

# Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

### Goal 1

#### Goal 1:

All students will meet or exceed state academic standards that will prepare them to compete in the global society.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>CAASPP ELA Data Grades 3-8 &amp; 11 2019-20</b></p> <p>Our goal is to become GREEN on the Dashboard.</p> <p>Medium Performance Level. -5 points to +9.9 points in current year.</p> <p>We would also need an increase from prior year by 3 to less than 15 points.</p>	<p>Compared to CAASPP results in 2018, Compton Unified increased 3.2% and moved from 34.85% to 38.21% of the students meeting or exceeding standards. We grew at a faster rate than the county of Los Angeles (1.3%) and the State of California (1%).</p> <p>Our change level was Increased, since our status changed by 10.2 points from the previous year, going from -42.3 to -32.1 as the average distance from standard.</p> <p>During the 2019-2020 school year our goal was to achieve GREEN status on the Dashboard. However, state testing was canceled for 2020 due to the COVID-19 pandemic and the California Dashboard was put on hold. No alternative ELA assessment similar to CAASPP was used in the spring of 2020. Our main focus at the time was to successfully transition to distance learning.</p>

**CAASPP Mathematics Data Grades 2019-20  
3-8 & 11**

Our goal is to become GREEN on the Dashboard.

Medium Performance Level. -25 to less than 0 points in current year.

We would also need an increase from prior year by 3 to less than 15 points.

2019 Math CAASPP data indicates that Compton Unified increased 4.9% and moved from 26.42% to 31.44% of the students meeting or exceeding standards. We grew at a faster rate than the county of Los Angeles (1.6%) and the State of California (1%).

Our change level on the CA Dashboard was *Increased Significantly*, since our status changed by 15.1 points from the previous year, going from -72 to -56.9 as the average distance from standard.

Our goal in 2020 was to move to GREEN status on the Dashboard. However, State testing was canceled for 2020 due to the COVID-19 pandemic and the California Dashboard was put on hold. No alternative math assessment similar to CAASPP was used in the spring of 2020.

Our main focus at the time was to successfully transition to distance learning.

**California Science Test (CAST)**

**2019-20**

Increase 5% over 2018-2019 data proficiency rate on CAST.

Compton Unified achieved 14.46% Met/Exceed in 2019. We do not have a point of reference compared to 2018. We expected to see a minimum of 5% growth in 2019-20. However, the CAST state testing was canceled for 2020 due the COVID-19 pandemic, and we will not have data until 2021.

**Grade of D or F Rate**

**2019-20**

Decrease Grade of D or F rate overall to less than 15% for district, middle school and high school.

For Middle Schools, the 2nd Trimester D/F rate was 1% in ELA and 2% in Math.

For High Schools, the latest available D/F rate in 2020 indicates 3% in ELA and 3% in Math.

While we we did meet our goal of less than 15%, it should be noted that CUSDs grading policy was changed to a Credit/No Credit system, which impacted these figures.

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.1 Assessment: Provide a district-wide system of student academic assessment and monitoring to ensure improved student achievement in academic content areas (e.g., data warehouse tool, district benchmarks, etc.)</p>	<p>\$344,307 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.2 funds support (repeated expenditure)</p>	<p>\$285,775 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.2 funds support (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.2 Curriculum &amp; Instruction: Provide instructional support documents and assessments to monitor instruction and student achievement (e.g., curriculum guides, district benchmarks, etc.).</p>	<p>\$1,689,417 - LCFF - 1000-1999 Certificated Salaries            \$77,642 - LCFF - 2000-2999 Classified Salaries            \$513,596 - LCFF - 3000-3999 Employee Benefits            \$579,646 - LCFF - 4000-4999 Books and Supplies            \$627,028 - LCFF - 5000-5999 Services and Other Operating Expenses            \$423,388 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure)            \$117,173 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)            \$157,114 - LCFF - 3000-3999 Employee</p>	<p>\$1,689,417 - LCFF - 1000-1999 Certificated Salaries            \$77,642 - LCFF - 2000-2999 Classified Salaries            \$513,596 - LCFF - 3000-3999 Employee Benefits            \$481,106 - LCFF - 4000-4999 Books and Supplies            \$520,433 - LCFF - 5000-5999 Services and Other Operating Expenses            \$423,388 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure)            \$117,173 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)            \$157,114 - LCFF - 3000-3999 Employee</p>

	Benefits - Action 3.2 funds support (repeated expenditure) \$230,776 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure) \$279,158 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)	Benefits - Action 3.2 fund support (repeated expenditure) \$191,544 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure) \$231,701 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 fund support (repeated expenditure)
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### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 Curriculum &amp; Instruction: Provide students with additional enrichment opportunities, outside of the regular classroom instruction, related to Visual &amp; Performing Arts and Media curriculum and instructional activities by appropriately trained staff.</p>	<p>\$2,135,281 - LCFF - 1000-1999 Certificated Salaries \$613,352 - LCFF - 3000-3999 Employee Benefits \$110,000 - LCFF - 4000-4999 Books and Supplies \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,135,281 - LCFF - 1000-1999 Certificated Salaries \$613,352 - LCFF - 3000-3999 Employee Benefits \$91,300 - LCFF - 4000-4999 Books and Supplies \$41,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.4 Curriculum &amp; Instruction: Provide students opportunities to</p>	<p>\$1,000,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure) \$294,584 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure) \$225,030 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support</p>	<p>\$830,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure) \$294,584 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure) \$186,775 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support</p>

participate in STEM related activities and curriculum in programs offered before, during, and after school (e.g., MESA, Project Lead the Way (PLTW), robotics, etc.)

(repeated expenditure)  
 \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure)  
 \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  
 \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)

(repeated expenditure)  
 \$83,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure)  
 \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  
 \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)

## Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.5 Curriculum and Instruction: Provide students with additional support staff and materials to enrich and extend the State required physical education programs and services provided by their regular classroom teachers.</p>	<p>\$733,751 - LCFF - 1000-1999 Certificated Salaries - Action 1.3 funds support (repeated expenditure)                  \$213,265 - LCFF - 3000-3999 Employee Benefits - Action 1.3 funds support (repeated expenditure)                  \$23,729 - LCFF - 4000-4999 Books and Supplies - Action 1.3 funds support (repeated expenditure)                  \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.3 funds support (repeated expenditure)                  \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$733,751 - LCFF - 1000-1999 Certificated Salaries - Action 1.3 funds support (repeated expenditure)                  \$213,265 - LCFF - 3000-3999 Employee Benefits - Action 1.3 funds support (repeated expenditure)                  \$19,695 - LCFF - 4000-4999 Books and Supplies - Action 1.3 funds support (repeated expenditure)                  \$41,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.3 funds support (repeated expenditure)                  \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>

## Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$858,793 - LCFF - 1000-1999 Certificated Salaries                  \$27,874 - LCFF - 2000-2999 Classified Salaries                  \$257,710 - LCFF - 3000-3999 Employee Benefits                  \$254,745 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$858,793 - LCFF - 1000-1999 Certificated Salaries                  \$27,874 - LCFF - 2000-2999 Classified Salaries                  \$257,710 - LCFF - 3000-3999 Employee Benefits                  \$211,438 - LCFF - 4000-4999 Books and Supplies</p>

<p>Location: All Schools</p> <p>1.6 Educational Technology: Provide centralized EdTech staff (administrator &amp; classified) to support implementation of 21st Century Learning Skills for unduplicated students to have improved access to classroom instructional strategies aligned to preparing them for higher education and future careers.</p>	<p>\$133,863 - LCFF - 5000-5999 Services and Other Operating Expenses          \$3,372,642 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)          \$705,894 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p>	<p>\$111,106 - LCFF - 5000-5999 Services and Other Operating Expenses          \$3,372,642 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)          \$705,894 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p>
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### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.7 Educational Technology: Provide support to all staff and students through use of District EdTech Specialists, site EdTech support staff, and professional development activities to allow full implementation of 21st Century Learning Skills related to technology to support unduplicated student groups to have improved access to classroom instructional strategies aligned to preparing them for higher education and future careers.</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure)          \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure)          \$312,240 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure)          \$200,215 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure)          \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure)          \$312,240 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure)          \$166,179 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure)</p>

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure)          \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure)          \$312,240 - LCFF - 3000-3999 Employee</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure)          \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure)          \$312,240 - LCFF - 3000-3999 Employee</p>

<p>Location: All Schools</p> <p>Educational Technology: Provide materials, 21st century learning spaces and equipment, and resources needed to implement 21st Century Learning activities within classrooms for unduplicated students to have improved access aligned to preparing them for higher education and future careers.</p>	<p>Benefits - Action 1.6 funds support (repeated expenditure)            \$200,215 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)            \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure)            \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>Benefits - Action 1.6 funds support (repeated expenditure)            \$166,179 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)            \$83,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure)            \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>
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## Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.9 Foster Youth/McKinney Vento: Maintain a system of monitoring academic and social emotional success as well as providing additional support services for Foster and Homeless youth to improve academic success.</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>

## Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support</p>

1.10 Foster Youth/McKinney Vento: Provide a Foster Youth Liaison and support staff to monitor and provide support services to Foster and Homeless Youth.

(repeated expenditure)

(repeated expenditure)

### Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.11 Grade Span Reduction (GSR): Provide reduced class sizes in grades TK-3 (K-1 25:1 &amp; Grades 2-3 26:1 vs. CBA of 30:1) as allowable through funding and State Education Code.</p>	<p>\$5,893,555 - LCFF - 1000-1999 Certificated Salaries \$1,730,397 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$5,893,555 - LCFF - 1000-1999 Certificated Salaries \$1,730,397 - LCFF - 3000-3999 Employee Benefits</p>

### Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.12 Intervention &amp; Enrichment: Provide ELA tutors (Project REACH)for grades TK-2 &amp; 9-12 to improve literacy skills.</p>	<p>\$1,000,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$830,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

### Action 13



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Intervention &amp; Enrichment: Provide a variety of computer-based programs (e.g. i-Ready, Dreambox, NextGen Math, My SBAC Coach &amp; Step Up to Writing for K-12 amongst others) to provide support for academic success in ELA and Math).</p>	<p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$332,000 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)</p>	<p>\$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$275,560 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)</p>

### Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Intervention &amp; Enrichment: Provide extended learning through additional instructional days and/or additional instructional minutes. All schools in Compton Unified School District will provide one hundred and eighty-three day school year and additional instructional minutes by extending 18 Wednesdays to full instructional days versus minimum days and lengthening each school day.</p>	<p>\$4,787,276 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,514,637 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$4,787,276 - LCFF - 1000-1999 Certificated Salaries</p>

### Action 15

Planned  
Actions/Services

Budgeted  
Expenditures

Actual  
Expenditures

<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Intervention &amp; Enrichment: Provide early before and/or after school interventions and enrichment programs, summer learning programs, and Saturday School programs to support student academic achievement with a clear focus on unduplicated students.</p>	<p>\$2,377,142 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$787,858 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$2,377,142 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$787,858 - LCFF - 3000-3999 Employee Benefits</p>
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**Action 16**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.16 Intervention &amp; Enrichment (ASES): Provide after school learning support and enrichment through the After School Enrichment and Safety program.</p>	<p>\$287,047 - After School Education &amp; Safety - 1000-1999 Certificated Salaries - ASES Grant Funds</p> <p>\$1,537,072 - After School Education &amp; Safety - 2000-2999 Classified Salaries - ASES Grant Funds</p> <p>\$636,938 - After School Education &amp; Safety - 3000-3999 Employee Benefits - ASES Grant Funds</p> <p>\$100,000 - After School Education &amp; Safety - 4000-4999 Books and Supplies - ASES Grant Funds</p> <p>\$435,231 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - ASES Grant Funds</p> <p>\$149,814 - After School Education &amp; Safety - 7000-7499 Other - ASES Grant Funds</p>	<p>\$578,047 - After School Education &amp; Safety - 1000-1999 Certificated Salaries - ASES Grant Funds</p> <p>\$1,275,770 - After School Education &amp; Safety - 2000-2999 Classified Salaries</p> <p>\$636,938 - After School Education &amp; Safety - 3000-3999 Employee Benefits - ASES Grant Funds</p> <p>\$83,000 - After School Education &amp; Safety - 4000-4999 Books and Supplies - ASES Grant Funds</p> <p>\$361,242 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - AESA Grant Funds</p> <p>\$149,814 - After School Education &amp; Safety - 7000-7499 Other - ASES Grant Funds</p>

**Action 17**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Interventions and Enrichment (GATE). Provide programs and services for students that extend learning, accelerate learning, and meet the needs of Gifted students. Expand enrichment opportunities after school, include a GATE recreation day, and add a site-based annual celebration for newly identified students.</p> <p>Action 1.17 will be modified to increase services for our GATE students. All school sites will be requested to provide an extension program after school or on Saturdays for our gifted students. In addition, the feedback received from multiple stakeholders indicated that, as a district, we should incorporate a GATE recreation day, and we will add a site-based annual celebration for newly identified students.</p>	<p>\$1,806,724 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure)  \$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$1,806,724 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure)  \$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>

## Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.18 Intervention &amp; Enrichment (Early Ed): Provide pre-school opportunities for students who meet State and Federal guidelines for services.</p>	<p>\$1,157,425 - Other State Revenues - 1000-1999 Certificated Salaries - Pre-school funds  \$649,289 - Other State Revenues - 2000-2999 Classified Salaries - Pre-school funds  \$487,467 - Other State Revenues - 3000-3999 Employee Benefits - Pre-school funds  \$0 - Other State Revenues - 4000-4999 Books and Supplies - Pre-school funds  \$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,157,425 - Other State Revenues - 1000-1999 Certificated Salaries - Pre-school funds  \$649,289 - Other State Revenues - 2000-2999 Classified Salaries - Pre-school funds  \$487,467 - Other State Revenues - 3000-3999 Employee Benefits - Pre-school funds  \$0 - Other State Revenues - 4000-4999 Books and Supplies  \$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses</p>

- Pre-school funds  
 \$144,678 - Other State Revenues -  
 7000-7499 Other - Pre-school funds

\$144,678 - Other State Revenues -  
 7000-7499 Other

### Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Interventions &amp; Enrichment: Provide staff for instructional enrichment and intervention support services K-12. For the upcoming 2019-2020 school year, we will continue with the ELA, EL, and Math Specialists positions. However, these Curriculum Specialists will be coordinated directly by Educational Services, they will receive intensive professional development, and they will be deployed to the sites for targeted interventions and ongoing coaching and professional development with teachers.</p>	<p>\$2,595,778 - LCFF - 1000-1999            Certificated Salaries            \$821,274 - LCFF - 3000-3999 Employee Benefits            \$4,078,536 - LCFF - 1000-1999            Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999            Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,096,825 - LCFF - 3000-3999            Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,595,778 - LCFF - 1000-1999            Certificated Salaries            \$821,274 - LCFF - 3000-3999 Employee Benefits            \$4,078,536 - LCFF - 1000-1999            Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999            Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,096,825 - LCFF - 3000-3999            Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>

### Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.20 Materials &amp; Supplies: Provide students and staff with supplemental materials, supplies, and services to enhance the</p>	<p>\$4,078,536 - LCFF - 1000-1999            Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999            Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,096,825 - LCFF - 3000-3999            Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support</p>	<p>\$4,078,536 - LCFF - 1000-1999            Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999            Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,096,825 - LCFF - 3000-3999            Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support</p>

core instructional program and improve student achievement.

(repeated expenditure)  
 \$1,806,724 - LCFF - 1000-1999  
 Certificated Salaries - Action 1.2 funds support (repeated expenditure)  
 \$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  
 \$234,526 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure)  
 \$512,003 - LCFF - 1000-1999  
 Certificated Salaries - Action 3.2 funds support (repeated expenditure)  
 \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)  
 \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)  
 \$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)  
 \$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)

(repeated expenditure)  
 \$1,806,724 - LCFF - 1000-1999  
 Certificated Salaries - Action 1.2 funds support (repeated expenditure)  
 \$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  
 \$194,657 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure)  
 \$512,003 - LCFF - 1000-1999  
 Certificated Salaries - Action 3.2 funds support (repeated expenditure)  
 \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)  
 \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)  
 \$259,475 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)  
 \$290,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)

## Action 21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional Development: Provide staff, including our general education and special education teachers, instructional assistants, and long-term substitutes, with opportunities for professional learning, planning and collaboration, analysis of student data, maintaining highly qualified status, and meeting various State and Federal training requirements.</p>	<p>\$1,696,607 - Federal Revenues - Title II - 1000-1999 Certificated Salaries                      \$392,109 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>\$1,696,607 - Federal Revenues - Title II - 1000-1999 Certificated Salaries                      \$392,109 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>

## Action 22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional Development: Provide ongoing, relevant professional development in the content areas that is aligned to the California Content Standards and 21st Century Skills. This PD will focus on mathematics, English Language Arts, and K-12 writing with My SBAC Coach/Step Up to Writing, to improve student literacy in each area. It will also include other areas of the curriculum such as the History/Social Science Framework, or the Next Generation Science Standards (NGSS).</p>	<p>\$1,806,724 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure)</p> <p>\$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)</p> <p>\$234,526 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure)</p> <p>\$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure)</p> <p>\$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)</p> <p>\$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)</p> <p>\$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)</p> <p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p> <p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,156,765 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>	<p>\$1,806,724 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure)</p> <p>\$593,801 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)</p> <p>\$194,657 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure)</p> <p>\$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure)</p> <p>\$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)</p> <p>\$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)</p> <p>\$259,475 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)</p> <p>\$290,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p> <p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,156,765 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>

## Action 23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.23 Professional Development: Provide Specialists (District &amp; Site) to train, coach, and develop curricular resources for classroom use.</p>	<p>\$4,078,536 - LCFF - 1000-1999  Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999  Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,043,012 - LCFF - 1000-1999  Certificated Salaries - Action 1.2 funds support (repeated expenditure)  \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  \$512,675 - LCFF - 1000-1999  Certificated Salaries - Action 3.2 funds support (repeated expenditure)  \$149,009 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)</p>	<p>\$4,078,536 - LCFF - 1000-1999  Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999  Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,043,012 - LCFF - 1000-1999  Certificated Salaries - Action 1.2 funds support (repeated expenditure)  \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)  \$512,675 - LCFF - 1000-1999  Certificated Salaries - Action 3.2 funds support (repeated expenditure)  \$149,009 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)</p>
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### Action 24

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.24 Professional Development (TIPS/PAR): Provide training and mentoring support for new teachers (TIPS) and struggling teachers (PAR).</p>	<p>\$204,238 - LCFF - 1000-1999  Certificated Salaries  \$64,618 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$204,238 - LCFF - 1000-1999  Certificated Salaries  \$64,618 - LCFF - 3000-3999 Employee Benefits</p>

### Action 25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action</p>	<p>\$29,050 - LCFF - 5000-5999 Services and Other Operating Expenses - Action</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.25 Professional Development: Provide teachers with training in cultural proficiency to address the specific learning needs of CUSD student populations.</p>	<p>3.2 funds support (repeated expenditure)</p>	<p>3.2 funds support (repeated expenditure)</p>
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## Action 26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.26 School Site Funding: Provide individual school sites with supplemental and concentration funding to support additional services, activities, materials, etc. that are inline with District LCAP Goals and Actions. The specific actions supported by these funds are noted as duplicates throughout the document.</p>	<p>\$6,347,898 - LCFF - 1000-1999 Certificated Salaries  \$1,704,972 - LCFF - 2000-2999 Classified Salaries  \$2,340,567 - LCFF - 3000-3999 Employee Benefits  \$7,434,255 - LCFF - 4000-4999 Books and Supplies  \$2,172,308 - LCFF - 5000-5999 Services and Other Operating Expenses  \$2,533,237 - Federal Revenues - Title I - 1000-1999 Certificated Salaries  \$1,061,523 - Federal Revenues - Title I - 2000-2999 Classified Salaries  \$1,044,817 - Federal Revenues - Title I - 3000-3999 Employee Benefits  \$797,110 - Federal Revenues - Title I - 4000-4999 Books and Supplies  \$676,802 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$6,347,898 - LCFF - 1000-1999 Certificated Salaries  \$1,704,972 - LCFF - 2000-2999 Classified Salaries  \$2,340,567 - LCFF - 3000-3999 Employee Benefits  \$6,170,432 - LCFF - 4000-4999 Books and Supplies  \$1,803,016 - LCFF - 5000-5999 Services and Other Operating Expenses  \$2,533,237 - Federal Revenues - Title I - 1000-1999 Certificated Salaries  \$1,061,523 - Federal Revenues - Title I - 2000-2999 Classified Salaries  \$1,044,817 - Federal Revenues - Title I - 3000-3999 Employee Benefits  \$661,601 - Federal Revenues - Title I - 4000-4999 Books and Supplies  \$561,746 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

*In March 2020, the State of California was issued stay-at-home orders by Governor Newsom due to the COVID-19 pandemic. As such some planned actions and services were not fulfilled. Actions and services that were able to be*



fulfilled were evaluated for CARES/ESSER funds instead of the proposed supplemental and concentration entitlement. The Supplemental and Concentration funds attributed to unfulfilled proposed actions and services will be carried forward to the subsequent year. The amount adds up to a total of \$3,786,151.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

*The actions and services related to Goal 1 outlined the instructional resources, programs, and enrichment opportunities, interventions, and any other extended support that our students received during the 2019-2020 school year in order to master the California Content Standards, while getting college and career ready. In addition, they captured the ongoing professional development opportunities that our teachers received to enhance their instructional practice and better meet the needs of all of our students, particularly Low-Income, English Learners, Homeless, and Foster Youth.*

*During the 2019-2020 school year we were able to successfully implement most of the actions on our plan. Compton Unified continued to provide a district-wide system of student assessments through Illuminate (Action 1.1). Assessments in Math, Reading, and other subject areas were developed in Illuminate for Kinder through 12th grade, allowing school sites and teachers the real-time data needed to analyze student achievement and make the necessary instructional decisions. Common assessments were given each month, alternating between English Language Arts and Math, resulting in a total of 8 assessments (K-8) and 3 assessments (9-12), with smaller checkpoints during longer instructional units as well. All school sites (K-12) participated in Guided Reflection Time (GRT) during a 2-3 day window of time after the assessment date closed. The challenges presented by this action were typically minor and usually related to Single Sign On (SSO) and/or teachers not having District email accounts in the Active Directory. These challenges were typically resolved through collaboration with the Information Technology Department and various District office departments. At the beginning of the school year, some teachers also found the administration of assessments in Illuminate a bit challenging since this was a fairly new platform in test administration. We addressed the issue by creating video tutorials and making them available to the teachers to provide guidance in test administration and scoring. There were limited challenges using Illuminate during the school closures, as logistics and accessibility for users did not change with the online platform.*

*Our teachers and students started the school year with full access to a wide variety of supplementary resources and instructional supports aligned to their grade level (Action 1.2). Pacing guides, assessments, and other instructional resources in the areas of Mathematics and English Language Arts for grades Kindergarten through high school were available for all teachers and administrators on our Curriculum and Instruction website. In addition, we provided teachers with CAASPP-aligned items such as the Datazelle Task Models, which were aligned with IABs with and our pacing guides for math. In addition, we provided teachers with documents aligning our ELA pacing guides to the Power Standards, Claims, Targets and IABs. Once the COVID-19 pandemic hit, schools closed, and we had to transition to distance learning. One of our biggest challenges at the time was the urgent need to create standards-aligned learning packets for students, so that they could utilize them while we distributed textbooks and*

devices. For the entire trimester (March-June) we created weekly learning packets for all grade levels. We made the necessary copies and distributed them to students on a weekly basis. Another challenge was the need to create digital lessons that teachers and students could utilize during distance learning. With the support of lead teachers, we were able to create thousands of digital, standards-aligned lessons which were accessible to teachers and students every week, for every subject, and for each grade level.

