summer bridge, and high school academic credit recovery

**1.14**    **Enrichment Opportunities**
Clubs, labs, and 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, and factories)

**1.15**    **Science, Technology, Engineering, and Math (STEM) Opportunities for Students**
Project Lead the Way, robotics, gaming, coding

# GOAL 1

**1.16** **Close monitoring of the needs of Foster Youth students**
Foster Youth (and Homeless) Liaison, Clinical Social Worker, School Site Designees, Clerk, Community Relations Specialist. Intervention, tutoring and credit recovery classes before/after school and on Saturdays.

**1.17** **Interventions Specific to Foster Youth Students**
Foster Youth/Homeless Administrator and Foster Youth Designees at the sites will coordinate the necessary interventions and supports for Foster Youth students (e.g. interventions, tutoring, credit recovery classes, and extended learning opportunities) before/after school and on Saturdays, etc.

**1.18** **Interventions Specific to Students in Transition or At-Risk of homelessness**
Intervention, tutoring, credit recovery classes  (before/after school and on Saturdays)

# GOAL 1

**1.19** **Extended Visual and Performing Arts Opportunities**
Trained staff and partnerships will increase exposure to the various domains of visual and performing arts.

**1.20** **Extended Physical Education and Sport Opportunities**
Additional supports services and resources

**1.21** **After-School Education and Safety (ASES) program**.
Supports Student Learning and provides enrichment opportunities

**1.22** **After School Homework Clubs for Unduplicated Students**

# GOAL 1

**1.23** **Services for Gifted and Talented Students (GATE)**
Academic enrichment program for gifted students

**1.24** **Early Childhood Program**
Provided at selected CUSD sites for preschool students

**1.25** **Special education Inclusion Training**
Implement IEP goals, assess and address students' learning loss, and monitor their academic growth

**1.26** **Developing Cultural Proficiency and Culturally Responsive Teaching**
Learn and build on the varying cultural and community norms of students and families in our district

# GOAL 2

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities<br><br>Data Source: Facility Inspection Tool (FIT) | 100% of schools audited received 90% or higher on the Williams Facility Inspection Tool. | N/A | N/A | N/A | 100% of schools will receive 90% or higher on the Williams Facility Inspection Tool. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of teachers appropriately assigned, per review of students served and master schedule<br><br>Data Source: Human Resources Records | 100% of Elementary teachers and 98% of Secondary teachers were appropriately assigned. | N/A | N/A | N/A | 100% or Elementary and Secondary teachers will be appropriately assigned. |
| Percentage of new teachers making progress in Induction Program<br><br>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. | N/A | N/A | N/A | 100% of teachers participating in the Teacher Induction Program (TIPS) will make adequate progress towards program completion. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Percentage of teachers making progress in the Peer Assistance and Review Program (PAR)<br><br>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. | N/A | N/A | N/A | 100% of teachers referred to the PAR program will make adequate progress. |
| Percentage of schools passing the William's Compliance Textbooks Audit<br><br>Data Source: Williams Audit | 100% of schools audited in 2020 passed the William's Compliance Textbooks Audit | N/A | N/A | N/A | 100% of schools will pass the Williams' Compliance Textbooks Audit. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percent of students with access to internet and electronic devices enabling access to standards-aligned instructional materials<br><br>Data Source: LEA 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. | N/A | N/A | N/A | 100% of students enrolled in the district will have access to internet and electronic devices. |
| Number of Facilities Uniform Complaint Forms submitted for<br>(a) Textbooks and Instructional Materials<br>(b) Facility Conditions, and/or<br>(c) Teacher Vacancy or Misasignments<br><br>Data Sources: Human Resources Records | (a) Textbooks and Instructional Materials:<br><br>(b) Facility Conditions (not COVID related):<br><br>(c) Teacher Vacancy or Misasignments: | N/A | N/A | N/A | (a) Textbooks and Instructional Materials: ≤3<br><br>(b) Facility Conditions (not COVID related): ≤3<br><br>(c) Teacher Vacancy or Misasignments: ≤3 |