In the 2019-2020 school year, we were able to implement VAPA related instruction and provided the necessary support to site Administrators and teachers in this area (Action 1.3). We continued with our visual arts program, Meet the Masters, and also added the Young Musicians Foundation and Education through Music LA at some school sites. We also kicked off our VAPA Strategic Plan Committee, which is a 5-year plan to deepen and widen the VAPA offerings in our District. We continued with Art Lead meetings and professional development opportunities. Data was again collected this year for the implementation of the Meet the Masters program through school and classroom walk-throughs. In 90% of the schools, we saw evidence of teachers utilizing the program. Student artwork was displayed in the classrooms, hallways, and cafeterias. Monthly meetings were held with the Art Leads to discuss current school site VAPA implementation as well as to provide them with professional development around new practices, such as mindfulness and new dance resources such as Conga Kids. We held quarterly meetings with the VAPA Strategic Plan Committee where we began developing the 5-year plan for the District. After the pandemic hit, with only a few months left in the school year, we did not want the students to miss out on their art experiences. When it was time for the families to come and pick up their devices and textbooks to begin distance learning, schools packed art supplies into individual bags and distributed them amongst students so that they could have the necessary materials at home. In addition, we altered the schedule of artists and prioritized those that did not require many art materials. This gave us some more time to facilitate the provision of material so students could complete their art projects successfully. We also spread the word about digital platforms that the students could utilize to complete the art lesson in lieu of crayons, markers, or paint. Additionally, some of our music partners were able to convert their services and teach virtually. Students used various household items to create music. Traditionally in the past, we loved publicly celebrating the VAPA related work of our students through events such as STEAMfest or a formal presentation at a Board meeting. Unfortunately, due to the COVID-19 pandemic, we were not able to facilitate these events last school year. Additionally, before the pandemic, we used to provide opportunities for teachers to come together and build a digital library around master artists, but due to social distancing guidelines, we were not able to partake in this activity, either. Student portfolios were not collected due to school closures, as well.

Throughout the 2019-2020 school year, all students had the opportunity to participate in Science, Technology, Engineering, Arts, and Math (STEAM) related activities (Action 1.4). All sites successfully continued STEAM programs in and outside of the school day. At the elementary level, schools featured STEAM offerings with Project Lead the Way (PLTW) programs, 9 Dots coding (at eleven sites), and robotics programs at all 4 high schools and 7 elementary schools, as well as coding clubs, including Girls Who Code. The middle schools implemented a robust STEAM program with Project Lead the Way (PLTW), Robotics, and coding, as well as clubs such as eSports,

*Femineers, and MESA to prepare students for high school STEM pathways. High Schools also offered STEAM pathways in engineering and computer science to prepare students for college and career STEAM opportunities. The high schools also started eSports programs, continued FIRST Tech Challenge robotics, and provided after school opportunities with MESA clubs and the Solar Cup Challenge. Students were also encouraged to participate in the various STEAM geared challenges such as a Scratch coding Black History month competition, Minecraft Challenge on the United Nation's Sustainable Development Goals (SDGs), and Engineering Challenges provided with the support of Boeing.*

*The District also provided activities to engage and expose students to STEM college and career opportunities. During the 3rd Annual Computer Science Week, students had the opportunity to participate in many different computer science activities. The Computer Science (CS) Expo, an event that exposes students to the relevance of computer science in their daily lives as well as college and career opportunities, attracted 1,500 students from eleven schools to participate in interactive computer science activities with partners such as Google, Apple, Discovery, and Microsoft. During the week over 300 students in grades 4-8th competed in a Scratch coding competition. Over 10,000 students participated in the Hour of Code activity and received an I Coded sticker upon completion. Teachers were provided with training and resources to conduct Hour of Code activities.*

*Even though the annual spring STEAMfest showcase was canceled in 2020 due to the school closures, the District provided virtual STEAM Camp opportunities to keep students engaged during the summer. These camps provided students with the opportunity to engage in academics as well as programming games, build models, learn about artificial intelligence, eSports, and writing code. The summer STEAM camps attracted 360 elementary and middle school students who participated in four-day virtual camps that focused on PBL activities utilizing Minecraft, App prototyping, Scratch coding and video production. Each camp was very popular and had a waiting list. In fact, our biggest challenge became not having enough capacity to enroll additional students and meet the great demand.*

*Additionally, the district provided STEAM Camp opportunities for over 100 high school students to garner the skills and explore college and career opportunities in this high growth field, featuring three unique camps. In the Change the World Through Code CAMP, students learned the basics of coding from engineers at Microsoft, Amazon, and Google as they helped our high schools create an inspiring project to showcase. We also partnered with Cal State Dominguez Hills to extend our eSports through the summer. Finally, through the partnership of IBM and i.am Angel Foundation, we hosted an artificial intelligence course and challenge. Some of the challenges that arose included building capacity amongst staff in order to provide more services to students and accommodating the many students who were interested in the camp. This challenge will be addressed by incorporating the STEAM camp components into the summer school curriculum for the summer of 2021. Additionally, training will be provided for STEAM teachers to build capacity and support our STEAM programming during the summer.*

*As part of our 2019-2020 LCAP, CUSD provided schools with additional support staff and materials to enrich and extend the state-required physical education programs and services provided by their regular teachers (Action 1.5). Thirteen of our K-8 Elementary sites were assigned an enrichment PE teacher so that our 6-8th students in those campuses could receive more targeted physical educational instruction. Homeroom teachers could be released*

during that time for planning and collaboration, or to do small-group interventions with students. Additionally, for the first two trimesters of the 2019-2020 school year, several sites partnered with CF Fitness. Students had the opportunity to work with certified coaches to develop skills through fun fitness routines with a safe and structured environment. In the meantime, homeroom teachers could be released for planning or professional development. Unfortunately, due to the challenges brought along by COVID-19 and the school closures, we discontinued services with CF Fitness for the remainder of the school year. In any case, it is important to highlight that during the 2019-2020 school year, all elementary and secondary students received the state mandated amount of physical education minutes every 10 days. Once the school closures happened during the month of March, physical education was still provided to all students through distance learning. Even though the mandated number of minutes was waived by the state of California, digital P.E. lessons were created and shared with our teachers every week and for every grade level until the end of the school year.

Educational Technology (EdTech) Specialists continued to support the school sites (K-12th grade) throughout the 2019-2020 school year. The six District level specialists (Action 1.6) provided site-based training, 1:1 coaching and tiered level differentiated workshops. The EdTech team provided leadership in implementing innovation programs throughout the district projects including 9 Dots K-5 coding, Project Lead the Way (PLTW), robotic competitions, eSports, STEAM district challenges (Minecraft, Scratch and Engineering), Verizon Innovative Learning Lab as well as many other STEAM activities. One of the challenges in continuing these programs during the last trimester of the 2019-2020 school year was the distribution of digital resources and devices necessary for students to participate.

One significant challenge with transitioning from in-person to distance learning was the accelerated need for distance learning pedagogy with technology and/or application training. In order to respond to this challenge, the Educational Technology team, in collaboration with our Curriculum and Instruction Department, were instrumental in creating a Distance Learning Platform. Within a few days, we had a fully operational platform with resources for educators, parents, and teachers. In addition, the EdTech team supported school sites and teachers with a robust professional development plan. Over the course of the six weeks, the team, with the help of expert teachers, delivered over 1,250 1-hour professional development sessions of which all teachers participated in at least two sessions. These sessions prepared teachers to engage and monitor students during distance learning, and they covered areas such as Google Classroom, Nearpod, Flipgrid, Edpuzzle, Go Formative and Google Slides. In addition, EdTEch also supported schools with 68 site-specific professional development sessions, 105 coaching sessions, Innovation Cohorts, and summer Blended Bootcamps (Actions 1.7 and 1.8)

The implementation of Actions 1.9 and 1.10 came with successes as well as significant challenges during the 2019-2020 school year. These actions focused on the success of our Foster and Homeless youth by providing the necessary services as well as continued social-emotional and academic support. During the first part of the school year, and particularly before the COVID-19 pandemic, the Foster and Homeless Youth Liaison continued to provide support and resources via site visits, parent guardian meetings and increased funding for transportation (TAP Cards), school uniforms, hygiene kits (new), tutoring, and access to after school programs. Academics, graduation rates, suspensions, and college and career preparedness were closely monitored for these student groups. The

*CUSD Liaison, in conjunction with the CUSD Attendance Administrator, proactively met with parents and schools to address any challenges regarding student attendance. In addition, home visits, motel visits, and group home visits were conducted to ensure that our youth with a high mobility rate were being identified, and services were provided.*

*During the three years of the LCAP cycle, and particularly before the COVID-19 pandemic, we had noticed some positive trends with our Foster Youth and Homeless student groups. Data showed an increase of 7.9% in the graduation rate for our CUSD Homeless Youth. This student group moved from 69.7% in 2018 to 79.3% in 2019. In addition, our Foster Youth College and Career Readiness had increased by 1.1% compared to the previous year, reaching 7.1%. A total of 29 students had ended the 2019 school year being prepared for College and Career. The suspension rate for our CUSD Foster Youth had decreased by 1.1 % with a suspension rate of 3.8% of 528 youth. Our CUSD Homeless suspension rate had also decreased by 2.4% with an overall suspension rate of 2.1%. Our CUSD Foster Youth Chronic Attendance rate had declined by 5.8% with an overall 13.2% of chronic absenteeism. Unfortunately, our CUSD Homeless Youth chronic absenteeism rate had increased by 4.9% with an overall rate of 31.2%.*

*The last trimester of the school year, heavily impacted by the COVID-19 pandemic and the school closures, made the implementation of these actions significantly more challenging than usual. Because of the lack of shelters in the city of Compton and pandemic concerns, 15 families were referred to short-term living facilities/shelters outside the city of Compton to address families living accommodations. Despite the efforts from school sites and central office administration, it was not easy to actively keep many of our most vulnerable students engaged in distance learning. The absenteeism rate of homeless students, in particular, continued to increase, mainly because it became challenging to track the whereabouts of our homeless families. Some of them changed residence, while others changed contact information without notifying school authorities. Although daycare support was provided through Think Together program leads, many homeless parents did not take advantage of these services, because of their safety concerns at the time. Although to a lesser degree, Foster Youth absenteeism was also negatively impacted by changes in placements by DCFS and/or caregivers enrollment of youth in a timely manner.*

*For the 2019-2020 school year, Grade Span Reduction (GSR) (Action 1.11) continued in grades TK-3rd. There were no changes with this action and challenges were minimal. Pupil Services was in communication with the sites regarding student enrollment and rostering decisions were made based on these. Classrooms were 100% compliant with GSR implementation.*

*The Project Reach intervention program continued to be implemented throughout most of the year (Action 1.12). A total of 54 Project Reach tutors provided intervention focusing on foundational literacy skills such as phonemic awareness, phonics, fluency, and comprehension. A total of 2,036 students from 21 elementary schools received intervention through small group instruction. Tutors were trained on a monthly basis from September 2019 to February 2020 to ensure that they had the necessary skills to implement effective intervention. iReady Reading Diagnostic data showed an increase in Tier 1 students from 16% in Diagnostic 1 to 28% in Diagnostic 2. Tier 3 students significantly decreased from 47% in Diagnostic 1 to 34% in Diagnostic 2. By domain, student proficiency*

increased from 80% to 86% in phonemic awareness, from 48% to 59% in phonics, from 72% to 79% in high frequency words, 16% to 26% in vocabulary, from 22% to 33% in reading literature, and from 18% to 29% in reading informational text. Among the challenges in the implementation of the program was tutor scheduling. Since the tutors availability changed each semester, schools had to adjust their intervention schedules as well. To avoid disruption of intervention services, any changes in the schedule were communicated in advance for schools to make the necessary adjustments. Our biggest challenge, however, came with the COVID-10 pandemic, which forced our tutor services to be discontinued during the last trimester of the school year because of the school closures and the transition to distance learning.

Last school year, Compton USD continued to implement 183 school days and 18 extended Wednesdays. This action (1.14) allowed for more instructional minutes and more opportunities for student learning. In addition, all school sites implemented a data tracker for monitoring interventions (Action 1.15). Assistant Principals were designated as the site contacts for the intervention programs, and they had monthly meetings with central office administrators in order to discuss student progress and the effectiveness (or lack thereof) of the interventions in place. Unfortunately, after school closures, many interventions were temporarily put on hold, monthly meetings were cancelled, and site priorities quickly shifted. New daily schedules and instructional minutes had to be revisited. A team composed of teachers, administrators, and District officials met to outline schedules that accommodated both synchronous and asynchronous learning. The change to instructional schedules incorporated office hours for teachers as an opportunity to meet with students and address specific needs related to Distance Learning. Although it was very challenging, school sites worked diligently to re-engage students to the best of their abilities to guarantee continuity of instruction. Unfortunately, intervention services, such as after school tutoring, Saturday School and college tutoring services had to be discontinued for the last portion of the school year.

During the 2019-2020 school year, Think Together provided after school enrichment and intervention services to students at all K-8th, Middle School, and High School sites (Action 1.16). The program started immediately at the conclusion of the school day and provided meals, ELA/Math instruction, PE, and homework assistance to Compton students. Overall, 9,012 students were serviced including 6,546 students at K-8th sites, 2,339 students at traditional Middle Schools, and 127 High School students. Some of the challenges faced by Think Together even before the pandemic were staffing and student participation at some of the schools. With school closures in March of 2020, Think Together transitioned from a tutoring program to a daycare service for essential workers and at-risk student populations during this time.

The GATE program (1.17) continued to run successfully for the first part of the school year. Each Site Coordinator submitted a School Site GATE Plan outlining enrichment opportunities, student groupings, and professional development, etc. to the District GATE Coordinator. Overall, 574 Elementary School students were identified as GATE students and 73 Middle School students met the criteria. A challenge that arose was ensuring that students were tagged appropriately in our Student Information System, as the permissions to edit student profiles were limited to one or two District officials. Due to the COVID-19 pandemic, events where GATE students were showcased, such as STEAMFest and GT Expo, were cancelled.

*During the 2019-2020 school year, CUSD provided preschool opportunities for students who met State and Federal guidelines for services (Action 1.18). The Early Childhood Education (ECE) Program continued to serve preschool students at 15 school sites. The program also continued to participate in the Quality Start Los Angeles (QSLA) initiative. In the Spring of 2020, ECE had to transition to Distance Learning due to the COVID-19 pandemic. The distance learning instructional day was aligned with the elementary schedule, and ECE partnered with our ITD Department to provide devices to all preschool students. In addition, ECE purchased two learning platforms: Math Shelf (focusing on preschool math) and Ignite by Hatch Learning (focusing on the whole child). Although necessary, it was a challenging process having to train all our pre-school teachers and staff on both online platforms. Equally challenging and time consuming was for our ECE office staff having to support so many families with resetting passwords, reconfiguring iPads, and downloading online applications. During the last trimester of the school year, the ECE program provided teachers ongoing general training on the daily schedule, online platforms, and technical support. In addition to the general training, 1:1 support was provided for families who needed additional assistance. Support was also provided to students in the form of take-home learning packets to help with assessment of student learning. Despite the challenges and setbacks experienced last school year, it is evident that during the last LCAP cycle, our preschool students showed significant growth District wide, as measured by the Desired Results Developmental Profile (DRDP) Assessment that was administered in 2019, and in which students who faithfully participated scored above 90% in all the areas that were measured.*

*Funding for Curriculum Specialists was allocated last school year as outlined in Action 1.19. Each K-8th and Middle School site had at least one Specialist, who worked with small groups of students during the instructional day. A total of 1,729 students received intervention support from ELA Specialists and 1,376 students received support from Math Specialists during three intervention cycles. A challenge for this action was recruiting and retaining Specialists at the High School level, particularly in mathematics. Specialists were trained on power standards, curriculum alignment, and participated in data chats with Ed. Services Administrators. They also completed two EdTech bootcamps to further their technology skills. Thirty-seven Specialists created individual implementation plans demonstrating their skillset to become effective 21st century instructional leaders. Specialists received training in over ten technology applications and/or platforms that increased checking for understanding, collaboration, communication, creativity, and critical thinking and prepared them for distance learning. These platforms included, but were not limited to, Flipgrid, Google Slides, GoFormative, and Nearpod. All Specialists were also trained in close reading, academic vocabulary, and Explicit Direct Instruction (EDI). During the school closures, our Specialists provided support for teachers as we transitioned into Distance Learning. In addition, they would give site-specific PD on the different apps/platforms in response to the direct needs of the teachers. Specialists also supported the development of Distance Learning lessons for teachers and students. Nine weeks of Distance Learning lessons were created in grades TK-12th grade, totaling over 117 lessons in various content areas such as ELA, Math, Science, History/Social Studies, VAPA, PE and specific courses at the High School level. Our main goal was to maintain compliance to adjusted Distance Learning instructional minutes as reflected on our new daily schedules. During the school closures, the Specialists had to move at an accelerated rate in order to transition daily lessons into an interactive and engaging format for students/teacher use. Specialists were compensated to work*

*outside their instructional day in order to address this challenge.*

*School sites were provided with supplemental materials, supplies, and services to enhance the core instructional program and improve student achievement (Action 1.20). All school sites received LCFF funding in an effort to improve and increase the academic achievement of all students, and especially Low-Income, English Learners, Foster and Homeless Youth, and at-risk students. During the first two trimesters of the 2019-2020 school year, schools utilized their funding to hire college tutors and instructional assistants so that additional small group differentiated instruction could be implemented for Tier 2 and Tier 3 students who are performing well below grade level. Due to the COVID-19 pandemic, instructional assistants transitioned to providing additional small group support to students via virtual settings, (i.e., Google Classroom, Zoom, or Google Meets) and college tutor services were discontinued. As far as materials, school site purchases varied from technology devices (computers and/or iPads), licenses for online programs (e.g., Imagine Math or Newsela), 21st century learning spaces, additional leveled reading materials, or realia and manipulatives for our UCI Math program. This action was a continuation from the previous school years, and data showed that many of our schools were moving in the right direction when looking at CAASPP data and our 2019-2020 common assessments. In the area of ELA, we grew from 31.45% met/exceeded in 2017 to 32.21% in 2019. In the area of Math, we grew from 24.60% met/exceeded in 2017 to 31.44% in 2019 on the CAASPP. While the percentage of students meeting or exceeding standards was not growing exponentially, it is true that the number of Tier 3 students was clearly decreasing over time during the three-year LCAP cycle.*

*Teachers, counselors, and support staff (such as instructional assistants and tutors) were given multiple opportunities to participate in ongoing professional development (PD) throughout the 2019-2020 school year (Actions 1.21, 1.22, 1.23). Research and Evaluation (R&E) also provided 3 training sessions for administrators and Specialists on effective use of online data platforms (Illuminate). Teachers received professional development in different content areas, including, but not limited to Math, writing, Next Generation Science Standards (NGSS), and the History Social Science Framework. NGSS PD was organized into grade level span cohorts (K-3, 4-6) and offered on six Saturdays from September 2019 through February 2020. In grades TK-8th, we offered a total of 29 Math training sessions. Elementary, middle, and high school sites all participated in at least one site-based UCI Math coaching session from August 2019 through February 2020. Teachers in the upper elementary grades (3rd-5th) and middle school grades (6th-8th) were trained in our writing platform (My Writing Coach), totaling 21 PDs. Unfortunately, all site-based coaching from March 2020 through the end of the school year was postponed, and eventually cancelled, due to the school closures. The same happened to all History/Social Studies training scheduled during the last trimester of the school year. As we explained in Actions 1.6, 1.7 and 1.8, all professional development that we provided after the month of March focused on distance learning implementation.*

*During last school year, Compton Unified continued to maintain its Teacher Induction Program (TIPS) (Action 1.24). The programs goal was to better support our newly hired, preliminary-credentialed general education and special education teachers in clearing their teaching credentials. For the 2019-2020 school year, the Teacher Induction Program had a total of 49 candidates and a total of 23 mentors. At the end of the school year, 25 teachers (15 in*



general education and 10 in special education) completed the 2-year induction program and successfully cleared their teaching credentials. During their participation in the program, all candidates and mentors were encouraged to participate in a variety of professional development training and workshops facilitated by the different Departments within CUSD. Candidates & mentors were free to choose the training to attend based on their Individualized Learning Plan (ILP) focus goals. In addition to PD offerings from Ed. Services and the EL Department, the Induction Program solicited eight professional development opportunities from the Ed. Tech Department, and five from the Special Education Department. Candidates and mentors could attend those sessions voluntarily. Mentors participated in 2 mentoring skills training led by the Induction Program leadership.

During the school closures, the induction program (TIPS) found success in the use of Google Classroom, which the program had already been using for two years. However, the program still faced a variety of other significant challenges: scheduled classroom observations were canceled, triad meetings with site administrators and professional development training were canceled, and the candidates lesson inquiries were affected, due to a smaller number of students participating in Distance Learning. In response to these challenges, accommodation was given based on local context per the CTC memorandum dated April 17, 2020. Classroom observations and triad meetings were waived for candidates who were struggling in transitioning to Distance Learning and the virtual mode of communication. Results of lesson inquiries with a reduced number of students were accepted, and the candidates were given the option to temporarily postpone their participation in the program. However, not one of our induction candidates filed for postponement, which is an indication that our program provides the ongoing support to our candidates even under the most challenging circumstances. On May 22, 2020, the first virtual colloquium to celebrate our teachers who completed induction was successfully held.

Finally, Compton USD also offered a Peer Assistance and Review (PAR) program for teachers who needed additional support in their instructional practices. In the 2019-2020 school year, our program had six teachers who were placed in PAR and then matched with six consulting teachers to provide them with support. Unfortunately, during the implementation of Distance Learning, two PAR teachers did not continue receiving support from consulting teachers because of the PAR teachers difficulties with transitioning to virtual meetings.

# Goal 2

## Goal 2:

All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
Local Priorities:

## Annual Measurable Outcomes

Expected		Actual
<b>Basic Textbook Compliance</b>	<p><b>2019-20</b> Maintain William's Compliant Authorization from LACOE - 100%</p>	<p>This is a maintenance metric. 100% of the schools that participated in the Williams' Textbook Audit in 2019-2020 were found to be in compliance (sufficient). This Annual Measurable outcome has been met every year during the LCAP cycle, which is significant both for students and teachers. Having access to an effective curriculum has provided a roadmap of what students are expected to learn to meet grade-level learning goals.</p>
<b>Basic Facilities Compliance</b>	<p><b>2019-20</b> Maintain the William's Compliance rating of 90% or higher for each school.  Decrease William's Facilities complaints to less than 10.</p>	<p>This is a maintenance metric for Goal #2. We understand that school facilities have a profound impact on both teacher and student outcomes. 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, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.</p> <p>CUSD met William's basic facilities compliance of 90% or higher. Only 5 facilities-related complaints were filed from July 2019 through March 2020, maintaining the number of complaints below 5. At that point school closures happened, and no other complaints were submitted through the end of the school year. Measurable outcome was met.</p>

<p><b>Basic Teacher Assignments</b></p>	<p><b>2019-20</b> Fully credentialed teachers = 100%</p> <p>Appropriately assigned teachers = 100%</p>	<p>This is a maintenance metric for Goal #2. The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.</p> <p>100% of our Elementary and Middle School teachers are fully credentialed. 98% of our High School teachers are credentialed.</p> <p>100% of our teachers have been appropriately assigned as of March 2020.</p> <p>This data is again similar to 2018-2019, and it shows that our measurable outcome was almost met.</p>
<p><b>Suspension rates</b></p>	<p><b>2019-20</b> Maintain suspension rate at 2% or less.</p>	<p>As of March 2020, local data indicates that district-wide suspensions had decreased 0.6% compared to the previous school year. Our suspension rate declined from 1.3% in 2018-19 to 0.7% in March 2020. No students were suspended from March through June 2020. Measurable outcome met.</p>
<p><b>Expulsion rate</b></p>	<p><b>2019-20</b> Maintain low rate of expulsions at less than 1% overall.</p>	<p>No students were expelled during the 2019-20 school year. Measurable outcome met.</p>
<p><b>Local School Connectedness/Climate Survey</b></p>	<p><b>2019-20</b> Increase the percentage of agree/strongly agree by 2% in each area over the 2018-2019 data.</p>	<p>We utilized the same Local Connected Survey that we created for the 2017-2020 LCAP cycle. Although in many of the areas of the survey we saw a positive increase, there were other areas where the growth was less than 2%, particularly in areas pertaining to students following directions/rules (Student Survey, 46.50%), and schools providing enough social emotional support (Staff Survey, 66.5%). Students, in particular, continued showing concern regarding their school grounds being clean and in good condition (39.6%), or students treating each other with respect (41.8%). For the new LCAP cycle we will utilize the California Healthy Kids Survey.</p>
<p><b>Implementation of Academic Standards</b></p>	<p><b>2019-20</b> Move ratings for each question on the Academic Standards &amp; Frameworks Reflection Tool to a majority score (90%) of a 4 or 5 in each area for each question.</p>	<p>When looking at the <b>Academic Standards &amp; Frameworks Reflection Tool</b> that we used in 2019-2020, we could see that a total of twelve areas with a score of 5, three areas with 4, seven areas with 3, and one area with a score of a 2.</p> <p>Although we did not meet the goal of scoring a 4 or a 5 in all areas, it</p>

was definitely an improvement from the year before, when we had less areas scoring a 5 and more areas scoring a 2.

In the area of Professional Development, we maintained a 5 (Full Implementation and Sustainability) in ELA, Math, and ELD. In History and Science (NGSS), there was not significant growth, and we still scored a 3 (Initial Implementation). The school closures put on hold some of the professional development options that we had planned for.

Regarding instructional materials, we feel that in ELA, Math, and ELD we are at full implementation and sustainability (5 - like the year before), but in History and Science we were in the Initial Implementation (3). This is one level above the previous year (2).

Regarding progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the standards, we rated ourselves Full Implementation (5) in ELA, Math, and ELD (vs. a 4 in 2018). In History and Science there was some growth, moving from a 2 in 2018 (Beginning Development) to a 3 (Initial Implementation) in 2019.

Regarding the implementation of standards, we still maintained a level 5 (Full Implementation and Sustainability) in CTE, P.E., and World Language. We maintained a level 4 in Visual and Performing Arts, and increased one level in Health Education Content Standards (4).

Finally, regarding the level of success engaging school leadership in identifying the professional learning needs of groups of teachers or staff as a whole, we scored a 4 (the same as in 2018). Our success engaging school leadership in providing support for teachers on the standards they have not yet mastered, would still be a 3, like in 2018. We need to continue improving in this area and move towards tiered professional development. We believe, however, that there was improvement in engaging school leadership in identifying the professional learning needs of individual teachers (3 in 2018 vs. 4 in 2018).

# Actions / Services

## Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.1 Core Services: Provide core instructional programs and services to meet the goals of the District, the regulations outlined by CUSD Board Policy and California Education Code.</p>	<p>\$58,118,565 - LCFF - 1000-1999 Certificated Salaries - Teachers:Base/K-3/EPA</p> <p>\$7,201,207 - LCFF - 1000-1999 Certificated Salaries - Site Administrators</p> <p>\$11,910,611 - LCFF - 2000-2999 Classified Salaries - School Site</p> <p>\$26,996,039 - LCFF - 3000-3999 Employee Benefits - Base/K-3/EPA</p> <p>\$6,904,230 - LCFF - 4000-4999 Books and Supplies</p> <p>\$140,324 - LCFF - 2000-2999 Classified Salaries - TIIG - School Site</p> <p>\$49,774 - LCFF - 3000-3999 Employee Benefits - TIIG - Shool Site</p> <p>\$0 - Other Local Revenues - 1000-1999 Certificated Salaries - WME Foundation &amp; Project Lead the Way</p> <p>\$23,729 - Other Local Revenues - 2000-2999 Classified Salaries - WME Foundation &amp; Project Lead the Way</p> <p>\$1,171 - Other Local Revenues - 3000-3999 Employee Benefits - WME Foundation &amp; Project Lead the Way</p> <p>\$1,590,867 - LCFF - 2000-2999 Classified Salaries - Fiscal Services Dept.</p> <p>\$784,272 - LCFF - 3000-3999 Employee Benefits - Fiscal Services Dept.</p> <p>\$46,815 - LCFF - 4000-4999 Books and Supplies - Fiscal Services Dept.</p> <p>\$64,424 - LCFF - 5000-5999 Services and Other Operating Expenses - Fiscal Services Dept.</p> <p>\$56,736 - LCFF - 2000-2999 Classified Salaries - Office of Communication</p> <p>\$17,781 - LCFF - 3000-3999 Employee</p>	<p>\$58,118,565 - LCFF - 1000-1999 Certificated Salaries - Teachers: Base/K-3/EPA</p> <p>\$2,618,796 - LCFF - 1000-1999 Certificated Salaries - Site Administrators</p> <p>\$13,696,334 - LCFF - 2000-2999 Classified Salaries - School Site</p> <p>\$48,347,061 - LCFF - 3000-3999 Employee Benefits - Base/K-3?EPA</p> <p>\$5,437,726 - LCFF - 4000-4999 Books and Supplies</p> <p>\$129,008 - LCFF - 2000-2999 Classified Salaries - TIIG - School Site</p> <p>\$90,534 - LCFF - 3000-3999 Employee Benefits - TIIG - School Site</p> <p>\$0 - Other Local Revenues - 1000-1999 Certificated Salaries - WME Foundation &amp; Project Lad the Way</p> <p>\$0 - Other Local Revenues - 2000-2999 Classified Salaries - WME Foundation &amp; Project Lead the Way</p> <p>\$0 - Other Local Revenues - 3000-3999 Employee Benefits - WME Foundation &amp; Project Lead the Way</p> <p>\$1,701,225 - LCFF - 2000-2999 Classified Salaries - Fiscal Services Dept.</p> <p>\$799,575 - LCFF - 3000-3999 Employee Benefits - Fiscal Services Dept.</p> <p>\$37,233 - LCFF - 4000-4999 Books and Supplies - Fiscal Services Dept.</p> <p>\$9,115 - LCFF - 5000-5999 Services and Other Operating Expenses - Fiscal Services Dept.</p> <p>\$160,768 - LCFF - 2000-2999 Classified Salaries - Office of Communication</p> <p>\$84,865 - LCFF - 3000-3999 Employee</p>

Benefits - Office of Communication  
 \$27,768 - LCFF - 4000-4999 Books and  
 Supplies - Office of Communication  
 \$3,150 - LCFF - 2000-2999 Classified  
 Salaries - Board of Education  
 \$1,014 - LCFF - 3000-3999 Employee  
 Benefits - Board of Education  
 \$13,551 - LCFF - 4000-4999 Books and  
 Supplies - Board of Education  
 \$91,428 - LCFF - 2000-2999 Classified  
 Salaries - Mechanic Shop  
 \$27,932 - LCFF - 3000-3999 Employee  
 Benefits - Mechanic Shop  
 \$150,000 - LCFF - 4000-4999 Books and  
 Supplies - Mechanic Shop  
 \$73,035 - LCFF - 5000-5999 Services  
 and Other Operating Expenses -  
 Mechanic Shop  
 \$160,609 - LCFF - 2000-2999 Classified  
 Salaries - Channel 26 TV Production  
 \$39,245 - LCFF - 3000-3999 Employee  
 Benefits - Channel 26 TV Production  
 \$95,277 - LCFF - 2000-2999 Classified  
 Salaries - Risk Management  
 \$23,423 - LCFF - 3000-3999 Employee  
 Benefits - Risk Management  
 \$1,665 - LCFF - 4000-4999 Books and  
 Supplies - Risk Management  
 \$745,778 - LCFF - 5000-5999 Services  
 and Other Operating Expenses - Risk  
 Management  
 \$171,660 - LCFF - 2000-2999 Classified  
 Salaries - Research & Evaluation Dept.  
 \$48,373 - LCFF - 3000-3999 Employee  
 Benefits - Research & Evaluation Dept.  
 \$4,000 - LCFF - 4000-4999 Books and  
 Supplies - Research & Evaluation Dept.  
 \$51,300 - LCFF - 5000-5999 Services  
 and Other Operating Expenses -  
 Research & Evaluation Dept.  
 \$73,824 - LCFF - 1000-1999 Certificated  
 Salaries - Research & Evaluation - TIIG  
 \$11,711 - LCFF - 3000-3999 Employee  
 Benefits - Research & Evaluation - TIIG  
 \$138,020 - LCFF - 2000-2999 Classified  
 Salaries - Health Services Dept.

Benefits - Office of Communication  
 \$3,456 - LCFF - 4000-4999 Books and  
 Supplies - Office of Communication  
 \$67,304 - LCFF - 2000-2999 Classified  
 Salaries - Board of Education  
 \$27,277 - LCFF - 3000-3999 Employee  
 Benefits - Board of Education  
 \$3,027 - LCFF - 4000-4999 Books and  
 Supplies - Board of Education  
 \$49,020 - LCFF - 2000-2999 Classified  
 Salaries - Mechanic Shop  
 \$29,011 - LCFF - 3000-3999 Employee  
 Benefits - Mechanic Shop  
 \$239,018 - LCFF - 4000-4999 Books and  
 Supplies - Mechanic Shop  
 \$163,080 - LCFF - 5000-5999 Services  
 and Other Operating Expenses -  
 Mechanic Shop  
 \$17,504 - LCFF - 2000-2999 Classified  
 Salaries - Channel 26 TV Production  
 \$6,501 - LCFF - 3000-3999 Employee  
 Benefits - Channel 26 TV Production  
 \$102,298 - LCFF - 2000-2999 Classified  
 Salaries - Risk Management  
 \$47,990 - LCFF - 3000-3999 Employee  
 Benefits - Risk Management  
 \$6,699 - LCFF - 4000-4999 Books and  
 Supplies - Risk Management  
 \$590,536 - LCFF - 5000-5999 Services  
 and Other Operating Expenses - Risk  
 Management  
 \$219,506 - LCFF - 2000-2999 Classified  
 Salaries - Research & Evaluation Dept.  
 \$122,921 - LCFF - 3000-3999 Employee  
 Benefits - Research & Evaluation Dept.  
 \$2,991 - LCFF - 4000-4999 Books and  
 Supplies - Research & Evaluation Dept.  
 \$41,227 - LCFF - 5000-5999 Services  
 and Other Operating Expenses -  
 Research & Evaluation  
 \$81,281 - LCFF - 1000-1999 Certificated  
 Salaries - Research & Evaluation Dept.  
 \$147,352 - LCFF - 3000-3999 Employee  
 Benefits - Research & Evaluation - TIIG  
 \$52,384 - LCFF - 2000-2999 Classified  
 Salaries - Health Service Dept.

\$38,398 - LCFF - 3000-3999 Employee Benefits - Health Services Dept.  
 \$53,076 - LCFF - 2000-2999 Classified Salaries - Health Services - TIIG  
 \$15,088 - LCFF - 3000-3999 Employee Benefits - Health Service - TIIG  
 \$0 - Other Federal Funds - 2000-2999 Classified Salaries - Health Services - Medical Billing  
 \$0 - Other Federal Funds - 3000-3999 Employee Benefits - Health Services - Medical Billing  
 \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Health Services - Medical Billing  
 \$25,860 - Other Local Revenues - 1000-1999 Certificated Salaries - Health Service - TUPE  
 \$0 - Other Local Revenues - 2000-2999 Classified Salaries - Health Services - TUPE  
 \$1,294 - Other Local Revenues - 3000-3999 Employee Benefits - Health Services - TUPE  
 \$181,667 - LCFF - 1000-1999 Certificated Salaries - Business Services  
 \$139,783 - LCFF - 2000-2999 Classified Salaries - Business Services  
 \$157,772 - LCFF - 3000-3999 Employee Benefits - Business Services  
 \$4,770 - LCFF - 4000-4999 Books and Supplies - Business Services  
 \$4,333 - LCFF - 5000-5999 Services and Other Operating Expenses - Business Services  
 \$1,310,702 - LCFF - 2000-2999 Classified Salaries - ITD  
 \$308,752 - LCFF - 3000-3999 Employee Benefits - ITD  
 \$78,000 - LCFF - 4000-4999 Books and Supplies - ITD  
 \$677,390 - LCFF - 5000-5999 Services and Other Operating Expenses - ITD  
 \$124,248 - LCFF - 2000-2999 Classified Salaries - ITD - TIIG

\$255,092 - LCFF - 3000-3999 Employee Benefits - Health Services Dept.  
 \$54,152 - LCFF - 2000-2999 Classified Salaries - Health Services - TIIG  
 \$31,780 - LCFF - 3000-3999 Employee Benefits - Health Services - TIIG  
 \$0 - Other Federal Funds - 2000-2999 Classified Salaries - Health Services - Medical Billing  
 \$0 - Other Local Revenues - 3000-3999 Employee Benefits - Health Services  
 \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Health Services - Medical Billing  
 \$0 - Other Local Revenues - 1000-1999 Certificated Salaries - Health Service - TUBE  
 \$0 - Other Local Revenues - 2000-2999 Classified Salaries - Health Services - TUBE  
 \$0 - Other Local Revenues - 3000-3999 Employee Benefits - Health Services - TUPE  
 \$236,320 - LCFF - 1000-1999 Certificated Salaries - Business Services  
 \$153,262 - LCFF - 2000-2999 Classified Salaries - Business Services  
 \$182,340 - LCFF - 3000-3999 Employee Benefits - Business Services  
 \$3,256 - LCFF - 4000-4999 Books and Supplies - Business Services  
 \$87,581 - LCFF - 5000-5999 Services and Other Operating Expenses - Business Services  
 \$1,243,228 - LCFF - 2000-2999 Classified Salaries - ITD  
 \$564,924 - LCFF - 3000-3999 Employee Benefits - ITD  
 \$57,438 - LCFF - 4000-4999 Books and Supplies - ITD  
 \$336,515 - LCFF - 5000-5999 Services and Other Operating Expenses - ITD  
 \$136,654 - LCFF - 2000-2999 Classified Salaries - ITD - TIIG  
 \$71,591 - LCFF - 3000-3999 Employee