# GOAL 2

**2.1** **Core Services**
Salaries and benefits for certificated and classified staff and operating expenses for multiple departments

**2.2** **Facilities in Good Repair**
Basic plant and maintenance business services, building maintenance workers, and equipment replacement

**2.3** **Safe and Secure Campuses**
School Police and Campus Security Assistants

# GOAL 2

**2.4** **Implement COVID-19 Safety Plan**
Personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues, classroom partitions, heating ventilation and air conditioning (HVAC) filters and social distancing equipment

**2.5** **Appropriately Assigned Teachers**
Hire and retain highly qualified teachers

**2.6** **New Teacher Induction Programs and Supports (TIPS)**
Necessary lesson modeling, tools and guidance to help new teachers meet performance standards

# GOAL 2

**2.7**   **Peer Assistance and Review Program (PAR)**
Personal support, guidance, modeling, direction, and mentoring in subject matter knowledge, teaching strategies, classroom management, and professional competence for veteran teachers

**2.8**   **Access to Core Textbooks in All Content Areas**
Core, standards-aligned instructional materials

**2.9**   **Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources**
Instructional materials, supplies, and resources  to help support the core program, electives, career technical education, and Advanced Placement courses

# GOAL 2

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**2.10**    **Access to Internet and/or Devices for All Students**
Installation, maintenance, and support of existing and new servers, systems and networks

**2.11**    **Professional Development for Department Teams**
Professional development for individuals in various classified, certificated, and management positions

# GOAL 3

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| College Career Indicator:<br><br>College Ready Rates<br>Data Source: CA Dashboard | All students: 36%<br>SED 37%<br>AA 24%<br>Hispanics 39%<br>LEP 15%<br>SWD 14%<br>FY 23% | N/A | N/A | N/A | All: 45%-50%<br>SED: 45%-50%<br>AA: 40%-50%<br>Hispanic: 45%-50%<br>LEP: 30%-40%<br>SWD: 30%-40%<br>FY: 35%-45% |
| A-G Completion Rates<br>A-G eligibility in English, Math, History, Science, World Language, Fine Arts & Electives will help increase college applications, admissions & matriculation.<br><br>Data Source: CA School Dashboard | All students: 50%<br>SED: 42%<br>AA: 34%<br>Hispanics 45%<br>LEP: 18%<br>SWD: 17%<br>FY: 19% | N/A | N/A | N/A | All: 55%-60%<br>SED: 55%-60%<br>AA: 50%-60%<br>Hispanic: 55%-60%<br>LEP: 35%-40%<br>SWD: 35%-40%<br>FY: 40%-45% |
| High School Graduation Rates<br><br>Data Source: CA School Dashboard | All Students: 88%<br>SED: 89%<br>AA: 87%<br>Hispanic: 89%<br>LEP: 78%<br>SWD: 75%<br>FY: 71% | N/A | N/A | N/A | All: 92%-94%<br>SED: 92%-94%<br>Hispanic: 92%-94%<br>AA: 92-94%<br>LEP: 81%-86%<br>FY: 85-90% |
| Advanced Placement: Unique Student Count<br><br>It will increase accessibility to a rigorous curriculum which creates equity for all students<br><br>Data Source: College Board | 1,119 CUSD students enrolled to take 1 or more AP courses | N/A | N/A | N/A | 1,300 students will enroll to take 1 or more AP courses |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Advanced Placement: Total AP Exam Count<br><br>It will expose more of our students to rigorous curriculum.<br>Data Source: College Board | 1,835 exams were taken by 1,119 CUSD students. | N/A | N/A | N/A | Increase the amount of total AP exams administered to 2,000 AP exams |
| Advanced Placement: Passing Exam Rate<br>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<br><br>Data Source: College Board | 19% of the students taking the AP exams passed the test (Pre-pandemic 2019) | N/A | N/A | N/A | Increase to a minimum of 25% of the students passing the AP exam |
| College Course Completions<br>It 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.<br><br>Data Source: Local & Community College Data | 1,630 College Courses were completed with a grade of a C or better. | N/A | N/A | N/A | Increase to 1,800 college courses taken and successfully completed with a C or better |
| FAFSA Completion Rates<br>Data Source: CSAC | 95% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA) | N/A | N/A | N/A | 97% of CUSD Seniors apply for the FAFSA |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| College Acceptance Rates<br><br>Data Source: College Acceptance Letters/Local Data | 83% of CUSD Seniors were accepted into a 4-year and 2- year institutions. | N/A | N/A | N/A | 88% of our Seniors accepted into a 2 year & 4 year institution |
| Post Secondary Enrollment<br><br>Data Source: Local Data & National Clearing House | 53% of CUSD Seniors enrolled in colleges or universities following graduation year (2020). | N/A | N/A | N/A | 60% of CUSD Seniors will enroll in colleges and/or universities following graduation year. |
| Edgenuity - Courses Completed<br><br>Data Source: Edgenuity Platform | 2,585 A-G courses were recovered through the Edgenuity Online Platform | N/A | N/A | N/A | 3,000 A-G courses will be completed through the Edgenuity Online Platform |
| Improve Passing Rate of District CTE Pathway Capstone Courses<br><br>Data Source: Local Data | Passing rate for CTE capstone courses district wide is 76.4% (as of April 2021). | N/A | N/A | N/A | CTE capstone course passing rate of 80% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Increase the Work-Based Learning Opportunities for CTE Pathway Students<br><br>Data Source: Local Data | 350 participants in 43 in-person and/or virtual different Work-Based Learning Continuum events (2019-2020) | N/A | N/A | N/A | 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<br><br>Data Source:Local Data | 3 of our District Programs of Study offer industry certifications. | N/A | N/A | N/A | At least 6 of our CTE Programs of Study will offer students industry certifications |
| Increase the number of Articulation Agreements with Post-Secondary Institutions<br><br>Data Source:Local Data | No active articulation agreements at this point | N/A | N/A | N/A | 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 District High Schools<br><br>Data Source:Local Data | 14 CTE Programs of Study are offered at the four district high schools. | N/A | N/A | N/A | 17 CTE Programs of Study will be offered at the four district high schools. |