\$16,253 - LCFF - 3000-3999 Employee Benefits - ITD - TIIG  
 \$182,220 - Other Local Revenues - 2000-2999 Classified Salaries - ITD - Surcharges  
 \$100,986 - Other Local Revenues - 3000-3999 Employee Benefits - ITD - Surcharges  
 \$412,568 - LCFF - 2000-2999 Classified Salaries - Personnel Commission  
 \$182,358 - LCFF - 3000-3999 Employee Benefits - Personnel Commission  
 \$32,064 - LCFF - 4000-4999 Books and Supplies - Personnel Commission  
 \$131,777 - LCFF - 5000-5999 Services and Other Operating Expenses - Personnel Commission  
 \$816,665 - LCFF - 2000-2999 Classified Salaries - Warehouse  
 \$217,542 - LCFF - 3000-3999 Employee Benefits - Warehouse  
 \$10,326 - LCFF - 4000-4999 Books and Supplies - Warehouse  
 \$492,881 - LCFF - 5000-5999 Services and Other Operating Expenses - Warehouse  
 \$640,990 - LCFF - 2000-2999 Classified Salaries - Purchasing/Repro-graphics Dept.  
 \$161,032 - LCFF - 3000-3999 Employee Benefits - Purchasing/Repro-graphic Dept.  
 \$219,350 - LCFF - 4000-4999 Books and Supplies - Purchasing/Repro-graphic Dept.  
 \$150,810 - LCFF - 5000-5999 Services and Other Operating Expenses - Purchasing/Repro-graphic Dept.  
 \$273,432 - LCFF - 1000-1999 Certificated Salaries - Education Services  
 \$129,354 - LCFF - 2000-2999 Classified Salaries - Education Services  
 \$81,316 - LCFF - 3000-3999 Employee Benefits - Education Services  
 \$144,550 - LCFF - 4000-4999 Books and

Benefits - ITD - TIIG  
 \$255,202 - Other Local Revenues - 2000-2999 Classified Salaries - ITD - Surcharges  
 \$125,742 - Other Local Revenues - 3000-3999 Employee Benefits - ITD - Surcharges  
 \$459,322 - LCFF - 2000-2999 Classified Salaries - Personnel Commission  
 \$196,345 - LCFF - 3000-3999 Employee Benefits - Personnel Commission  
 \$41,978 - LCFF - 4000-4999 Books and Supplies - Personnel Commission  
 \$37,481 - LCFF - 5000-5999 Services and Other Operating Expenses - Personnel Commission  
 \$816,334 - LCFF - 2000-2999 Classified Salaries - Warehouse  
 \$420,587 - LCFF - 3000-3999 Employee Benefits - Warehouse  
 \$23,071 - LCFF - 4000-4999 Books and Supplies - Warehouse  
 \$342,079 - LCFF - 5000-5999 Services and Other Operating Expenses - Warehouse  
 \$592,515 - LCFF - 2000-2999 Classified Salaries - Purchasing/Repro-graphics Dept.  
 \$286,276 - LCFF - 3000-3999 Employee Benefits - Purchasing/Repro-graphics Dept.  
 \$207,478 - LCFF - 4000-4999 Books and Supplies - Purchasing/Repro-graphics Dept.  
 \$38,757 - LCFF - 5000-5999 Services and Other Operating Expenses - Purchasing/Repro-graphics Dept.  
 \$379,039 - LCFF - 1000-1999 Certificated Salaries - Education Services  
 \$161,050 - LCFF - 2000-2999 Classified Salaries - Education Services  
 \$199,858 - LCFF - 3000-3999 Employee Benefits - Education Services  
 \$466,512 - LCFF - 4000-4999 Books and Supplies - Education Services



	<p>Supplies - Education Services  \$6,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Education Services  \$13,980,053 - LCFF - 5000-5999 Services and Other Operating Expenses - District-wide  \$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Lottery  \$4,915,659 - LCFF - 7000-7499 Other - District-wide  \$591,572 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 14 Deferred Maintenance transferred from Base  \$2,804,890 - Other Local Revenues - 6000-6999 Capital Outlay - Fund 14 Deferred Maintenance transferred from Base  \$230,120 - Other Local Revenues - 2000-2999 Classified Salaries - Fund 67 Self Insurance - Risk Mgmt.  \$117,086 - Other Local Revenues - 3000-3999 Employee Benefits - Fund 67 Self Insurance - Risk Mgmt.  \$12,035,081 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 67 Self Insurance - District-wide  \$1,500,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 21 Building Fund - GOB  \$789,942 - Other Local Revenues - 6000-6999 Capital Outlay - Fund 21 Building Fund - GOB  \$4,792 - LCFF - 5000-5999 Services and Other Operating Expenses - Office of Communication  \$323,160 - LCFF - 5000-5999 Services and Other Operating Expenses - Board of Education</p>	<p>\$18,858 - LCFF - 5000-5999 Services and Other Operating Expenses - Education Services  \$8,776,983 - LCFF - 5000-5999 Services and Other Operating Expenses - District-wide  \$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Lottery  \$5,871,834 - LCFF - 7000-7499 Other - District - Wide  \$70,320 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 14 Deferred Maintenance transfer from Base  \$29,003,103 - Other Local Revenues - 6000-6999 Capital Outlay - Fund 14 Deferred Maintenance transfer from Base  \$227,960 - Other Local Revenues - 2000-2999 Classified Salaries - Fund 67 Self Insurance - Risk Mgmt.  \$101,052 - Other Local Revenues - 3000-3999 Employee Benefits - Fund 67 Self Insurance - Risk Mgmt.  \$10,382,342 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 67 Self Insurance - District-wide  \$1,445,011 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Fund 21 Building Fund - GOB  \$4,534,605 - Other Local Revenues - 6000-6999 Capital Outlay - Fund 21 Building Fund - GOB  \$139,813 - LCFF - 5000-5999 Services and Other Operating Expenses - Office of Communication  \$77,858 - LCFF - 5000-5999 Services and Other Operating Expenses - Board of Education</p>
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**Action 2**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.2 Facilities &amp; Maintenance: Provide facilities that are well maintained, appropriately cleaned, and meet 21st Century expectations (e.g., computer technology infrastructure, green utilities management, State &amp; Federally compliant, etc.).</p>	<p>\$876,432 - LCFF - 2000-2999 Classified Salaries</p> <p>\$332,570 - LCFF - 3000-3999 Employee Benefits</p> <p>\$80,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,046,048 - LCFF - 2000-2999 Classified Salaries</p> <p>\$776,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$54,987 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$876,432 - LCFF - 2000-2999 Classified Salaries</p> <p>\$332,570 - LCFF - 3000-3999 Employee Benefits</p> <p>\$66,400 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,046,048 - LCFF - 2000-2999 Classified Salaries</p> <p>\$776,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$45,639 - LCFF - 4000-4999 Books and Supplies</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.3 Food Services: Provide food services for students that meet all State and Federal School Lunch Program requirements.</p>	<p>\$6,520,605 - Other Federal Funds - 2000-2999 Classified Salaries - Cafeteria Funds</p> <p>\$2,428,505 - Other Federal Funds - 3000-3999 Employee Benefits - Cafeteria Funds</p> <p>\$7,367,377 - Other Federal Funds - 4000-4999 Books and Supplies - Cafeteria Funds</p> <p>\$306,142 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Cafeteria Funds</p> <p>\$656,271 - Other Federal Funds - 7000-7499 Other - Cafeteria Funds</p> <p>\$2,584,322 - LCFF - 2000-2999 Classified Salaries - Routine Restricted Maintenance transfer from Base</p> <p>\$959,989 - LCFF - 3000-3999 Employee Benefits - Routine Restricted Maintenance transfer from Base</p> <p>\$1,051,927 - LCFF - 4000-4999 Books and Supplies - Routine Restricted Maintenance transfer from Base</p> <p>\$4,017,852 - LCFF - 5000-5999 Services and Other Operating Expenses - Routine Restricted Maintenance</p>	<p>\$2,987,371 - Other Federal Funds - 2000-2999 Classified Salaries - Cafeteria Funds</p> <p>\$1,541,663 - Other Federal Funds - 3000-3999 Employee Benefits - Cafeteria Funds</p> <p>\$6,208,686 - Other Federal Funds - 4000-4999 Books and Supplies - Cafeteria Funds</p> <p>\$601,695 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Cafeteria Funds</p> <p>\$0 - Other Federal Funds - 7000-7499 Other - Cafeteria Funds</p> <p>\$1,972,065 - LCFF - 2000-2999 Classified Salaries - Routine Restricted Maintenance transfer from Base</p> <p>\$698,446 - LCFF - 3000-3999 Employee Benefits - Routine Restricted Maintenance transfer from Base</p> <p>\$704,077 - LCFF - 4000-4999 Books and Supplies - Routine Restricted Maintenance transfer from Base</p> <p>\$3,752,906 - LCFF - 5000-5999 Services and Other Operating Expenses - Routine Restricted Maintenance</p>

	transfer from Base \$10,000 - LCFF - 6000-6999 Capital Outlay - Routine Restricted Maintenance transfer from Base	transfer from Base \$87,003 - LCFF - 6000-6999 Capital Outlay - Routine Restricted Maintenance transfer from Base
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#### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.4 Professional Development: Provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions.</p>	<p>\$70,000 - LCFF - 2000-2999 Classified Salaries \$30,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$32,200 - LCFF - 2000-2999 Classified Salaries \$13,380 - LCFF - 3000-3999 Employee Benefits</p>

#### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Security and Safety: Provide a safe and secure learning environment in each district campus through staffing, training for campus security assistants, the implementation of State and Federal safety requirements, and the implementation of Safety Plans including revisiting safety drills and protocols with staff.</p>	<p>\$2,248,813 - LCFF - 2000-2999 Classified Salaries \$884,592 - LCFF - 3000-3999 Employee Benefits \$15,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$2,221,985 - LCFF - 2000-2999 Classified Salaries \$797,533 - LCFF - 3000-3999 Employee Benefits \$38,809 - LCFF - 4000-4999 Books and Supplies</p>

## Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Security and Safety: Maintain and expand PBIS programs related to positive behavior (e.g. Move this World or Second Step), character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students staff, and the school community.</p>	<p>\$788,818 - LCFF - 1000-1999 Certificated Salaries            \$72,820 - LCFF - 2000-2999 Classified Salaries            \$237,446 - LCFF - 3000-3999 Employee Benefits            \$626,261 - Other State Revenues - 2000-2999 Classified Salaries - TIIG            \$273,712 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>	<p>\$788,818 - LCFF - 1000-1999 Certificated Salaries            \$72,820 - LCFF - 2000-2999 Classified Salaries            \$237,446 - LCFF - 3000-3999 Employee Benefits            \$626,261 - Other State Revenues - 2000-2999 Classified Salaries - TIIG            \$273,712 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>

## Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>2.7 Special Education: Provide a quality special education program to meet the individualized needs of identified students per their IEPs.</p>	<p>\$107,220 - Other Federal Funds - 1000-1999 Certificated Salaries - IDEA Programs: Resources 33100.0-33860.0            \$1,632,573 - Other Federal Funds - 2000-2999 Classified Salaries - IDEA Programs Resources: 33100.0-33860.0            \$2,068,072 - Other Federal Funds - 3000-3999 Employee Benefits - IDEA Programs Resources: 33100.0-33860.0            \$202,226 - Other Federal Funds - 4000-4999 Books and Supplies - IDEA Programs: Resources 33100.0-33860.0            \$192,046 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - IDEA Programs: Resources 33100.0-33860.0            \$61,849 - Other Federal Funds - 2000-2999 Classified Salaries - Resources 34100.0-34101.0            Rehabilitation</p>	<p>\$107,220 - Other Federal Funds - 1000-1999 Certificated Salaries - IDEA Programs: Resources 33100.0-33860.0            \$1,632,573 - Other Federal Funds - 2000-2999 Classified Salaries - IDEA Programs Resources: 33100.0-33860.0            \$2,068,072 - Other Federal Funds - 3000-3999 Employee Benefits - IDEA Programs Resources: 33100.0-33860.0            \$167,848 - Other Federal Funds - 4000-4999 Books and Supplies - IDEA Programs: Resources 33100.0-33860.0            \$159,398 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - IDEA Programs: Resources 33100.0-33860.0            \$61,849 - Other Federal Funds - Resources: 34100-34101.0            Rehabilitation            \$17,794 - Other Federal Funds -</p>

\$17,794 - Other Federal Funds -  
 3000-3999 Employee Benefits -  
 Resources 34100.0-34101.0  
 Rehabilitation  
 \$21,548 - Other Federal Funds -  
 4000-4999 Books and Supplies -  
 Resources 34100.0-34101.0  
 Rehabilitation  
 \$16,420 - Other Federal Funds -  
 7000-7499 Other - Resources  
 34100.0-34101.0 Rehabilitation  
 \$27,290 - Other Federal Funds -  
 1000-1999 Certificated Salaries - CA  
 Promise - Resource 58107.0  
 \$111,228 - Other Federal Funds -  
 2000-2999 Classified Salaries - CA  
 Promise - Resource 58107.0  
 \$39,698 - Other Federal Funds -  
 3000-3999 Employee Benefits - CA  
 Promise - Resource 58107.0  
 \$13,660,969 - Other State Revenues -  
 1000-1999 Certificated Salaries - AB 602  
 \$1,502,642 - Other State Revenues -  
 2000-2999 Classified Salaries - AB 602  
 \$4,642,354 - Other State Revenues -  
 3000-3999 Employee Benefits - AB 602  
 \$123,969 - Other State Revenues -  
 4000-4999 Books and Supplies - AB 602  
 \$12,328,500 - Other State Revenues -  
 5000-5999 Services and Other Operating  
 Expenses - AB 602  
 \$1,000,000 - Other State Revenues -  
 7000-7499 Other - AB 602  
 \$148,148 - Other State Revenues -  
 2000-2999 Classified Salaries - Project  
 Workability  
 \$27,511 - Other State Revenues -  
 3000-3999 Employee Benefits - Project  
 Workability  
 \$18,430 - Other State Revenues -  
 4000-4999 Books and Supplies - Project  
 Workability  
 \$13,101 - Other State Revenues -  
 7000-7499 Other - Project Workability

3000-3999 Employee Benefits -  
 Resources 34100.0-34101.0  
 Rehabilitation  
 \$17,885 - Other Federal Funds -  
 4000-4999 Books and Supplies -  
 Resources 34100.0-34101.0  
 \$16,420 - Other Federal Funds -  
 7000-7499 Other - Resources 34100.0 -  
 34101.0 Rehabilitation  
 \$27,290 - Other Federal Funds -  
 1000-1999 Certificated Salaries - CA  
 Promise - Resource 58107.0  
 \$111,228 - Other Federal Funds -  
 2000-2999 Classified Salaries - CA  
 Promise - Resource 58107.0  
 \$39,698 - Other Federal Funds -  
 3000-3999 Employee Benefits - CA  
 Promise - Resource 58107.0  
 \$13,660,969 - Other State Revenues -  
 1000-1999 Certificated Salaries - AB 602  
 \$1,502,642 - Other State Revenues -  
 2000-2999 Classified Salaries - AB 602  
 \$4,642,354 - Other State Revenues -  
 3000-3999 Employee Benefits - AB 602  
 \$102,894 - Other State Revenues -  
 4000-4999 Books and Supplies - AB 602  
 \$10,232,655 - Other State Revenues -  
 5000-5999 Services and Other Operating  
 Expenses - AB 602  
 \$1,000,000 - Other State Revenues -  
 7000-7499 Other - AB 602  
 \$148,148 - Other State Revenues -  
 2000-2999 Classified Salaries - Project  
 Workability  
 \$27,511 - Other State Revenues -  
 3000-3999 Employee Benefits - Project  
 Workability  
 \$15,297 - Other State Revenues -  
 4000-4999 Books and Supplies - Project  
 Workability  
 \$13,101 - Other State Revenues -  
 7000-7499 Other - Project Workability

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>2.8 Special Education: Provide a program and services to support mental health needs for identified special education students (e.g., counseling, ED program, etc.)</p>	<p>\$110,087 - Other State Revenues - 1000-1999 Certificated Salaries - SpEd Mental Health            \$31,440 - Other State Revenues - 3000-3999 Employee Benefits - SpEd Mental Health            \$87,327 - Other State Revenues - 7000-7499 Other - SpEd Mental Health</p>	<p>\$110,087 - Other State Revenues - 1000-1999 Certificated Salaries - SpEd Mental Health            \$31,440 - Other State Revenues - 3000-3999 Employee Benefits - SpEd Mental Health            \$87,327 - Other State Revenues - 7000-7499 Other - SpEd Mental Health</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.9 Staffing: Provide qualified teaching staff, management staff, and classified staff to each district site.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - The expenditures associated with school and district staff from Action 2.1, from a variety of funding sources, contributes to the successful implementation of this action. The dollar amounts associated with Action 2.1 support Action 2.9. (repeated expenditure)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - The expenditures associated with school and district staff from Action (repeated expenditure)</p>

### Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$251,191 - LCFF - 2000-2999 Classified Salaries            \$98,809 - LCFF - 3000-3999 Employee Benefits            \$1,700,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$251,191 - LCFF - 2000-2999 Classified Salaries            \$98,809 - LCFF - 3000-3999 Employee Benefits            \$1,411,000 - LCFF - 4000-4999 Books and Supplies</p>

2.10 Technology: Provide technology infrastructure, staff, and services, district-wide, to support 21st Century Learning activities and equipment to allow students access to rigorous curriculum, resources, and experiences to build schema, language abilities and close the achievement gap.

### Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Textbooks, Supplies, and Resources: Provide students with all resources needed to implement the core program, including physical education, aligned to the California Content Standards.</p>	<p>\$947,409 - Other State Revenues - 4000-4999 Books and Supplies - Restricted Lottery - textbook replacement</p>	<p>\$786,350 - Other State Revenues - 4000-4999 Books and Supplies - Restricted Lottery - textbook replacement</p>

### Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.12 Transportation: Provide student transportation as required by State and Federal guidelines.</p>	<p>\$1,200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$996,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In March 2020, the State of California was issued stay-at-home orders by Governor Newsom due to the COVID-19

pandemic. As such some planned actions and services were not fulfilled. Actions and services that were able to be fulfilled were evaluated for CARES/ESSER funds instead of the proposed supplemental and concentration entitlement. The Supplemental and Concentration funds attributed to unfulfilled proposed actions and services will be carried forward to the subsequent year. The amount adds up to a total of \$433,499.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services associated with Goal 2 of the 2017-2020 LCAP were related to some of the major functions of a school district, and they covered the implementation of such core programs and services as staffing (credentialed & certificated), textbooks, facilities, food services, transportation, technology infrastructure, and special education. Many of these services and actions were supported by base funds while they were enhanced by using supplemental and concentration funds to support additional services for our unduplicated students. The implementation of our core programs and basic services showed to be effective during the LCAP cycle in general, and during the 2019-2020 school year in particular. As established in Goal 2, our students received all the necessary materials, equipment, and support within a safe and well-maintained learning environment, while meeting all of the reporting demands from CDE.

In compliance with regulations and requirements outlined in CUSD Board Policy and California Education Code, core programs and services designed to meet the goals of the District were provided during the 2019-2020 school year (Action 2.1). These services mostly covered certificated teachers and administrators salaries and benefits; classified salaries and benefits; and supplies and operating expenses related to multiple departments. Despite the challenges of the school closures, funding was secured to continue with the regular operations of these departments, including services and personnel.

Our Maintenance and Facilities departments (Action 2.2.) completed multiple projects during the LCAP cycle (e.g., new fields, new security fences, etc.) and throughout the 2019-2020 school year. The district also started the construction of the new Compton High School campus. We continued to facilitate ongoing custodial training, acquiring the appropriate tools to ensure quality work, and enhancing communication with school sites and other stakeholders in order to improve our practice. The Facilities Inspection Tool (FIT) for the 19-20 school year showed that sites were in good repair, and the number of complaints related to facilities was reduced; only 5 facilities-related complaints were filed in Human Resources from July 2019 through March 2020. The *School Climate and Connected Survey indicated* that 79.3% (826) of the parents who took the survey in English and 73.4% (271) of the parents who took it in Spanish believed that their child's school building and grounds were well-maintained and updated appropriately. Students, however, indicated that facilities were still an area of concern, and 35% of them were not satisfied with their school grounds. Therefore, while we achieved the FIT ratings during the 2019-2020 school year, we have continued to address students' concerns about the conditions of our facilities, and we recognize the need to improve them. The greatest challenge that we faced in the area of facilities maintenance came as the result of the COVID-19 pandemic. In a short amount of time, all schools had to create safety protocols in alignment with CDC guidelines to ensure safety for all. In addition to acquiring the necessary personal protective equipment, the plan incorporated the implementation of frequent cleaning and disinfecting of bathrooms and



surfaces, the use of health and disinfecting materials, the display of visual cues across campuses, and the installation of hydration stations, handwashing stations, and new AC units. Additionally, custodial staff had to work towards getting classrooms ready for a possible return to in-person instruction, which included the proper arrangement of classroom furniture allowing for physical distancing and the installation of desk shields. Custodial staff received continued training during the last trimester of the 2019-2020 school year and thereafter.

Our nutrition program (Action 2.3) was implemented as usual during the first two trimesters of the 2019-2020 school year. Compton Unified School District continued to offer healthy and nutritious meals to all enrolled students at no cost to them. In the 121 school days recorded through February 29, 2020, our students enjoyed the following meals: 1,222,210 breakfast meals, 1,718,826 lunch meals, 172,954 after school snacks for students participating in our ASES programs, and 199,478 supper meals, which were also available to community members 18 years old and younger. At the elementary and middle school levels, students were offered breakfast in the classroom. The CUSD breakfast program was recognized by the Food Research & Action Center as a Top-Performing School District. CUSD is one of three top performers in California; of the seventy-six large school districts surveyed nationwide, we were one of twenty-three to meet the survey's benchmark. During the third trimester of the school year, the school closures truly impacted our program and presented multiple challenges. One of the main implications of the school closures was the inability for students to receive daily breakfast and lunch at their respective home schools, as they would usually do. For many of our students, school meals are probably the most nutritious meals of the day; therefore, continuing to provide food to students during the closures became critical for our district. As a response to this challenge, Compton Unified maintained several of our school sites opened as meal distribution centers. While the majority of our families took advantage of the grab & go meals that we offered twice a week, others feared that leaving their homes could jeopardize their health or that of their loved ones. As a result of this, some families who were experiencing decreased income because they had to stop working to care for their children, saw a significant increase in expenses at the same time. The combination of less income and higher expenses caused extreme financial hardship for many families in our Compton community, and millions of families in the country in just the first few weeks of school closures. It is important to also notice, that the reduction in meal participation rates had a direct negative impact on our district budget, since the reimbursement from the state for school meals decreased by almost 75% during the last trimester. As a result, the general fund needed to contribute to the student nutrition fund to make it viable.

Different departments (Human Resources, Personnel Commission, Risk Management, Facilities Department, etc...) continued to provide numerous training opportunities (Action 2.4) during the 2019-2020 school year. In most cases, these training sessions are part of the annual requirements that our different departments have, and they help better the efficient functioning of our organization, while guaranteeing that we comply with federal and state regulations and guidelines. The more prepared and equipped our stakeholders are in their jobs, the more effective we will become as an organization.

School safety remained a priority (Action 2.5). While in most school districts security staff is provided to support safe school environments, in CUSD we support both campus security and school police forces across each of our campuses to ensure that our students are safe during the school day. Emergency flip charts were disseminated to all schools. We revised and updated board policies and administrative regulations including the school comprehensive safety plans, emergencies and disaster preparedness plans, and emergency procedures

regarding fires, fire drills, bomb threats, and earthquakes. In addition, our district continued to provide active shooter trainings, TeamKids trainings (by the Compton Fire Department), and training in areas such as CPR/ first aid, human trafficking, trauma informed responses, and risk behavior recognition. All these training opportunities took place during the first two trimesters of the school year, but they were put on hold in the spring due to the school closures.

In the area of school climate and safety (Action 2.6), throughout the 2019 school year CUSD implemented PBIS restorative justice practices, piloted social-emotional programs such as Move this World and Second Step and facilitated nonviolent prevention and intervention practices. Seven more schools received the LACOE PBIS training, which had already been received by sixteen schools in previous years. A district counselor was assigned to monitor and support PBIS implementation. School teams were trained by the International Institute of Restorative Practices (IIRP) on restorative circles and facilitating restorative conferences. We continued our work in the area of bullying with the Upstander Bullying campaign and BRIM. Finally, we continued focused on trauma informed practices with *Help Billy* and CLEAR training at some of our schools. Our work around school security and safety is a major priority in our district. Over 90% of the parents completing our 2019 LCAP connectedness survey indicated that the adults in our schools clearly show a sense of responsibility to maintain a safe and supportive learning environment, and over 80% indicated that school staff does a good job at supervising the school building and grounds. Even though students' responses still showed that there is work to do in this area, it is evident that we are moving in the right direction. Our efforts during the last LCAP cycle resulted in a reduction in the number of student suspensions over time, and we significantly decreased the number of discipline and expulsion cases brought for District hearing (from 20 cases in 2017-18 to zero in 2019-2020). The number of uniform complaints on bullying was also reduced in comparison to previous years. The 2019 California Dashboard for Compton Unified was Green, and our suspension rate declined by 0.8% with 1.3% suspended at least once. Unfortunately, we did not have Dashboard data for 2020.

In the spring of 2020, during the school closures, our work in the area of social-emotional learning gained special relevance. School closures caused stress, uncertainty, and job insecurity for many families and students in the country and in our community. Additionally, one of our major concerns during school closures was the social isolation experienced by many of our students. Schools are hubs of social activity and human interaction. When schools closed, many children and youth missed social contact, connections to friends, and supportive adults that are essential for learning and development. For this reason, as soon as school closures started, our Department of Child Welfare and Attendance continued to provide interventions that many parents and students needed. These included mental and social-emotional learning support through our partners and their telehealth virtual platform, our CUSD mental health practitioners, and our Wellness Centers. Physical health support was also provided through our district nurses and district health assistants. Even though school Principals, classroom teachers, and counselors successfully continued reaching out to our families and students during the closures, many of our students expressed to have truly missed day-to-day interactions and experiences since last March.

Special Education continued to revise and improve services during the 2019-2020 school year (Actions 2.7 and 2.8), and the SPED team worked very closely with the California Department of Education as we put systems and procedures in place to ensure Special Education compliance. The department provided ongoing professional development for teachers and administrators in multiple areas such as writing linguistically appropriate goals and

objectives, Child Find, Assessments, Transitions, and the IEP process to ensure compliance as well as teacher and instructional program effectiveness. The STEPP Program was expanded, and the Department was strengthened with Social Workers, Master of Social Worker interns, a Clinical Psychologist and Behavioral Specialists, and partnerships with organizations such as STAR Ed. California. The California Dashboard indicates that Compton students with special needs showed steady growth during the LCAP cycle. For example, they increased significantly in graduation rates (15.3%), going from 62.9% in 2018 to 78.2% in 2019. The 2019 CAASPP Math results increased significantly with a growth of 19.8 points for students with special needs. The CAASPP ELA results also increased 14.6 points for students with special needs. There was a 0.7% decline in chronic absenteeism in the 2018/2019 school year. Unfortunately, and due to the school closures, we did not get any state data for the end of 2019-2020.

Our special education population faced significant challenges during the last trimester of the 2019-2020 school year due to the school closures. During the last few months, the SPED department provided ongoing training and guidance for case managers and other service providers to reach out to students and parents based on their assigned caseloads. District speech pathologists reached out to parents to guide the transition to online teletherapy, and family check-ins. Non-Public Agencies continued their services virtually by supporting the students in their caseloads. School psychologists provided counseling support for identified students including check-in sessions with families, while our behavior interventionists provided additional support by contacting families and offering in-home strategies based on students IEPs.

During the 2019-2020 school year, our Human Resources and Personnel Commission Departments (Action 2.9) were fully engaged in the recruitment and retention process. They participated in numerous college and university fairs, and they hosted our own CUSD Recruitment Job Fair. This helped our schools start the year with fewer teacher vacancies, and more substitute teachers who could cover absences or assist with interventions for students. Human Resources has indicated that we started the 2019-2020 school year fully staffed. 100% of our teachers were appropriately assigned, and 100% of them were fully credentialed at the K-8 level. The percentage of fully credentialed teachers in our High Schools was 98%. We also started the school year with more substitutes available. The district hired 51 new substitute teachers at the fall recruitment fair, which also helped us implement our robust professional development plan. During the last trimester of the school year, the pandemic disrupted any type of in-person recruitment process, although Human Resources was still able to continue conducting business virtually.

During the 2019-2020 school year, our Information Technology Department continued to provide technology hardware and infrastructure to operate our schools and support the instructional program (Action 2.10). Our technology infrastructure significantly improved over the years of the LCAP implementation, allowing all students and teachers to have a robust network for upload and download speeds to support 21st century learning. By 2020, all students had access to fast and reliable mobile learning in the classroom and could access all district programs with a single sign on in Classlink. Site teachers had better and faster technology support, and technology purchases were effectively scrutinized and data driven. As a result, technology integration increased across the district, enhancing the teaching and the learning, increasing student engagement, and positively impacting our scores in the areas of literacy and mathematics. Our 2019 results on the CAASPP resulted in 3% growth in ELA and 5% growth in mathematics (no CAASPP data was available in 2020). Our ITD Department faced titanic challenges

during the last trimester of the 2020 school year. Until then, most of the devices available at the sites were secured at the schools. During the first few weeks of the school closures, our TID Department had to coordinate the purchase, inventory, relocation, and distribution of thousands of devices and hotspots in our district. This was a challenging task, but our efforts over the years to build a strong technology infrastructure made possible a relatively smooth transition to distance learning during the spring of 2020. At that time, district surveys indicated that over 90% of our students had access to mobile learning devices (iPad or Chromebooks), and we continued supporting families with connectivity.

Regarding textbooks and materials, our schools were equipped with the necessary district and state adopted materials (Action 2.11). Four years ago, we did the ELA textbook adoption (K-12). Math materials were adopted (K-12) six years ago. Our District Textbook Coordinator and our school site library assistants made sure that core materials in all of the other content areas were also available to students at the beginning of the 2019-2020 school year. Local data as well as county audits demonstrate that we were 100% Williams' textbook compliant, guaranteeing that students had access to the core instructional materials at each of the CUSD school sites. The school closures in March 2020, however, became a real challenge in terms of providing students access to instructional resources. School closures were approved at a special Board meeting on March 14, which means that there was not enough reaction time to guarantee that all students had access to collect both core and supplementary instructional materials from the schools. The necessary arrangements had to be coordinated to guarantee the full distribution of materials for all students who needed them, including instructional materials, electronic devices, and hotspots. Another additional challenge was the fact that many of our instructional materials and resources were non-digital at the time of the school closures. The creation of Google Classrooms for all grade levels, the development of standards-aligned digital lessons for teachers and students, and the coordination of effective distance learning professional development for hundreds of teachers in our district became our number one priority.

During the first part of the 2019-2020 school year, CUSD provided home-to-school transportation to students at the elementary, middle and high schools (Action 1.12). Over 8,200 students were offered transportation services to and from school. The total number of routes that we offered, including special education and regular education, was 74. The number of special education routes was 53 and the number of regular education routes was 21. The total number of students eligible for transportation was 1,913. 549 were special education students, and 1,364 were regular education students. Transportation services were interrupted during the school closures and until the end of the school year.

# Goal 3

## Goal 3:

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
 Local Priorities:

## Annual Measurable Outcomes

	Expected	Actual
<b>Graduation Rate</b>	<p><b>2019-20</b>            Using new LCFF Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 1% to less than 5%.</p>	<p>Our district goal for 2020 was to achieve a 90% graduation rate. However, given the COVID-19 crisis, we achieved a graduation rate of 88% overall as a High School District. Three of the high schools increased their graduation rate, while two schools remained the same and one decreased.</p>
<b>A-G Course Completion</b>	<p><b>2019-20</b>            Increase by 3% the A-G completion rate over the 2018-2019 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.</p>	<p>The most recent available data indicates that A-G completion rates increased district wide by 7%, reaching a 50% overall score for the 19-20 school year. Actual results surpassed our projected estimates. Specifically, Compton HS saw a 12% increase to an overall 58%, Dominguez HS increased by 10% to an overall 57%, Centennial HS 5% to an overall 55% and Early College increased by 5% to an overall 100%.</p>
<b>A-G Completion for African American students</b>	<p><b>2019-20</b>            Increase by 5% the A-G completion rate of African American students over the 2018-2019 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.</p>	<p>Most recent data indicates that African American students saw an increase of 2% in A-G Completion rates, from 34% to an overall 36%. African American males outperformed the females, with 38% completing the requirements versus 35% for African American females.</p>

<p><b>Advance Placement Exam Pass Rates of 3 or Higher</b></p>	<p><b>2019-20</b>          Increase the percentage of students passing AP exams with a 3 or higher to 35%.</p> <p>Increase the number of test administered to 1,800.</p>	<p>While the pandemic negatively affected most of the Advanced Placement performance data, a decrease can also be attributed to our districts continued increase in College Course offerings, which directly competes with our AP program. Our most recent available data indicates that a total of 1119 unique students took at least one AP course in 19-20, a 154 decrease from the previous year. While a decrease of 207 AP exams were seen, to total 1,835 AP exams in the 19-20 school year. However, 29% received a passing score, which is an increase of 10% compared to the previous year.</p>
<p><b>EAP Assessment</b></p>	<p><b>2019-20</b>          Increase the percentage of met/exceeded to 55% in ELA and to 35% in math.</p>	<p>Due to the COVID-19 pandemic, the EAP assessment was not administered in 2020. Our latest is from 2019. ELA: 33% Met or Exceeded &amp; Math: 11% met or exceeded. This metric/goal was not met.</p>
<p><b>Completion of CTE Pathways</b></p>	<p><b>2019-20</b>          Maintain the completion rate at 95% or higher as noted by the CDE Core Indicator Report.</p>	<p>For the 2019-2020 school year, CUSD met the goal to maintain the completion rate of our CTE Pathways at 95% (data as of April 15, 2020).</p>
<p><b>Course Access</b></p>	<p><b>2019-20</b>          Increase by 2% the number of middle school students taking world language Level I over the 2018-2019 year.</p> <p>Increase by 2%, over the 2018-2019 year, the amount of students completing the world language requirements prior to 9th grade.</p>	<p>Data indicates we exceeded our goal for 2019-2020, with a 20% increase in World Language course enrollments, moving from 606 to 729. This increase will help improve our A-G completer percentage at the high school level, while also improving the potential number of students who will enroll and pass the AP Spanish Language and Literature exams.</p>

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Curriculum &amp; Instruction: Provide rigorous course pathways and programs that prepare students to become both college and career ready (e.g., Meeting A-G requirements, providing AP, IB, CTE, ERWC, credit recovery courses, etc.). Similarly, students will participate in pre-college testing i.e. PSAT, SAT. Also, CUSD will expand CTE pathways to include Architectural Design and Software/Systems Development. CUSD currently is implementing the IB Middle Years Programme and will be working to establish the IB Diploma Programme at the high school level in 2019-20.</p> <p>Additional efforts will be made to increase opportunities for students to complete College Coursework, CTE pathways, and obtain proficiency in the SBAC assessments. For example, we will be piloting a block schedule at one high school with additional 7th period (Dominguez High School). This schedule allows students an extra period to not only make up credits, attend interventions, and obtain additional courses, but also to have greater access to college courses. We also began implementing our Guidance Alignment Process, an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Although the Guidance Alignment System tracks all students, its protocols focuses on our Foster Youth, Low Income and English Learners and what particular interventions or support we will provide for them as we review the data.</p>	<p>\$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 Funds Support (repeated expenditure)            \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 Funds Support (repeated expenditure)            \$192,484 - LCFF - 3000-3999 Employee Benefits - Action 3.2 Funds Support (repeated expenditure)            \$182,550 - LCFF - 4000-4999 Books and Supplies - Action 3.2 Funds Support (repeated expenditure)            \$537,737 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 Funds Support (repeated expenditure)            \$651,831 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Secondary Department            \$246,648 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Secondary Department            \$253,786 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Secondary Department</p>	<p>\$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 fund support (repeated expenditure)            \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 fund support (repeated expenditure)            \$192,484 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)            \$151,517 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)            \$446,322 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support            \$651,831 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Secondary Department            \$246,648 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Secondary Department            \$253,786 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Secondary Department</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Curriculum &amp; Instruction: Provide innovative programs that promote students to attend college during their secondary program (e.g., Early College High School, college enrollment, exceed minimum A-G coursework etc.)</p>	<p>\$404,841 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$107,834 - LCFF - 2000-2999 Classified Salaries</p> <p>\$149,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$313,190 - LCFF - 4000-4999 Books and Supplies</p> <p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$404,841 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$107,834 - LCFF - 2000-2999 Classified Salaries</p> <p>\$149,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$259,948 - LCFF - 4000-4999 Books and Supplies</p> <p>\$290,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.3 Curriculum &amp; Instruction: Provide enriched college and career related pathways for students to compete in a global economy (e.g., IB schools).</p>	<p>\$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)</p> <p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p>	<p>\$259,475 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support</p> <p>\$290,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth,</p>	<p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$4,308,453 - LCFF - 5000-5999</p>	<p>\$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$3,576,016 - LCFF - 5000-5999</p>



<p>Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.4 Curriculum &amp; Instruction: Provide site specific academies that allow students to experience a variety of career related courses (e.g., Visual &amp; Performing Arts academies, STEM academies, etc.). This includes vertical articulation K-12.</p>	<p>Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>
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### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CTE/ROP Programs: Provide a variety of career related pathways, inclusive of the 15 CTE pathways recommended by CDE to allow students to access skills in job related areas leading to inductor recognized certification. CUSD will expand CTE pathways to include Architectural Design and Software/Systems Development.</p>	<p>\$375,470 - LCFF - 1000-1999 Certificated Salaries            \$109,130 - LCFF - 3000-3999 Employee Benefits            \$298,678 - LCFF - 4000-4999 Books and Supplies            \$25,138 - Other Federal Funds - 1000-1999 Certificated Salaries - 35500.0/35550.0 Voc. Ed.            \$49,383 - Other Federal Funds - 2000-2999 Classified Salaries - 35500.0/35550.0 Voc. Ed.            \$23,362 - Other Federal Funds - 3000-3999 Employee Benefits - 35500.0/35550.0 Voc. Ed.            \$278,943 - Other Federal Funds - 4000-4999 Books and Supplies - 35500.0/35550.0 Voc. Ed.            \$0 - Other State Revenues - 7000-7499 Other - 35500.0/35550.0 Voc. Ed.</p>	<p>\$375,470 - LCFF - 1000-1999 Certificated Salaries            \$109,130 - LCFF - 3000-3999 Employee Benefits            \$247,903 - LCFF - 4000-4999 Books and Supplies            \$25,138 - Other Federal Funds - 1000-1999 Certificated Salaries - 35500.0/35550.0 Voc. Ed.            \$49,383 - Other Federal Funds - 2000-2999 Classified Salaries - 35500.0/35550.0 Voc. Ed.            \$23,362 - Other Federal Funds - 3000-3999 Employee Benefits - 35500.0/35550.0 Voc. Ed.            \$231,523 - Other Federal Funds - 4000-4999 Books and Supplies - 35500.0/35550.0 Voc. Ed.            \$0 - Other State Revenues - 7000-7499 Other - 35500.0/35550.0 Voc. Ed.</p>

### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$397,991 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure)</p>	<p>\$397,991 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure)</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.6 CTE/ROP: Provide a variety of opportunities through Adult School for CUSD students to receive interventions and enrichment.</p>	<p>\$167,883 - LCFF - 3000-3999 Employee Benefits - Action 3.5 funds support (repeated expenditure)</p> <p>\$13,000 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure)</p> <p>\$914,798 - Other State Revenues - 1000-1999 Certificated Salaries - Adult Ed.</p> <p>\$151,862 - Other State Revenues - 2000-2999 Classified Salaries - Adult Ed.</p> <p>\$310,025 - Other State Revenues - 3000-3999 Employee Benefits - Adult Ed.</p> <p>\$29,965 - Other State Revenues - 4000-4999 Books and Supplies - Adult Ed.</p>	<p>\$167,883 - LCFF - 3000-3999 Employee Benefits - Action 3.5 funds support (repeated expenditure)</p> <p>\$10,790 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure)</p> <p>\$914,798 - Other State Revenues - 1000-1999 Certificated Salaries - Adult Ed.</p> <p>\$151,862 - Other State Revenues - 2000-2999 Classified Salaries - Adult Ed.</p> <p>\$310,025 - Other State Revenues - 3000-3999 Employee Benefits - Adult Ed.</p> <p>\$24,871 - Other State Revenues - 4000-4999 Books and Supplies - Adult Ed.</p>
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## Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CTE/ROP: Maintain and expand collaboration with local colleges and business to provide opportunities for students to become career ready. Through the CUSD CTE Advisory Committee, local business partners will provide internships, work-based learning opportunities, mentorships, field-trips, and other career based learning opportunities. Additionally, the office of School and Community Partnerships, partners will be identified to provide college and career opportunities related to our CTE Pathways.</p>	<p>\$474,858 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure)</p> <p>\$138,017 - LCFF - 3000-3999 Employee Benefits - Action 3.5 funds support (repeated expenditure)</p> <p>\$411,371 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure)</p>	<p>\$474,858 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure)</p> <p>\$138,017 - LCFF - 3000-3999 Employee Benefits - Action 3.5 Employee Benefits (repeated expenditure)</p> <p>\$341,438 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure)</p>

## Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.8 Interventions &amp; Support: Provide students with a variety of support programs and services (i.e., AVID, Summer Bridge programs, Upward Bound, etc.) and experiences (i.e., college fieldtrips, mentor activities, etc.) to assist them in becoming college and career ready.</p>	<p>\$2,406,276 - LCFF - 1000-1999 Certificated Salaries - Action 1.15 funds support (repeated expenditure)            \$672,956 - LCFF - 3000-3999 Employee Benefits - Action 1.15 funds support (repeated expenditure)            \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$0 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)            \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,406,276 - LCFF - 1000-1999 Certificated Salaries - Action 1.15 funds support (repeated expenditure)            \$672,956 - LCFF - 3000-3999 Employee Benefits - Action 1.15 funds support (repeated expenditure)            \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$0 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)            \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>

## Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.9 Staffing: Provide additional counseling staff for more individual student access to academic counseling to better support and prepare students to become college and career</p>	<p>\$126,745 - LCFF - 1000-1999 Certificated Salaries            \$54,149 - LCFF - 2000-2999 Classified Salaries            \$400,263 - LCFF - 3000-3999 Employee Benefits            \$70,350 - LCFF - 4000-4999 Books and Supplies            \$259,174 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$126,745 - LCFF - 1000-1999 Certificated Salaries            \$54,149 - LCFF - 2000-2999 Classified Salaries            \$400,263 - LCFF - 3000-3999 Employee Benefits            \$58,391 - LCFF - 4000-4999 Books and Supplies            \$215,114 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

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### Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3.10 Student &amp; Parent Engagement: Provide information and activities to help parents and students navigate the processes related to applying for college, applying for financial aid, NCAA Clearing House, and other preparation activities for college and career.</p>	<p>\$1,567,802 - LCFF - 1000-1999 Certificated Salaries - Action 3.9 funds support (repeated expenditure)</p> <p>\$141,120 - LCFF - 2000-2999 Classified Salaries - Action 3.9 funds support (repeated expenditure)</p> <p>\$496,698 - LCFF - 3000-3999 Employee Benefits - Action 3.9 funds support (repeated expenditure)</p> <p>\$70,350 - LCFF - 4000-4999 Books and Supplies - Action 3.9 funds support (repeated expenditure)</p> <p>\$271,833 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.9 funds support (repeated expenditure)</p> <p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,782,712 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$1,567,802 - LCFF - 1000-1999 Certificated Salaries - Action 3.9 funds support (repeated expenditure)</p> <p>\$141,120 - LCFF - 2000-2999 Classified Salaries - Action 3.9 funds support (repeated expenditure)</p> <p>\$496,698 - LCFF - 3000-3999 Employee Benefits - Action 3.9 funds support (repeated expenditure)</p> <p>\$58,391 - LCFF - 4000-4999 Books and Supplies - Action 3.9 funds support (repeated expenditure)</p> <p>\$225,621 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.9 funds support (repeated expenditure)</p> <p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>

### Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>\$0</p>	<p>\$0</p>

Location: All Schools

3.11 Provide district-wide day to recognize College and Career opportunities (i.e., Career Day, Principal for the Day, etc.).