# GOAL 3

**3.1** **Access to Rigorous Courses for ALL Students**
Early College High School, College Courses, Advance Placement (AP) classes, extended AP tutorials, UC Scout and A-G courses

**3.2** **College and Career Support Staff for Schools/Students**
USC College Advisors, Counselors, Dual Enrollment Specialist & Attendance Counselor

**3.3** **College & Career Support and Guidance for Families**
Workshops and data monitoring (grades, A-G, FAFSA, college applications, and college acceptances)

# GOAL 3

**3.4**  **Promote College and Career Culture**
CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities

**3.5**  **College and Career Professional Development**
Current college and career counseling trends and analysis of student data (academic, career & personal/social domains)

**3.6**  **Support for Foster Youth/Homeless**
Foster youth counselor, tutors, mentors, and leadership/study trips

# GOAL 3

**3.7**   **CTE Program Articulation with Community Colleges**
Collaboration with local community colleges in this region to enter into an articulation agreement with several programs of study

**3.8**   **Increase Work-Based Learning Opportunities for CTE Students**
Increase work-based learning opportunities for high school CTE students

**3.9**   **Monitoring and Early Warning System for African-American students, ELs, Forestry Youth and Students in Transition**
Site Designees for each student group. Monitoring and early warning systems will help educators identify and intervene with at-risk students.