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

*All the main actions in this goal were implemented and the funds budgeted for services was spent.*

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3 of the 2019-2020 LCAP focused on the implementation of actions that would make possible for our high school scholars to graduate college and career ready (Actions 3.1, 3.2, and 3.3). Despite the negative effects of the school closures last spring, our focus on rigorous instruction and the successful implementation on credit recovery and intervention services (e.g., credit recovery classes, Edgenuity, Summer School, etc...) helped our graduation rates grow 1% in 2019-2020. The district-wide overall graduation rate was 88%, with all comprehensive high schools achieving 90% or better: Early College HS 100%, Centennial HS 92%, Dominguez HS 92% and Compton HS 90%.

Throughout the school year we successfully implemented various actions and services centered around providing students a broad course of study, and the opportunity to attend college during their secondary high school experience. Some of these opportunities included attending Compton Early College or enrolling in a variety of rigorous courses and pathways that were A-G approved. Even at the middle school level, 7th-8th grade students were provided the opportunity of taking world language and high school math level courses that would provide them A-G credit. As a result of our efforts, A-G completion rates increased by 7% to a total of 50% overall with Early College HS achieving 100%, Compton HS 58%, Dominguez HS 57%, and Centennial HS at 55%.

In addition, our high school students were given the opportunity to take Advanced Placement classes, or complete college coursework throughout the day, after school, and during summer school. A steady increase in AP & College Courses took place during the LCAP cycle, as both types of courses were at no cost to students. Unfortunately, the pandemic during the last trimester of the 2019-2020 school year resulted in a decrease in the number of students taking AP & College courses. Our most recent available data indicates that a total of 1,630 college courses were taken in 19-20, and 1,119 unique students took at least one AP course or more. 1,835 AP exams were taken, and 29% received a passing score, which is an increase of 10% compared to the previous year.

In 2019-2020 our district also continued to provide students with a variety of support programs (i.e., AVID, Summer

Bridge programs, Upward Bound, etc.) and experiences (i.e., college field trips, mentor activities, etc.) to assist them in becoming college and career ready (Action 3.8). CUSD continued the partnership with various college support programs to ensure that students ultimately access and matriculate to college. Some of these support programs include: California State University Long Beach (CSULB) and Compton College *Upward Bound Programs*; University of California Irvine *Early Academic Outreach Program (UCI-EAOP)*; Educational Talent Search (ETS) Program, and the California Student Opportunity Access Program (Cal Soap). Aside from these college support programs, CUSD established formal partnerships with Compton College, La Verne, Charles Drew, Grand Canyon, and Cerritos College. Students had an opportunity to participate in various field trips throughout the school year, during which they visited some of these colleges as well as other universities.

In addition to facilitating support programs and partnerships, CUSD offered our students a variety of additional services to prepare them for college and careers. Our district received two (2) Gear Up Grants (through UC Irvine and CSU Dominguez Hills) that focused on college readiness, and they were offered at all traditional middle schools and high schools (8th-9th). The AVID program also continued to be offered at all high schools and the majority of middle schools to better prepare students to be college ready. Several of our K-8 Elementary schools also offered AVID.

CUSD conducted a virtual district-wide college fair, while all comprehensive high schools also conducted their own site fairs throughout the school year. Due to the pandemic, we were unable to conduct our annual district-wide Decision Day; instead, we virtually celebrated our students who were admitted to college. Finally, we must highlight that all high schools in our district offered credit recovery programs (face to face, virtual, and/or online) and summer school.

During the 2019-2020 school year, we continued to provide counseling and additional services to better support students become college and career ready. Both an Analyst and Specialist provided and monitored various data points, as it relates to HS Graduation, A-G completion, and the various metrics in the California College & Career Indicator. Higher Education Coordinators provided services to all high schools to ensure that they would successfully navigate the college application process.

To ensure that parents could better support their students in preparation for college, and take advantage of state and federal aid, the district, and the school sites, offered multiple workshops (both in English and Spanish) (Action 3.10). These workshops provided information and guidance regarding high school graduation, college requirements, college funding, and credit recovery. Through the various college support programs and each school's college center, students received support in applying to CSUs, UCs, private and out of state colleges. During the school closures in the spring, these services were still virtually available to our students.

Action 3.11 of the LCAP asked to provide a district-wide day to recognize College and Career opportunities (e.g., Career Day). Every year, our students also participate in the district STEAM FEST; unfortunately, last year these events were canceled due to the COVID-19 pandemic and school closures.

Overall, and despite the challenges caused by the school closures during the last part of the school year, we succeeded in our efforts to better prepare our students for college and career. Data from 2019-2020 shows an increase in college applications, and college acceptance. FAFSA completion also increased from 84% to 95% in 2019-2020, and award letter review sessions increased from 42% to 84%. In addition, we can say that, not only more of our students are now graduating from high school and pursuing college and/or careers, but they are also better prepared academically. Cal State's most recent data for the graduating class of 2020, for example, indicates that the number of Compton students attending their institutions who do not need remedial instruction in ELA is as high as 89% and 60% in the area of Math. This is a good indication that we are moving in the right direction.

Last school year, our district continued planning for the implementation of future academies (Action 3.4). Although no specific academies were developed yet, we did offer a variety of career related pathways such as Project Lead the Way Gateway at the elementary level and Project Lead the Way Launch at the middle school level. These pathways are helping develop K-12 articulation of STEM fields in order to prepare students for the high tech, high wage, high demand jobs of the 21st century.

In the area of Career Technical Education, Compton USD continued to successfully offer CTE Pathways for our students at each of the high schools (Actions 3.5). CTE access was provided through various means. For example, students could select their school of choice based on CTE offerings. Overlapping pathways were also offered across sites to ensure accessibility to programs regardless of the students school of attendance. None of the district CTE pathways required students to test into a pathway or had a predetermined grade point average requirement to participate. Two of our programs offered three industry-recognized certifications: Safe Serve certification for all participating Culinary Arts students; CNA State License, and CPR Certificate for Certificated Nursing Assistant students. These programs were offered at all comprehensive high schools and they serviced the largest number of students of all CUSD CTE. In addition, three more industry certifications were offered in the Computer Science pathway with our new Tech Smart curriculum: PCEP -Certified Entry Level Python Programmer, PCAP -Certified Associate in Python Programmer, and finally Microsoft Tech Associate 98-381 Introduction to Programming using Python. In the spring of 2020, the Computer Science programs offered students the opportunity to acquire the Microsoft Office Specialist credential by passing an industry exam. The exam was paid for by the Compton USD CTE department.

For the 2019-20 school year, the CTE department created a work-based learning (WBL) student data survey that students would fill out after any work-based learning opportunity. These would include anything ranging from a field trip and guest speaker to job shadow or internship. All these opportunities help build student career awareness, soft-skills, and knowledge of required education and skills to succeed in an industry job. The survey captured 350 professional touch points between the CTE students and industry professionals. Lastly, last school year CTE programs also provided more opportunities for pathway students to participate in competitions and events where they could display the technical skills they had been learning in the classroom. Events like Food Wars as well as competitions like the Solar Cup all helped provide avenues for students to apply their learning for authentic audiences. Unfortunately, all in-person competitions were canceled in the spring due to the school closures.

During the school year, our CTE program successfully maintained and expanded collaboration with local colleges and businesses to provide opportunities for students to become career ready (Action 3.7). Dominguez High School Culinary Arts and Business Management pathways contracted with business intermediary EXP, which would offer CTE students access to career awareness events, bring guest speakers to their classrooms, and offer exclusive field trip opportunities. Students were able to attend events like career awareness GPS Your Future at Long Beach City College, Women in STEM Day, EXP Day of Discovery, and soft skills training with a paid student internship for the summer of 2020 for those who completed the training. Although the original plan was to have an in-person summer internship program, it was altered to an online internship model because of the COVID-19 pandemic. Of the 17 students who initially enrolled in the EXP Internship Program, only 7 completed the career readiness program and received the certificate of completion along with a \$100 scholarship. 5 of them were placed in a paid virtual internship (1 with Kaiser Permanente, 2 with The Center for Excellence and Life, and 2 with Ports America). Additionally, district partner Engie, collaborated with the district on putting together an online paid student summer internship program for CTE students.

Also aligned to this action, Compton College hosted Alternative Ed. students to a CTE Programs Day in December to expose them to the career-based programs that offer industry-recognized certifications. On January 23, CUSD hosted a Community College CTE conference at Compton High School that featured representatives from Compton College, Cerritos College, Long Beach City College, and El Camino College among others. CNA students completed their state required 100 hours of clinical practice with Paramount Convalescent Hospital and the Windsor Convalescent Home of North Long Beach. Culinary Arts students competed in the Murukan Cup of Culinary Excellence at Cerritos College and the computer science students at Early College.

Although we experienced many successes with this action during the first two trimesters of the school year, the school closures clearly had a negative impact on our CTE program, and some promising opportunities did not come to fruition. For example, Los Angeles Metro was working with the Auto Tech programs at both Dominguez and Centennial High Schools to offer career awareness in the automotive industry. Unfortunately, this program was not implemented due to the pandemic, as it involved taking the students in person to their downtown facility. During the last trimester of the school year, the CTE department had to shift some of the opportunities to the virtual space. We purchased Nepris software for all CTE teachers to assist in bringing virtual work-based learning opportunities for students in the pathway; online speaker series were set up virtually; and the district Advisory Committee meeting was held virtually as well with over 50 attendees.

Distance Learning negatively impacted the ability to implement our CTE actions as we would have liked. Despite our challenges, CTE completer data rose during the last 3-year LCAP cycle. During the 2017-18 school year there were 61 CTE completers, and during the 2018-19 school year the number of completers increased to 83. At the completion of the 2019-2020 school year, throughout the district, 110 senior students completed a CTE Pathway course sequence. The district also had 22 10th graders and 38 11th graders who completed a CTE Pathway course sequence. However, one of our biggest challenges in the area of CTE during the school closures was enrolling students in the Chavez Alternative High School Program. Distant learning made the CTE Pathway courses



less desirable due to a lack of student engagement with the physical lab spaces. In fact, even in the current 2021 school year, the only high school that did enroll Chavez students in CTE Pathway courses was Dominguez High School with 12 students.

Action 3.6 continued to be implemented during the 2019-2020 school year. Adult Schools focus remained on helping young adults complete their secondary education, preparing prospective students to enter the workforce, or helping current workers transition to a new career. In that vein, Compton Adult School continued to foster its strong partnerships with America Truck Driving, Creation World Safety, and Visionary Ideas for direct workforce training and job placement assistance. We had a 95% completion rate and above 88% job placement among students in these programs. Another area of focus for Compton Adult School was to offer students who did not receive their high school diploma, courses that would allow them the ability to complete their secondary education. Students were offered flexible classes that allowed them to complete the required courses on a schedule that would meet their time demands. During the 3-year LCAP cycle we saw an increase in the number of high school diploma candidates as well as an increase in the enrollment, retention and completion of GED preparation courses, which is also a key component of our program. Prior to the pandemic, course attendance was on the rise. There were 236 candidates to receive their High School Diploma, up 6% from the prior year. Additionally, we saw a significant increase in attendance and retention of GED students as we rose from 5 to 36 candidates in the 2019-2020 school year (pre-pandemic). Finally, last school year Compton Adult School continued to monitor the Aztec Literacy program, and we observed an increase in the usage and completion of tasks by students participating in the High School Diploma, Adult Basic Education, GED, and ESL programs.

Despite the progress and successes that we observed with Adult School during the three-year LCAP cycle, the school closures in the month of March 2020 disrupted the opportunities for these students to complete their secondary education and career preparation. Programs for English Learners, High School Diploma, and Information Technology were all taught in a virtual environment with varying degrees of engagement and were lower in attendance than when these programs were implemented in person. We saw a 54% decrease in attendance in the ESL program as well as 51%, 73%, and 78% decreases in the High School Diploma, Information Technology, and GED programs respectively. Further, the Truck Driving and Construction programs, which began the school year with respective cohorts of 18 and 21 students, were suspended altogether. The Trucking Driving program has resumed as of 2/22/21 to 33% capacity due to social distancing protocols.

Despite the challenges presented by the COVID-19 pandemic and the school closures, the overall effectiveness of the actions and services selected for Goal 3 proved to be effective, as evidenced by the improvement in the various metrics used to measure Goal 3.

# Goal 4

## Goal 4:

All staff will promote student engagement by building positive environments, inclusive of parent and community participation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate  
Local Priorities:

## Annual Measurable Outcomes

	Expected	Actual
<b>Overall Attendance Rate</b>	<p><b>2019-20</b> Increase overall attendance rate to 98.%.</p>	<p>The overall attendance rate for the academic year 2019-2020, from the start of the year until March 13, 2020, was 95.03%. Attendance history shows that our attendance usually improves in the spring and during the last two months of school while state testing administration is taking place. As of March 13th we had not met our 97% attendance goal. After March 13th, and with the school closures, our school attendance was negatively impacting, and the State did not required attendance collection.</p>
<b>Chronic Absenteeism</b>	<p><b>2019-20</b> Decrease chronic absenteeism rate by 1% over 2018-2019 year.</p>	<p>Chronic absenteeism for 2019-2020 to 3/13/2020 was 8.77% district wide. This was a significant decrease from 10.60% the previous school year. Unfortunately, with the school closures and the pandemic, this goal was not met. LEAs were <i>not</i> expected to <i>collect "attendance"</i> for chronic absenteeism purposes <i>during school building closures</i>, even if distance learning instruction was occurring.</p>
<b>High School Graduation Rate</b>	<p><b>2019-20</b> Using new LCFF Evaluation Rubric indicators achieve a status of 90% to 95% with an increase of 5% or greater.</p>	<p>For the 2019-2020 school year, CUSD achieved a graduation rate of 88%, a 1% increase.</p>
<b>High School Drop-out Rate</b>	<p><b>2019-20</b> Decrease the high school drop-out rate by 2% over the 2018-2019year.</p>	<p>Actual dropout rates for 2019-2020 indicate a decrease of 3% to 10.5% overall compared to the previous year.</p>

<b>Middle School Drop-out Rate</b>	<b>2019-20</b> Maintain middle school drop-out rate of less than 1%.	Middle School Dropout rates continued to be under 1% during the 2019-2020 school year.
<b>Parent Engagement - Programs</b>	<b>2019-20</b> Increase number of completed parent surveys to 3,500.  Increase number of parents attending district-wide parent events to 600.	As of March 13, 2020 we had received a total of 1,443 Parent School Connectedness surveys (1054 in English and 379 in Spanish). Last school year, parents completed a significant number of surveys during parent-teacher conferences, which took place in the second half of March. Due to COVID-19 parent-teacher conferences were canceled during the last trimester for the 2019-2020 school year. Although not as many surveys as the year before (2821), we more than doubled the number of surveys completed in 2017-2018 (682). Therefore, we believe that this was a good accomplishment.
<b>Parent Engagement - Decision Making</b>	<b>2019-20</b> Maintain 80% or higher rating on district climate/connectedness parent survey for question #13 - "school promotes parent participation in decision making that affects school practices/policies"	84% of parents (1205) "strongly agreed" or "agreed" that their schools promote parent participation in decision making that affects school practices and policies. We must notice that this question was moved to #17.

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Attendance Monitoring: Provide additional support through personnel and a systematic process for monitoring attendance that follows all state and federal guidelines (e.g., SART/SARB, truancy monitoring, etc.) to ensure that students in specific populations (i.e., Foster Youth, and Low Income) are regularly monitored and attend school and meet the district goal.</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.2 Attendance Monitoring: Provide recognition for students and families who meet district-wide attendance goals and who improve attendance.</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)            \$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.3 Attendance Monitoring: Create a system for analyzing changes in student enrollment to reinforce instructional program, academic pathways, address declining enrollment, etc.</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)</p> <p>\$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)</p> <p>\$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$915,617 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure)</p> <p>\$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure)</p> <p>\$319,449 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Behavior Related Services: Implement and maintain Wellness Centers at each high school and expand them to some middle and elementary schools to include general health and mental health services as well as college &amp; career and personal mentoring services as needed.</p>	<p>\$463,050 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$134,585 - LCFF - 3000-3999 Employee Benefits</p> <p>\$124,998 - LCFF - 4000-4999 Books and Supplies</p> <p>\$275,505 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$463,050 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$134,585 - LCFF - 3000-3999 Employee Benefits</p> <p>\$103,748 - LCFF - 4000-4999 Books and Supplies</p> <p>\$228,669 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.5 Behavior Related Services: Establish partnerships with local mental health and general health agencies to extend services provided to students and families.</p>	\$0	\$0
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### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>4.6 Interventions &amp; Enrichment: Provide additional staff and services through the office of Special Projects to support parents of "at-risk" students and "at-risk" students.</p>	<p>\$88,441 - LCFF - 1000-1999 Certificated Salaries            \$148,185 - LCFF - 2000-2999 Classified Salaries            \$96,955 - LCFF - 3000-3999 Employee Benefits            \$3,312,123 - Federal Revenues - Title I - 1000-1999 Certificated Salaries            \$1,053,386 - Federal Revenues - Title I - 2000-2999 Classified Salaries            \$1,268,835 - Federal Revenues - Title I - 3000-3999 Employee Benefits            \$702,060 - Federal Revenues - Title I - 4000-4999 Books and Supplies            \$6,159,965 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses            \$1,349,077 - Federal Revenues - Title II - 1000-1999 Certificated Salaries            \$392,109 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>\$88,441 - LCFF - 1000-1999 Certificated Salaries            \$148,185 - LCFF - 2000-2999 Classified Salaries            \$96,955 - LCFF - 3000-3999 Employee Benefits            \$3,312,123 - Federal Revenues - Title I - 1000-1999 Certificated Salaries            \$1,053,386 - Federal Revenues - Title I - 2000-2999 Classified Salaries            \$1,268,835 - Federal Revenues - Title I - 3000-3999 Employee Benefits            \$582,710 - Federal Revenues - Title I - 4000-4999 Books and Supplies            \$5,112,771 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses            \$1,349,077 - Federal Revenues - Title II - 1000-1999 Certificated Salaries            \$392,109 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>

### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$210,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$174,300 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Engagement: Provide parents/guardians with activities and information related, but not limited to, the California Content Standards, related assessments, specific content areas of the curriculum, social-emotional issues, trauma, behavioral needs, and health-related topics. These workshops will be once per quarter/trimester at each site (e.g. 1 literacy night, 1 math night, 1 college and career night), and they may also be offered by the District Parent Center through an annual, district-wide Parent Institute.</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,782,712 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)  \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  \$642,280 - Federal Revenues - Title I - 4000-4999 Books and Supplies  \$6,159,965 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)  \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  \$533,092 - CSI/ESSA 1003 - 4000-4999 Books and Supplies  \$5,112,771 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>
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## Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Parent Engagement: Provide parents/guardians of "at-risk" students with information and skills related to improving academic achievement as well as their social-emotional growth, and train them on how to use Aeries grade book and the Parent Portal so that they can effectively monitor their students' academic progress.</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Actions 1.26 funds support (repeated expenditure)  \$2,782,712 - LCFF - 4000-4999 Books and Supplies - Actions 1.26 funds support (repeated expenditure)  \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)  \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)  \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)  \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>4.9 Parent Engagement: Provide parents/guardians of students with special needs with skills and information to support their children in successfully reaching the goals identified in the student's IEP and the California State Content Standards.</p>	\$0	\$0

### Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.10 Parent Engagement: Provide parents with opportunities to participate in a variety of parent advocacy groups (e.g., ELAC, DELAC, DAC, SSC, African American Parent Advisory Committee, etc.) and the State and Federal regulations associated with membership on these committees.</p>	\$0	\$0

### Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$289,375 - LCFF - 1000-1999 Certificated Salaries \$91,555 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$289,375 - LCFF - 1000-1999 Certificated Salaries \$91,555 - LCFF - 3000-3999 Employee Benefits</p>



<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.11 "Team Joy &amp; Fun": Provide enrichment activities for students K-12 that support student engagement in school (inside &amp; outside of classroom), build character and social skills, provide leadership skills and activities to demonstrate leadership, and extend learning opportunities (e.g., clubs, competitions, field trips, etc.).</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,782,712 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p> <p>\$28,812 - Other State Revenues - 1000-1999 Certificated Salaries - TIIG</p> <p>\$6,285 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>	<p>\$3,385,185 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p> <p>\$28,812 - Other State Revenues - 1000-1999 Certificated Salaries - TIIG</p> <p>\$6,285 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>
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## Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <p>4.12 Provide district-wide and site specific recognition opportunities (i.e., attendance awards, academic awards, etc.) for students, parents, and staff.</p>	<p>\$0</p>	<p>\$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

*In March 2020, the State of California was issued stay-at-home orders by Governor Newsom due to the COVID-19 pandemic. As such some planned actions and services were not fulfilled. Actions and services that were able to be fulfilled were evaluated for CARES/ESSER funds instead of the proposed supplemental and concentration*

*entitlement. The Supplemental and Concentration funds attributed to unfulfilled proposed actions and services will be carried forward to the subsequent year. The amount adds up to a total of \$103,786.*

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and services for Goal # 4 were implemented with fidelity during the first two trimesters of the 2019-2020 school year, and reinvented and expanded to the extent possible during the last trimester due to the school closures and the impact of the COVID-19 pandemic. Most of the actions implemented for this goal could be categorized in four different groups including, (1) student engagement and attendance, and (2) wellness initiatives, (3) parent engagement, (4) school climate.

Student engagement and attendance (4.1, 4.2, 4.3) is critical to academic achievement, and this is the reason why CUSD has always prioritized this area. During the 2019-2020 school year, regular monitoring of school-level attendance occurred on a weekly basis in order to support improvement in this area. Schools were notified weekly of their current attendance and chronic absenteeism rates and encouraged to develop strategies to address any areas of concern. Central office provided support by meeting with school teams, including parents and counselors for attendance review. All schools were expected to implement incentives, parent contacts, and other activities such as implementation of PBIS strategies to improve site attendance rates and reduce chronic absenteeism. School Attendance Review Team (SART) meetings were also conducted at all school sites to address issues related to student attendance. In addition, the District Attendance Review Team (DART) held weekly meetings at the Pupil Services Department. Students who continued to show attendance deficiency came to the Student Attendance Review Board (SARB). Throughout the first part of the 2019-2020 school year, trimester award assemblies were held at each of the school sites to recognize students for their positive attendance. At the same time, attendance would be celebrated at the district level. District wide ceremonies were held at the auditorium at Enterprise Middle School, and awards would be given to students who showed the most improvement in attendance during the quarter.

All the hard work in this area during the last few years paid off. We achieved YELLOW on the California Dashboard with 10.06% of our students chronically absent; this was 0.7% decline compared to the year before. As of March 2020, our internal data indicated that most of our schools were making progress in the area of chronic absenteeism, and CUSD was positioned to achieve GREEN (-2.77 decrease) on the CA Dashboard. Unfortunately, our positive trajectory changed overnight with the school closures. During the last two weeks of March, our efforts revolved around the collection and distribution of devices, hotspots and standards-aligned instructional learning packets and materials. It was not until April 3 that we established a protocol for online attendance taking (sign-in in Google Classroom). Although the California State of Education did not require LEAs to collect student attendance during the remainder of the school year, we believe that collecting attendance was necessary to help us monitor whether students were engaged in learning, completing assignments on time, and staying in touch with teachers. The attendance collection process continued to be challenging, and it helped us confirm the burdensome task that

we had ahead of us in terms of student reengagement and attendance.

The implementation of our wellness initiatives (4.4, 4.5) was in the forefront of our efforts during the first two trimesters of the school year, but they acquired special relevance during the school closures in the spring. Actions and services associated with this area continued to be implemented, and many students were able to receive mental-health related services. School sites received professional development focused specifically on social-emotional intervention and support, including training in Positive Behavior supports (PBIS), Restorative Practices and Bullying Prevention strategies. Every school identified a Bullying Prevention (Upstander) coordinator who attended meetings and received guidance on actions to be taken against bullying. The district bullying prevention coordinator monitors the bullying investigation timeline and follows up on all bullying cases. Additional staff members were trained in restorative practices including certificated, classified and administrative staff. In the area of Social Emotional Learning (SEL), Second Step was piloted, and it was later adopted to formally teach SEL skills and competencies during this current academic year. In addition, a Peer Leadership Program/class was approved to be taught as an A-G course. Although not offered yet, students with interest and leadership skills will eventually benefit greatly from this year-long course, and they will support their school as part of the behavior intervention team. Each year, 30-34 new peer-peer leaders will be added, so while some will graduate, others will maintain the intervention system.

The numerous wellness initiatives that we implemented during the first two trimesters of the school year were aimed to help improve the social-emotional well-being of our students, equipping them with the necessary tools to build student resilience, demonstrate self-control, deal with trauma, and minimize problem behaviors. Close to 70% of the staff (617) and 74% of the parents (1,058) surveyed last school year indicated that their schools provided social emotional support for student wellness (e.g. counseling services, crisis intervention, social fluency lessons, growth mind-set training, character education, PBIS, etc.). The suspension rate for our district before the school closures was as low as 0.7% (BLUE status on the California Dashboard), and no students were expelled from our district.

During the last trimester of the 2019-2020 school year, our wellness initiatives became particularly relevant. School closures caused stress, uncertainty, and job insecurity for many families and students in the country, and in our community. For this reason, as soon as school closures started, our Department of Child Welfare and Attendance continued to provide much-needed interventions for parents and students. This included mental and social-emotional learning support through our partners and their telehealth virtual platforms, our CUSD mental health practitioners, and our Wellness Centers. Physical health support was also provided through our district nurses and district health assistants. In addition, one of our major concerns during school closures was social isolation for many of our students. Schools are hubs of social activity and human interaction. When schools closed, many children and youth 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 to our families and students during the closure, the day-to-day interactions and experiences is something that many of our students expressed to have truly missed during the last three months of school last year.

Parent and family engagement (4.7, 4.8, 4.9, 4.10) was carried out with passion both at the district level and the different school sites in 2019-2020. Throughout the school year, parents received continuous training and workshops on topics that would guide them in assisting their children at home. Literacy/Math Nights were organized at many school sites. Other informational meetings included College and Career Ready Nights where information relevant to college attendance was shared with parents. The Wellness Initiative also provided other topics to our parents such as: School Transition, College Readiness, Peer Pressure, Grief & Loss, Healthy Relations, Independence, Positive Discipline, Wellness activities and Anger Management. Through the Family Leadership Academy, parents learned about topics such as: Parenting Awareness, Future Ready Learner, Health and Wellness workshops, and Personal Growth and Development. Our parents felt connected to their schools, their children's classrooms, and a variety of featured activities. In fact, on the LCAP connected survey administered in February 2020, more than 90% of parents indicated that their school communicated regularly with families for classroom and school-wide activities (question # 16).

In addition to attending workshops and training, parents also engaged by participating in district and site committees, especially the School Site Council, English Learner Advisory Council, and School Advisory Council. Representatives from each school site participated in the District English Learner Advisory Committee, District Advisory Council, Community Advisory Committee as well as the African American Parent Advisory Council. A variety of workshops were also offered throughout the school year for committee members so that they could better understand their roles and responsibilities. It is not surprising that more than 84% of the parents who took the district local connectedness parent survey (question # 17) agreed or strongly agreed that their child's school promotes parent participation in decision making that affects school practices and policies.

While we are proud of the work that was done in the area of parent engagement during the 2019-2020 school year, it is important to acknowledge the challenges that we faced during the school closures in the last trimester. Both the pandemic and the need for physical distancing disrupted many of the traditional strategies to engage families, including family night events, PTA meetings, parent-teacher conferences, and community-building social events, such as our annual Volunteers in Public Schools dinner, which had to be canceled. In the face of the challenges brought about by the school closures, and in recognition of the importance of engaging and supporting families during this time, our schools still found ways to partner with our families. They approached these obstacles with creativity, resilience, and resourcefulness to find meaningful ways to move learning forward. Many of our schools implemented a more inclusive outreach. The forced shift to connecting virtually, rather than in-person resulted in many schools holding curricular presentations, meetings and parent conferences via video conference or recorded video. Though done out of necessity, this transition actually increased access by removing barriers of time and place. Families could now access these information-rich meetings from anywhere and at any time (if meetings were recorded). For families that were rarely able to attend scheduled events at school due to work conflicts, lack of childcare, and other personal circumstances, this became a welcome change. In addition, many schools built professional development sessions for our families so that they could become more effective in supporting their children with distance learning and the multiple platforms available to them.

Goal 4 of the 2019-2020 LCAP also included actions pertaining to school climate, including Team Joy and Fun enrichment activities (4.11) as well as student recognition activities (4.12). Enrichment activities that we implemented last school year include Black Top Tennis, Building Block camps in the areas of Baseball/Softball, and Girls Basketball. In addition, students participated in the King Tut Exhibit visitation and intramural athletics at the Elementary and Middle School levels. Upstander Student Advisory, Academic Pentathlon Teams, Red Nose Day, Bullying Prevention month activities and Random Act of Kindness Week all helped our students build character, leadership, and social skills. Other opportunities for enrichment that we had planned for our high school students included Summer Spirit Camp, which included cheer, dance, and flag. Unfortunately, due to the COVID-19 pandemic, our summer credit recovery program was virtual and some of these enrichment activities had to be canceled.

Regarding student recognition activities, Compton Unified School District has always highlighted the importance of promoting a positive culture within the school site. Throughout the first part of the 2019-2020 school year, trimester award assemblies were held at each of the school sites to recognize students for academics and kindness. At the same time, district wide ceremonies were held, and awards would be given to those students selected student of the month by each of the schools. Our district also celebrated students who had the most improved attendance each month. These were students moved from the monthly chronically absent list to the perfect attendance list for the month. We named that group Students on a Roll toward better attendance. (SOAR). Our students were also celebrated and recognized for their achievement in the area of sports, including basketball, baseball/softball, soccer, and football. Parents have always been invited to these student recognition ceremonies. Stakeholders including administration, teachers, and parents have always indicated that these events help motivate students and foster strong relationships among students, families, and faculty.

Unfortunately, some events planned for the end of the school year had to be canceled due to the school closures, including our annual Reclassification Ceremony, our Newcomer Program and Seal of Biliteracy celebrations. Our district wide STEAM Fest was also canceled. This is an end-of-year festival where student teams from all sites participate in showcasing their STEAM projects, Science Fair projects, GATE artifacts, and Meet the Master arts pieces. Awards are granted to all winning students in all different areas. Thousands of parents usually attend this event every school year.

We ended the school year celebrating with our students for their academic accomplishments, despite the many challenges that they faced. At the elementary and middle school levels, students participated in virtual promotion ceremonies. High school students and their families were able to participate in drive-through graduation ceremonies.

# Goal 5

## Goal 5:

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

## Annual Measurable Outcomes

	Expected	Actual
<b>English Learner Progress</b>	<p><b>2019-20</b>            Increase English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)</p>	<p>The most recent English Learner Progress Indicator (ELPI) data reflects that 20.3% of English learners decreased at least one ELPI level, 31.8% maintained ELPI levels, 2.1% maintained ELPI level 4, and 45.6% progressed at least one ELPI level. As a result, Compton Unified School District attained a performance level of medium status on the CDE dashboard. The performance level attained was comparable and exceeding surrounding districts. A significant percentage of English learners grew one level or more in their language proficiency level.</p> <p>The ELPAC summative administration was canceled for 2020 due to the COVID-19 pandemic. In the year 2021, the goal is to continue increasing the number of students growing one ELPI level or more by and attaining English language proficiency (Level 4) by 5% as measured by the ELPAC.</p>
<b>Reclassification Rate</b>	<p><b>2019-20</b>            Increase the reclassification rate by 5% over the 2018-2019 year.</p> <p>Move overall EL proficiency to High(75% to less than 85%) status and increased change (1.5% to less than 10% increase).</p>	<p>The reclassification rate for 2020 was 18%.</p>

**EL Graduation Rate**

**2019-20**

Increase 3% over 2018-2019 data for EL four year cohort graduation rate.

The EL graduation rate for 2019-2020 was 74%, which means that we experienced a decline compared to the previous year (78%).

**EL Student Grade of D or F Rate 2019-20**

Decrease EL Student Grade of D or F Rate to less than 15%.

Due to school closures because of the COVID-19 pandemic, the district adopted a no harm grading policy in which students were issued Credit (CR) and No Credit (NC) in lieu of D and F course grades. For the 2019-2020 school year, 36% of English learners received Credit (CR) and 15% No Credit.

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>5.1 Curriculum &amp; Instruction: Provide rigorous ELD instruction daily for all EL students and provide appropriate placement of EL students in core classes and ELD classes at all levels.</p>	\$0	\$0

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.2 Curriculum &amp; Instruction: Provide "Newcomer Services" at all levels to support EL students entering U.S. schools for the first time (students enrolled less than 2 years).</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p>



### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.3 Curriculum &amp; Instruction: Provide EL and RFEP students with consistent district-wide academic vocabulary instruction and integrate linguistically, culturally relevant and responsive pedagogy.</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 fund support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.4 Curriculum &amp; Instruction: Integrate multiple representations and modalities throughout the core curriculum to support EL students acquisition of language (i.e., visual and performing arts, classroom discussion, etc.).</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III -</p>	<p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III -</p>

7000-7499 Other - Action 5.13 funds support. (repeated expenditure)

7000-7499 Other - Action 5.13 funds support (repeated expenditure)

## Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Curriculum &amp; Instruction: Provide world language programs for students at K-8 schools, middle schools, and high schools, both EL and EO, to expand their language abilities and support their individual communication abilities in a global society.</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support. (repeated expenditure)</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>

## Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,782,712 - LCFF - 4000-4999 Books</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p> <p>\$2,309,651 - LCFF - 4000-4999 Books</p>

5.6 Interventions: Provide intervention services to EL students that are designed to improve their acquisition of English and increase their individual content knowledge (e.g., before & after school programs, summer school activities, double blocked periods, etc.).

and Supplies - Action 1.26 funds support (repeated expenditure)  
 \$4,208,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  
 \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure)  
 \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)  
 \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)  
 \$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)  
 \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support. (repeated expenditure)

and Supplies - Action 1.26 funds support (repeated expenditure)  
 \$3,493,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  
 \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)  
 \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)  
 \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)  
 \$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)  
 \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)

## Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.7 Interventions: Provide additional support for Long Term English Learners (LTEL)through rigorous ELD courses, before and afterschool intervention, data chats, and specialized core classroom support.</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$2,782,712 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)            \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)            \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)            \$1,503,918 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)            \$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)            \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated</p>

	<p>expenditure)  \$656,621 - LCFF - 1000-1999  Certificated Salaries - Action 5.13 funds  support (repeated expenditure)  \$993,413 - LCFF - 2000-2999 Classified  Salaries - Action 5.13 funds support  (repeated expenditure)  \$676,087 - LCFF - 3000-3999 Employee  Benefits - Action 5.13 funds support  (repeated expenditure)  \$165,000 - LCFF - 4000-4999 Books and  Supplies - Action 5.13 funds support  (repeated expenditure)  \$30,000 - LCFF - 5000-5999 Services  and Other Operating Expenses - Action  5.13 funds support (repeated  expenditure)  \$200,456 - Federal Revenues - Title III -  1000-1999 Certificated Salaries - Action  5.13 funds support (repeated  expenditure)  \$139,652 - Federal Revenues - Title III -  2000-2999 Classified Salaries - Action  5.13 funds support. (repeated  expenditure)  \$98,852 - Federal Revenues - Title III -  3000-3999 Employee Benefits - Action  5.13 funds support. (repeated  expenditure)  \$235,559 - Federal Revenues - Title III -  4000-4999 Books and Supplies - Action  5.13 funds support. (repeated  expenditure)  \$57,064 - Federal Revenues - Title III -  5000-5999 Services and Other Operating  Expenses - Action 5.13 funds support.  (repeated expenditure)</p>	<p>expenditure)  \$656,621 - LCFF - 1000-1999  Certificated Salaries - Action 5.13 funds  support (repeated expenditure)  \$993,413 - LCFF - 2000-2999 Classified  Salaries - Action 5.13 funds support  (repeated expenditure)  \$676,087 - LCFF - 3000-3999 Employee  Benefits - Action 5.13 funds support  (repeated expenditure)  \$136,950 - LCFF - 4000-4999 Books and  Supplies - Action 5.13 funds support  (repeated expenditure)  \$24,900 - LCFF - 5000-5999 Services  and Other Operating Expenses - Action  5.13 funds support (repeated  expenditure)  \$200,456 - Federal Revenues - Title III -  1000-1999 Certificated Salaries - Action  5.13 funds support (repeated  expenditure)  \$139,652 - Federal Revenues - Title III -  2000-2999 Classified Salaries - Action  5.13 funds support (repeated  expenditure)  \$195,514 - Federal Revenues - Title III -  4000-4999 Books and Supplies - Action  5.13 funds support (repeated  expenditure)  \$47,363 - Federal Revenues - Title III -  5000-5999 Services and Other Operating  Expenses - Action 5.13 funds support  (repeated expenditure)</p>
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**Action 8**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>	\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)	\$2,647,538 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)

<p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Materials &amp; Supplies: Provide supplemental instructional materials and supplies (e.g., books, chart, etc), equipment (e.g., computers, tape recorders, etc.) and computer-based programs to supplement the ELD program which include Imagine Learning for K-5 students and Rosetta Stone for 4th-12th grade Newcomers at the Elementary, Middle, and High School levels.</p>	<p>\$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p>	<p>\$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p> <p>\$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p>
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### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.9 Monitoring &amp; Records: Maintain all required Federal and State compliance documents and processes for monitoring the EL program and student achievement/progress (e.g., LAT plans, EL folders, Master Plan, etc.).</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$993,413 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$676,087 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$993,413 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$676,087 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p>

### Action 10

Planned

Budgeted

Actual

<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.10 Parent Engagement: Provide language support services for parents to acquire a second language (e.g., translation services, world language courses, etc.)</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$993,413 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$676,087 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$165,000 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)</p> <p>\$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$993,413 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$676,087 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$136,950 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p> <p>\$24,900 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure)</p> <p>\$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p> <p>\$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)</p> <p>\$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p>
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**Action 11**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure)</p> <p>\$1,503,918 - LCFF - 3000-3999</p>

<p>Location: All Schools</p> <p>Parent Engagement: Provide information pertinent to Instructional Programs and ongoing parent workshops to assist parents of English learners in supporting the academic achievement of their children in acquiring English and content knowledge.</p>	<p>Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,782,712 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)  \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure)  \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)  \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)  \$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)  \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>	<p>Employee Benefits - Action 1.26 funds support (repeated expenditure)  \$2,309,651 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)  \$3,576,016 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)  \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)  \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)  \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)  \$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)  \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>
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## Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Professional Development: Provide specific professional development for teachers on research-based strategies and</p>	<p>\$578,806 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)  \$1,252,218 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)  \$532,187 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)  \$0 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p>	<p>\$578,806 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)  \$1,252,218 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)  \$532,187 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)  \$0 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)</p>

develop a cohort of teachers to become coaches on district initiatives. Provide ongoing professional development to administrators and para-professionals to support English learners in acquiring the English language and in meeting the California State Content Standards.