# GOAL 4

| Metric | Baseline | | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|---|
| Attendance rates disaggregated by student group<br><br>Data Source: Information Technology Department | 2019-2020<br>AA: 85%<br>Hispanic: 90%<br>FY: 90%<br>Hispanic: 90%<br>Homeless: 60%<br>LEP: 90%<br>RFEP: 92%<br>SED: 90%<br>SWD: 86% | 3/26/2021<br>All Students: 93.13%<br>SED: 85.2%<br>AA: 91.35%<br>Hispanic: 93.52%<br>LEP: 93.15%<br>SWD: 92.04%<br>FY: 94.14% | N/A | N/A | N/A | AA: 98%<br>Hispanic 98%<br>FY: 98%<br>Hispanic: 98%<br>Homeless: 98%<br>LEP: 98%<br>RFEP: 98%<br>SED: 98%<br>SWD: 98% |
| Chronic absenteeism disaggregated by student group<br><br>Data Source:<br>CA Schools Dashboard | 2019-2020<br>All Students: 10.6%<br>SED: 10.8%<br>AA: 16.3%<br>Hispanic: 9.2%<br>LEP: 9.2%<br>SWD: 14.4%<br>FY: 13.2% | | N/A | N/A | N/A | All Students: ≤10%<br>SED:≤10%<br>AA: ≤10%<br>Hispanic: ≤10%<br>LEP:≤10%<br>SWD: ≤10%<br>FY:≤10% |
| High school graduation rates disaggregated by student group<br><br>Data Source:<br>CA Schools Dashboard | All Students: 87.1%<br>SED: 88%<br>AA: 90.4%<br>Hispanic: 86.3%<br>LEP: 71%<br>SWD: 78.1%<br>FY: 79.3% | | N/A | N/A | N/A | All: 92%-94%<br>SED: 92%-94%<br>Hispanic: 92%-94%<br>AA: 92-94%<br>LEP: 85%-90%<br>FY: 85-90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| High school dropout rates disaggregated by student group<br><br>Data Source:  DataQuest | All Students: 10%<br>SED: 11%<br>AA: 8%<br>Hispanic: 10.63%<br>LEP: 19%<br>SWD: 11%<br>FY: 28% | N/A | N/A | N/A | All Students: 2%<br>SED:2%<br>AA: 3%<br>Hispanic: 2%<br>LEP:4%<br>SWD: 2%<br>FY: 6% |
| Middle school dropout rates<br><br>Data Source: Local Data | Hispanic/Latino (18)<br>Pacific Islander (1)<br>African American (6) | N/A | N/A | N/A | Hispanic 0<br>Pacific Islander 0<br>African American 0 |
| Suspension rates, disaggregated by student group<br><br><br>Data Source: CA Schools Dashboard. | All Students: 1.3%<br>SED: 1.3%<br>AA: 3.3%<br>Hispanic: 0.8%<br>LEP: 0.8%<br>SWD: 3%<br>FY: 3.8% | N/A | N/A | N/A | All Students: ≤1%<br>SED: ≤1%<br>AA: ≤1%<br>Hispanic: ≤1%<br>LEP: ≤1%<br>SWD: ≤1%<br>FY: ≤1% |
| Expulsion rates, disaggregated by student group<br><br>Data Source: DataQuest | 0% for all student groups | N/A | N/A | N/A | 0% for all student groups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Students feel connected to school (CHKS)<br><br>Data Source: CHKS | Grade 5: 64%<br>Grade 7: 60%<br>Grade 9: 34%<br>Grade 11: 42% | | | | Grade 5: 80%<br>Grade 7: 80%<br>Grade 9: 70%<br>Grade 11: 70% |
| Percentage of Students indicating to have caring adult relationships in school<br><br>Data Source: CHKS | 5th grade: 74%<br>7th grade: 60%<br>9th grade: 52%<br>11th grade: 55% | | | | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 70%<br>11th grade: 70% |
| Schools perceived as very safe or safe<br><br>Data Source: CHKS | 5th grade: 75%<br>7th grade: 64%<br>9th grade: 36%<br>11th grade: 41% | | | | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 70%<br>11th grade: 70% |
| Students feeling academic motivation (CHKS)<br><br>Data Source: CHKS | 5th grade: 76%<br>7th grade: 71%<br>9th grade: 67%<br>11th grade: 63% | | | | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 80%<br>11th grade: 80% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parents indicate schools promote parent Involvement (CSPS)<br><br>Data Source: CSPS | ALL: 29%<br>ES: 32%<br>MS: 25%<br>HS: 24% | | | | ALL: 60%<br>ES: 60%<br>MS: 60%<br>HS: 60% |
| Parents indicate schools promote parent participation in decision making (CSPS)<br><br>Data Source: CSPS | ALL: 26%<br>ES: 28%<br>MS: 23%<br>HS: 23% | | | | ALL: 60%<br>ES: 60%<br>MS: 60%<br>HS: 60% |
| Staff indicates that schools provide enough social emotional support for children  (CSSS)<br><br>Data Source: CSSS | ALL: 26%<br>ES: 29%<br>MS: 27%<br>HS: 18% | | | | ALL: 80%<br>ES: 80%<br>MS: 80%<br>HS: 80% |