\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure)  
 \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure)  
 \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure)  
 \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)  
 \$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)  
 \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)

\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure)  
 \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure)  
 \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)  
 \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure)  
 \$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure)  
 \$57,064 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)

### Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.13 Staffing: Provide appropriately trained and credentialed (if required) staff to support EL students in their regular instructional program and during enrichment and/or intervention programs (e.g., EL specialists, bilingual instructional assistants, etc.)</p>	<p>\$689,452 - LCFF - 1000-1999 Certificated Salaries                      \$1,752,975 - LCFF - 2000-2999 Classified Salaries                      \$709,891 - LCFF - 3000-3999 Employee Benefits                      \$94,293 - LCFF - 4000-4999 Books and Supplies                      \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses                      \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries                      \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries                      \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits                      \$235,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p>	<p>\$689,452 - LCFF - 1000-1999 Certificated Salaries                      \$1,752,975 - LCFF - 2000-2999 Classified Salaries                      \$709,891 - LCFF - 3000-3999 Employee Benefits                      \$78,263 - LCFF - 4000-4999 Books and Supplies                      \$24,900 - LCFF - 5000-5999 Services and Other Operating Expenses                      \$200,456 - Federal Revenues - Title III - 1000-1999 Certificated Salaries                      \$139,652 - Federal Revenues - Title III - 2000-2999 Classified Salaries                      \$98,852 - Federal Revenues - Title III - 3000-3999 Employee Benefits                      \$195,514 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

*All the main actions in this goal were implemented and the funds budgeted for services was spent. No substantive differences reported.*

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The goal and actions related to Goal 5 of the 2017-2020 LCAP pertain to specific services to improve the educational outcomes of English learners. *Supplemental concentration funds will provide targeted supports for English learners. Title III funds will continue to be utilized to supplement core services and with the intention of improving the educational outcomes for English learners.* The California EL Roadmap principles were used as a guide to determine the quantity and quality of services provided to English Language Learners and their families through LCFF funding. Additionally, the Compton Unified School Districts English Learner Master Plan provided further guidelines and processes for school sites to implement effective programs and services aligned to actions stipulated in the Local Control Accountability Plan (LCAP).

During the 2019-2020 school year, the district continued to implement and monitor Designated ELD at all levels. Designated ELD implementation (Action 5.1) occurred during the 90-minute MTSS block at the K-8 schools. At the secondary level, Designated ELD placement was contingent upon students ELD proficiency levels and years in program. Designated ELD was a separate period for students needing intensive English Language Development, while other students received ELD services via their English classes. All ELD courses for secondary Long Term English learners are A-G approved and specific ELD courses for Newcomers were differentiated. Ongoing implementation of the district adopted ELD curriculum was monitored and supported by the English Learner Department. Moreover, walkthroughs at both the K-8 and secondary level allowed for ongoing monitoring, coaching, and determination of next steps pertinent to districtwide Designated ELD implementation. Designated ELD services continued during school closures, however the manner in which it was provided differed greatly from traditional in-person instruction. The unprecedented shift to remote learning prompted the district to create weekly distance learning designated ELD lessons which were widely utilized by teachers. These lessons were created with the support and collaboration of classroom teachers across multiple grade levels.

The districts Newcomer Program (Action 5.2) was implemented in the 2015-2016 school year for students at the middle school and high school level. This program continued to offer supplemental support to immigrant students and their families. Enrollment continued to increase to a total of 80 6th-12th grade students enrolled in the

2019-2020 school year. The program has two LCFF funded teachers and bilingual instructional assistants that provide instruction to students with primary language support. During the 2019-2020 school year, the program was enhanced by providing Newcomer Parent Nights and developing a partnership with Young Musicians Foundation (YMF). From the beginning of school closures, supporting Newcomer families in implementing remote classroom resources and making sure students' social emotional needs were met was a priority for the school community. Bilingual Instructional Assistants continued to be provided, specifically targeting students that were not participating in distance learning. *The data available for English Learner Progress was the summative ELPAC performance from 2018-2019 which indicated that 45.6% of students progressed one language proficiency level or more. Although 2.1% of students maintained ELPI level 4 status, a high percentage of students attained reclassification. Further, when reviewing additional data 14% scored at a Level 3 or 4 as measured by the ELPAC.* Despite the challenges of remote learning, Newcomer students were provided with an opportunity to participate in a virtual summer program and credit recovery. Average attendance for both the middle school and high school Newcomer summer program was between 45 to 50 students. Supplemental funds were used for hiring teachers, music classes, professional development on various online platforms and a specially designed curriculum.

Action 5.4 of the LCAP asks for the Integration of multiple representations and modalities throughout the core curriculum to support EL students acquisition of language. With that in mind, arts integration became a key component of the core instructional program. English learner students in elementary schools benefited from our supplementary Meet the Masters visual arts curriculum, which promoted vocabulary development, student interaction, research, reading, writing, and creativity. In addition, twenty-seven K-2 teachers were trained in Science and Social Science Guided Language Acquisition Development (GLAD) units that were created in collaboration with many of our teacher leaders. This benefited hundreds of the English Learners in their elementary classrooms. Implementation of Guided Language Acquisition Development (GLAD) units was evident in 85% of the K-2 classrooms visited last school year. Teachers in grade levels K-2 requested that additional units be created due to its impact on student engagement during science and social studies. During the school closures, teachers were still able to continue with the implementation of these supplemental programs and strategies through distance learning.

Spanish Dual Immersion programs (Action 5.5) continued to expand during the 2019-20 school year. Emerson ES offered the program in K-4, Kennedy ES offered K-3, and Dickinson ES offered K-2 dual immersion classes. Dual immersion expansion included offering two preschool dual immersion classes within the district. District support consisted of professional development and time for collaboration among dual immersion teachers. All dual immersion teachers received training on Guided Language Acquisition Development (GLAD) strategies, classroom environment, and Breaking the Code. These professional development opportunities for dual immersion teachers were provided on Saturdays with 80 percent participation. Additionally, dual immersion teachers attended professional development workshops offered by the Los Angeles County of Education (LACOE). Upon reviewing the data, we can see that the students in the dual immersion program showed ongoing progress as measured by iReady Diagnostic scores (Mid and End of the year). Emerson ES showed an increase of 20%, Dickison ES

showed a 18% increase, and Kennedy ES a 25% increase in student growth when comparing Diagnostic 2 (Mid-Year) and Diagnostic 3 (End of the Year). Spanish Benchmark data also showed that 60% of students in the program scored at Standard Met or Exceeded.

World Language Programs continued to be offered at all middle schools throughout the district. Spanish course offerings in the middle school provided students the opportunity to attain high school credit and fulfill world language course requirements. Additional opportunities were provided to students to enroll in AP Spanish courses in high school. Seal of biliteracy recipients also increased from 99 recipients in the 2018-2019 school year to 141 recipients in 2019-2020.

While there were many successes during the first semester of 2019-2020, the need of closing schools due to COVID-19 in March of 2020 created an unprecedented situation that significantly impacted the dual immersion and World Language programs. The schools continued providing language instruction in a virtual setting, which was not optimal for students. Teachers and administrators needed to experience accelerated learning on digital platforms and programs to provide virtual instruction in the target language. In an effort to continue providing service to our students, printed and digital lessons were created to assist dual immersion and World Language teachers on the implementation of the distance learning model. In addition, all teachers were offered professional development to overcome the demand of virtual teaching and learning.

During 2019-2020, District ELD coaches played a key role in our multi-tiered system of support for English Learners (Action 5.6 & Action 5.7). A total of 17 schools were assigned ELD coaches to provide three cycles of interventions. Specifically, the goal of this model was to focus on at-risk and Long-Term English learners by utilizing evidence-based interventions. Ongoing progress monitoring was an integral component of this model. A pre and post assessment was given to students at the beginning and at the end of each cycle. The intervention data up to the month of February showed that participating students increased an average of 71% in reading Lexile, 64% on the benchmark, and 76% in reading comprehension. One of the consequences of school closures was the inability to effectively continue to provide these interventions in-person, which had a negative impact on this initiative. Additionally, as a district, we were unable to gather accurate end-of-year data regarding the impact of this intervention model.

Additional academic and linguistic support was also provided to Newcomers and Long-Term English learners by district Bilingual Instructional Assistants. Every Bilingual Instructional Assistant had an individually assigned student caseload and provided push-in support within the classroom both at the elementary and secondary level. Professional development on instructional strategies was provided on a quarterly basis with a 98 percent attendance rate. Bilingual Instructional Assistants continued supporting students during school closures through ongoing small group remote instruction, communication with families of English learners, and interpretation support.

After-school interventions were also provided to English learners as an additional support. Fifteen elementary school sites participated in the Journalism After School Program for at-risk Long Term English learners. Students

practiced writing skills during a ten-week period during which teachers utilized a Journalism curriculum provided by Loyola Marymount University. The culminating project was newsletters created by students at every participating school site. The Compton Unified School Districts EL Journalism Program was recognized by the California School Board Association as a 2019-2020 Golden Bell recipient.

During the unanticipated challenge of the school closures, K-5 English learners at the Emerging to Early Expanding levels still had multiple digital tools that they could use to continue developing English language skills from home (Action 5.8). For example, they were able to utilize online support such as Imagine Learning in order to improve their foundational literacy skills, or My Writing Coach to address their needs in the area of writing. Additionally, interactive digital platforms such as Nearpod EL and Flocabulary were used to support students with both their academic and linguistic needs. Teachers launched 223 Nearpod EL lessons, 3,026 students joined an EL library lesson, and students completed 15,677 EL lesson tasks. English learner students completed 45,323 writing assignments within the My Writing Coach platform. The Imagine Learning usage data showed an average weekly usage of 23 minutes from the onset of school closures. Usage reports from these various platforms indicated a significant increase in traffic as a result of remote learning.

The 2019-2020 districts professional development plan included goals for teachers of English learners that focused on research-based practices, coaching, collaboration, and walkthroughs. Effective implementation of Designated and Integrated ELD was contingent upon professional development for teachers, administrators, and Bilingual Instructional Assistants on the ELD standards and research-based practices (Action 5.12). For this reason, funding was utilized to hire district ELD coaches which provided professional development and coaching on Designated and Integrated ELD aligned to research-based practices. More specifically, the district ELD coaches provided professional development on Interactive Notebooks, Academic Vocabulary Development, and instructional practices aligned to the ELD standards. Additionally, professional development on Designated ELD, Integrated ELD, and Guided Language Acquisition Development (GLAD) strategies were a focus for district teachers, administrators, and Bilingual Instructional Assistants (Action 5.13). Dual Immersion teachers received professional development on GLAD strategies, Wonders curriculum, and the Principles of Dual Immersion programs.

Professional development on these district initiatives was followed up by differentiated coaching support. Coaching needs were identified by the site administrators as well as the Ed. Services team during our ELD classroom walkthroughs. A uniform evaluation tool was utilized to rate each school sites implementation of the professional development provided throughout the 2019-2020 school year. Approximately 75% of K-12 classrooms throughout the district were visited. Implementation of Designated ELD was observable in a majority of the classrooms, although implementation was inconsistent at some school sites. The data collected was used to differentiate professional learning and coaching opportunities for teachers. Although this professional development and coaching model was initially being implemented successfully, after school closures the entire focus shifted to distance learning. Consequently, the ELD coaches collaborated with the Educational Technology department to provide support to teachers on meeting the needs of English learners in a distance learning setting. Professional development initiatives had to abruptly change, and classroom walkthroughs were done virtually by the site

administrator. District ELD coaches were no longer centralized, but rather assigned to specific school sites to provide ongoing support to teachers on synchronous and asynchronous learning that addressed the needs of English learners.

In addition to the actions already covered, which mainly focused on the instructional program and services for English Learners, Goal number 5 of the previous LCAP also included other actions pertaining to ongoing monitoring of ELs as well as EL parent engagement. Action 5.9, for example, indicated that the Department of English Learner Services must ensure that ELD programs abide by state and federal mandates. In 2019-2020, the monitoring of English learners and reclassified students occurred twice in the year. A tracker consisting of various data points was reviewed to determine if EL and RFEP students were in need of interventions. Students needing interventions were provided with a Language Appraisal Team (LAT) plan which was individualized to every student. Parent meetings were conducted, and copies are kept on file in the EL Department. Compton Unified School District underwent a Federal Program Monitoring (FPM) on-site review in the 2019-2020 school year. At the conclusion of the review, the district had no findings related to English learner programs.

CUSD also recognizes that parents and caretakers are valuable stakeholders in students academic achievement. Specific practices to engage parents and families of English Language Learners were implemented during the 2019-2020 school year to ensure their participation as valued members of the school community (Action 5.10). The district met its obligation of ensuring that school information was translated into students home language. Funding for two district interpreters and translators provided additional interpretation services. Unfortunately, ESL courses consisting of fifteen sessions in which parents would learn the fundamentals of English were canceled as a result of school closures.

At the district level, the Department of English Learner Services conducted monthly District English Language Advisory (DELAC) meetings for parents of English learners throughout the district. In addition to the state mandated topics various other workshops related to English learners were presented during these meetings. Average DELAC attendance was 88% percent during the 2019-2020 school year. Despite the fact that in person meetings could not be conducted during school closures, DELAC continued to meet virtually with consistent attendance. However, the focus of the meetings shifted to information relevant to distance learning and how to better support students at home. Similarly, school site English Learner Advisory Committee (ELAC) were scheduled on a monthly basis and continued to meet virtually during school closures. Additional district-wide workshops related to ways in which parents can support English learners were provided on an array of topics including reclassification, ELPAC, college and career readiness, graduation requirements, and topics specific to Newcomer families pertinent to familiarization with the U.S. educational system. (Action 5.11)

The negative impact that the COVID-19 pandemic had on our English Learners during the last trimester of last school year was significant. To begin with, schooling had to take place virtually, which drastically impacted the continuity of in-person instruction for one of our most vulnerable student groups. Additionally, despite efforts by the school community to ensure that all students had the appropriate devices, materials, and internet access for

remote learning, there were other factors related to the social emotional and linguistic needs of English learners that were very difficult to properly address at the time within the context of distance learning. The implementation of Designated ELD in a virtual setting truly impacted the language development of our ELs across all domains (listening, speaking, reading, and writing).

Exacerbating the problem was the inability to properly assess English learners language proficiency due to the cancellation of the Summative ELPAC. Since data from the Summative ELPAC and the CAASPP are used for reclassification purposes, as a district, we noted a significant decrease in the percentage of English learners that met reclassification criteria. The Optional ELPAC was administered for purposes of determining reclassification eligibility. Projected reclassification rates for 2020 indicate that only 8% of English learners demonstrated English proficiency compared to official Dataquest data for the year 2019 of 18.3%. The 2019 English Learner Progress Indicator (ELPI) reflected that 20.3% of English learners decreased at least one ELPI level, 31.8% maintained ELPI levels, 2.1% maintained ELPI level 4, and 45.6% progressed at least one ELPI level or more. The Compton Unified School District attained a medium status on the 2019 CDE dashboard. This performance level was comparable to and exceeding that of surrounding districts.

## Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$336,991,684	\$362,105,679
1000-1999 Certificated Salaries	123,209,007	119,059,453
2000-2999 Classified Salaries	45,944,653	43,284,276
3000-3999 Employee Benefits	57,489,957	77,463,318
4000-4999 Books and Supplies	31,206,034	26,302,683
5000-5999 Services and Other Operating Expenses	68,496,867	55,031,000
6000-6999 Capital Outlay	3,604,832	33,624,711
7000-7499 Other	7,040,334	7,340,238

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$336,991,684	\$362,105,679
After School Education & Safety	3,146,102	3,084,811
CSI/ESSA 1003	0	533,092
Federal Revenues - Title I	27,721,133	24,614,550
Federal Revenues - Title II	3,829,902	3,829,902
Federal Revenues - Title III	731,583	691,538
Other Federal Funds	22,153,690	16,034,247
Other State Revenues	39,422,466	37,136,260
Other Local Revenues	18,403,951	46,145,337
LCFF Base/Not Contributing to Increased or Improved Services	156,261,555	169,019,266

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$336,991,684	\$362,105,679
1000-1999 Certificated Salaries	After School Education & Safety	287,047	578,047
1000-1999 Certificated Salaries	Federal Revenues - Title I	7,653,956	7,653,956
1000-1999 Certificated Salaries	Federal Revenues - Title II	3,045,684	3,045,684
1000-1999 Certificated Salaries	Federal Revenues - Title III	200,456	200,456
1000-1999 Certificated Salaries	Other Federal Funds	159,648	159,648
1000-1999 Certificated Salaries	Other State Revenues	15,872,091	15,872,091
1000-1999 Certificated Salaries	Other Local Revenues	25,860	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	65,848,695	61,434,001
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	30,115,570	30,115,570
2000-2999 Classified Salaries	After School Education & Safety	1,537,072	1,275,770
2000-2999 Classified Salaries	Federal Revenues - Title I	2,368,695	2,368,695
2000-2999 Classified Salaries	Federal Revenues - Title III	139,652	139,652
2000-2999 Classified Salaries	Other Federal Funds	8,375,638	4,780,555
2000-2999 Classified Salaries	Other State Revenues	3,078,202	3,078,202
2000-2999 Classified Salaries	Other Local Revenues	436,069	483,162
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	23,492,870	24,706,413
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	6,516,455	6,451,827
3000-3999 Employee Benefits	After School Education & Safety	636,938	636,938
3000-3999 Employee Benefits	Federal Revenues - Title I	2,560,300	2,560,300
3000-3999 Employee Benefits	Federal Revenues - Title II	784,218	784,218



3000-3999 Employee Benefits	Federal Revenues - Title III	98,852	98,852
3000-3999 Employee Benefits	Other Federal Funds	4,577,431	3,690,589
3000-3999 Employee Benefits	Other State Revenues	5,778,794	5,778,794
3000-3999 Employee Benefits	Other Local Revenues	220,537	226,794
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	31,246,643	53,718,905
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	11,586,244	9,967,928
4000-4999 Books and Supplies	After School Education & Safety	100,000	83,000
4000-4999 Books and Supplies	CSI/ESSA 1003	0	533,092
4000-4999 Books and Supplies	Federal Revenues - Title I	2,141,450	1,244,311
4000-4999 Books and Supplies	Federal Revenues - Title III	235,559	195,514
4000-4999 Books and Supplies	Other Federal Funds	7,870,094	6,625,942
4000-4999 Books and Supplies	Other State Revenues	1,119,773	929,412
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	8,744,003	7,279,599
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	10,995,155	9,411,813
5000-5999 Services and Other Operating Expenses	After School Education & Safety	435,231	361,242
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	12,996,732	10,787,288
5000-5999 Services and Other Operating Expenses	Other Federal Funds	498,188	761,093
5000-5999 Services and Other Operating Expenses	Other State Revenues	12,328,500	10,232,655
5000-5999 Services and Other Operating Expenses	Other Local Revenues	14,126,653	11,897,673
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	22,003,685	15,921,511
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	6,107,878	5,069,538
6000-6999 Capital Outlay	Other Local Revenues	3,594,832	33,537,708

6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	10,000	87,003
7000-7499 Other	After School Education & Safety	149,814	149,814
7000-7499 Other	Federal Revenues - Title III	57,064	57,064
7000-7499 Other	Other Federal Funds	672,691	16,420
7000-7499 Other	Other State Revenues	1,245,106	1,245,106
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	4,915,659	5,871,834

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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Goal 1:

Goal 1:

All students will meet or exceed state academic standards that will prepare them to compete in the global society.

All Funding Sources	\$65,649,651	\$61,551,644
After School Education & Safety	3,146,102	3,084,811
Federal Revenues - Title I	7,270,254	7,019,689
Federal Revenues - Title II	2,088,716	2,088,716
Other State Revenues	2,438,859	2,438,859
LCFF S & C/Contributing to Increased or Improved Services	50,705,720	46,919,569

Goal 2:

Goal 2:

All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment.

All Funding Sources	\$238,381,719	\$269,647,861
Other Federal Funds	21,776,864	15,704,841
Other State Revenues	35,541,860	33,260,748
Other Local Revenues	18,403,951	46,145,337

LCFF Base/Not Contributing to Increased or Improved Services	156,261,555	168,572,944
LCFF S & C/Contributing to Increased or Improved Services	6,397,489	5,963,991

Goal 3:  
Goal 3:

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.

All Funding Sources	\$5,954,574	\$6,388,321
Federal Revenues - Title I	1,152,265	1,152,265
Other Federal Funds	376,826	329,406
Other State Revenues	1,406,650	1,401,556
LCFF Base/Not Contributing to Increased or Improved Services	0	446,322
LCFF S & C/Contributing to Increased or Improved Services	3,018,833	3,058,772

Goal 4:  
Goal 4:

All staff will promote student engagement by building positive environments, inclusive of parent and community participation.

All Funding Sources	\$22,997,546	\$20,570,834
CSI/ESSA 1003	0	533,092
Federal Revenues - Title I	19,298,614	16,442,596
Federal Revenues - Title II	1,741,186	1,741,186
Other State Revenues	35,097	35,097
LCFF S & C/Contributing to Increased or Improved Services	1,922,649	1,818,863

Goal 5:  
Goal 5:

**English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.**

All Funding Sources	\$4,008,194	\$3,947,019
Federal Revenues - Title III	731,583	691,538
LCFF S & C/Contributing to Increased or Improved Services	3,276,611	3,255,481