# GOAL 4

**4.1**   **Attendance Monitoring and Re-engagement Strategies**
Attendance Task Force: clerks, counselors, teachers, Community Relations Specialists

**4.2**   **Recognition Programs and Awards**
Awards, banners, stickers as attendance incentives for students and families

**4.3**   **Behavior Management**
Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies and software (BRIM)

# GOAL 4

**4.4** **Counseling Services**

Counseling and mental health therapy for students

**4.5** **Expansion of Wellness Centers**

Basic mental health services  as well as college & career and personal mentoring services for low-income students and other unduplicated groups

**4.6** **Trauma Training**

Trauma-informed training to all staff (administrators, teachers, counselors).

# GOAL 4

**4.7** **Social-Emotional Learning**
Second Step for K-8 and Move This World for High Schools

**4.8** **Team Joy and Fun**
Support student engagement, (inside and outside of the classroom) build social fluency, provide student leadership opportunities, athletic participation, and racial equity activities

**4.9** **Professional Development on Evidence-Based Behavioral and Attendance Interventions**
Review academic, attendance and behavioral data and determine intervention using the multi-tiered systems of support (MTSS)

# GOAL 4

**4.10**  **Parent Involvement**
Supporting Students at Home with Academics, 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

**4.11**  **Promoting Parent Voice and Advocacy**
District English Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Community Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), and Parent Teacher Association (PTA)

# GOAL 4

**4.12** **Wellness Initiative Support Team for African-American Students**
Contacting parents and making home visitations to strengthen the systematic monitoring of attendance, student engagement and school connectedness

**4.13** **STEPP Program**
Students with unique needs and challenging behaviors that impede their ability to access the core curriculum

**4.14** **Counseling Services for Special Education Students**
Mental health therapy for students and their families as recommended by their IEP team

# GOAL 5

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Learner Progress Indicator (ELPI) | 2018-2019 Summative ELPAC<br><br>According to the CA English Learner Progress Indicator (ELPI), CUSD is at the Medium Performance Level with 48% of the English Learner students making progress.<br><br>46% of the English Learner students progressed at least one ELPI level;<br><br>2% of the EL students maintained the ELPI level 4;<br><br>32% of the EL students maintained ELPI level 1, 2L, 2H, 3L, and 3H;<br><br>20% of EL Students decreased at least one ELPI level. | N/A | N/A | N/A | 65% or higher of English learners will make progress towards language proficiency.<br><br>70% or higher of English learners will progress at least one ELPI level.<br><br>10% or higher will maintain ELPAC level 4<br><br>15% or more decrease of students maintaining ELPI level<br><br>15% decrease of EL students decreasing at least one ELPI level |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of English Learners attaining English Proficient level.<br><br>Data Source:<br><br>English Proficiency Assessment for California-ELPAC<br><br>DataQuest<br><br>Dashboard | 16% of students exhibited well developed English skills in the English Language Proficiency Assessment for California<br><br>(ELPAC 2019-Level 4)<br><br><br>38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California<br><br>(ELPAC 2019-Level 3)<br><br>46% of students exhibited growth in the English Language Proficiency Assessment for California<br><br>(ELPAC 2018-19) | N/A | N/A | N/A | 25% or more of students will attain well developed English skills in the English Language Proficiency Assessment for California (Level 4)<br><br>50% or more of students will attain moderately developed English skills in the English Language Proficiency Assessment for California (Level 3)<br><br>70% or higher of English learners will progress at least one ELPI level or more |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| ELA Proficiency<br><br>Data Source:<br><br>ELA CAASPP | 13% of EL students Met or Exceeded standards<br><br>25% of EL students scored at Standard Nearly Met<br><br>61% of EL students scored at Standard Not Met | N/A | N/A | N/A | 25% or more of EL students will have Met or Exceeded Standards on the ELA CAASPP<br><br>35% or more of EL Students will have scored at Standard Nearly Met<br><br>20% decrease in the percentage of EL students scoring at Standard Not Met |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Reclassification rate to a level above the state average.<br><br>Source Data: DataQuest | 18% CUSD<br><br>14% State | N/A | N/A | N/A | Increase reclassification rate to a level above the state average. |
| Percentage of English Learners making annual progress in learning English.<br><br>Source Data: DataQuest | 49% rate of reclassification by 5th grade.<br>63% rate of reclassification by 8th grade.<br>77% rate of reclassification by 12th grade. | N/A | N/A | N/A | 10% increase of reclassification by 5th  grade<br>10% increase of reclassification by 8th grade<br>10% increase of reclassification by 12th grade |
| Number of Long Term English Learners (LTELs)<br><br>Source Data: DataQuest | 10% of all English Learners were identified as Long Term English Learners (LTELs) in 2019-2020. | N/A | N/A | N/A | Decrease percentage of LTELs to a level below state average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Number of At-Risk English Learners<br><br>Data Source:<br><br>DataQuest | 6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2019-2020. | N/A | N/A | N/A | Decrease percentage of at-risk LTELs to a level below state average. |
| EL graduation rate for English Learners<br>Data Source: DataQuest | 78% was the English Learners graduation rate in 2019-2020 | N/A | N/A | N/A | Increase graduation rates by 10% or more for English learners |
| State Seal of Biliteracy attainment (Grade 12)<br>Data Source: Internal Data | 170 students were awarded with the State Seal of Biliteracy in 2019-2020 | N/A | N/A | N/A | Increase Seal of Biliteracy recipients by 15 or more students each year. |

# GOAL 5

**5.1** **Designated and Integrated ELD Professional Development**
Administrators, teachers, and bilingual instructional assistants on  standards and implementation of designated and integrated ELD across content areas

**5.2** **Newcomer Services**
Instructional materials in students' primary language, online programs, and family outreach

**5.3** **Training Specific to the Needs of English Learners**
Professional development on cultural competency and research-based, linguistically-relevant strategies related to academic vocabulary development

# GOAL 5

**5.4**    **Interventions for English Learners**

Rigorous ELD courses, specially designed before and after school interventions, summer school activities, data chats, and specialized core classroom support

**5.5**    **Academic English Mastery Program for Standard English Learners**

Teacher professional development and curriculum designed to address the language and literacy needs of English Only students (e.g. African-American students)

**5.6**    **Biliteracy/Multiliteracy Programs**

Dual-immersion programs , World Language Spanish courses and high school Spanish, French and Mandarin

# GOAL 5

**5.7**  **Spanish Club for English Only Students and Parents**
Opportunities for English only elementary students (e.g. African-American Students) to learn Spanish after school and/or on Saturdays

**5.8**  **Translation Services**
Support translation and interpretation services for parents of English Learners

# GOAL 5

5.9 **Workshops for Parents of English Learners**
Topics: reclassification, social emotional support, college and career readiness, and ELPAC preparedness

5.10 **Workshops for Parents of African American Students and Other Standard English Learners**
Topics: Culturally and Linguistically Responsive Teaching, Biliteracy, multiculturalism, and language resources in the target language

5.11 **Progress Monitoring of English Learners**
Systems and processes for data review and intervention plans

# What's Next?

- A final DRAFT of the LCAP will be available on the district website 72 hours before  the public hearing
- Public hearing on June 8
- LCAP approval on June 22
- LACOE approval