

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compton USD

CDS Code: 19734370000000

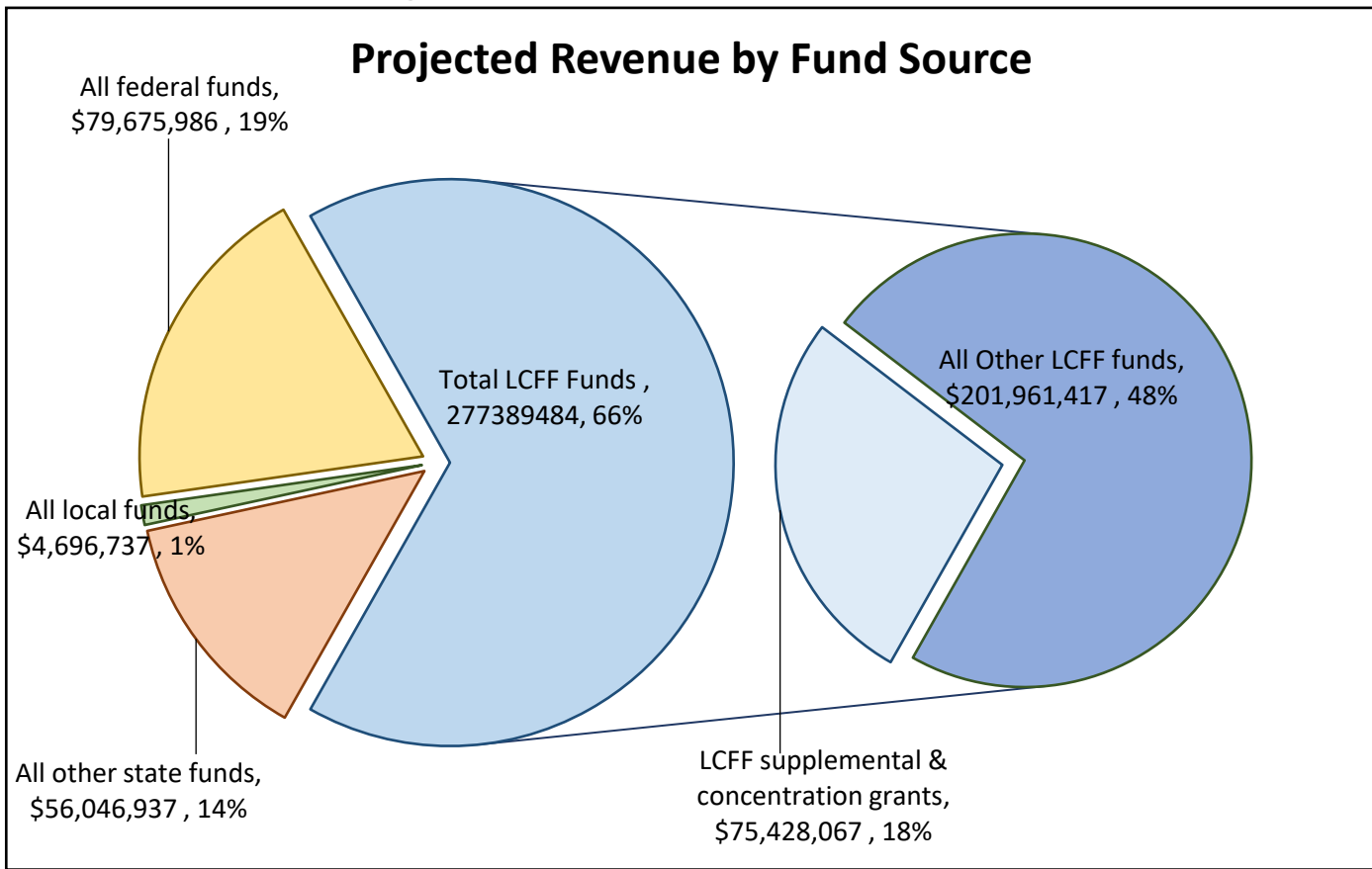
School Year: 2023-24

LEA contact information: Shannon Soto

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

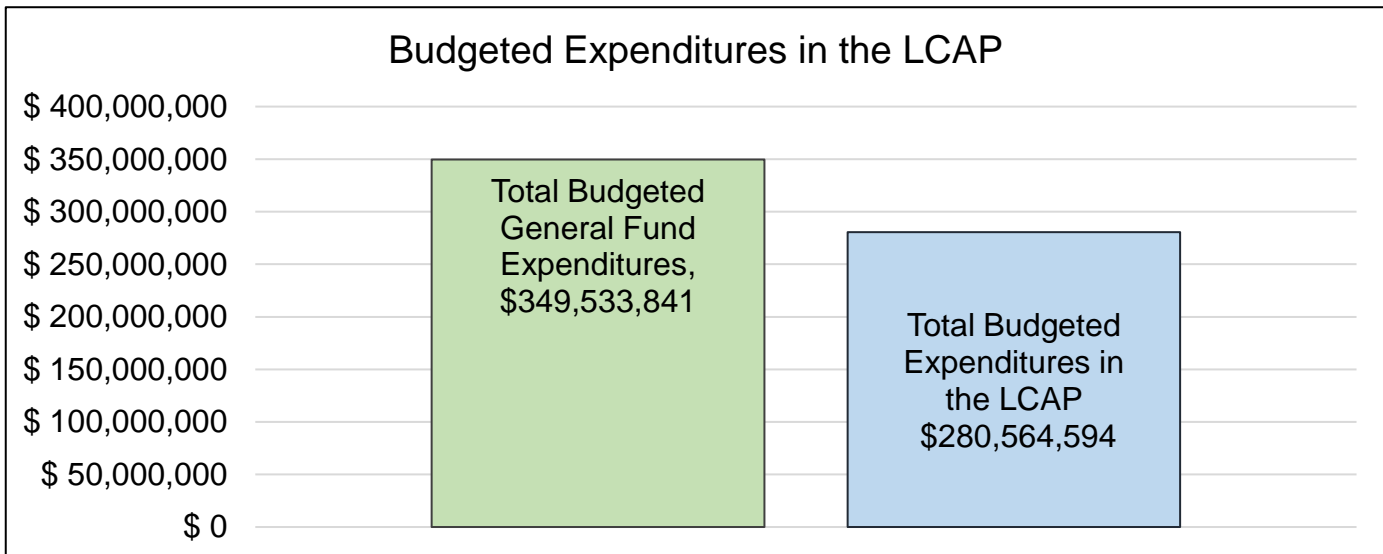


This chart shows the total general purpose revenue Compton USD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compton USD is \$417,809,144.00, of which \$277,389,484.00 is Local Control Funding Formula (LCFF), \$56,046,937.00 is other state funds, \$4,696,737.00 is local funds, and \$79,675,986.00 is federal funds. Of the \$277,389,484.00 in LCFF Funds, \$75,428,067.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Compton USD plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compton USD plans to spend \$349,533,841.00 for the 2023-24 school year. Of that amount, \$280,564,594.00 is tied to actions/services in the LCAP and \$68,969,247.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

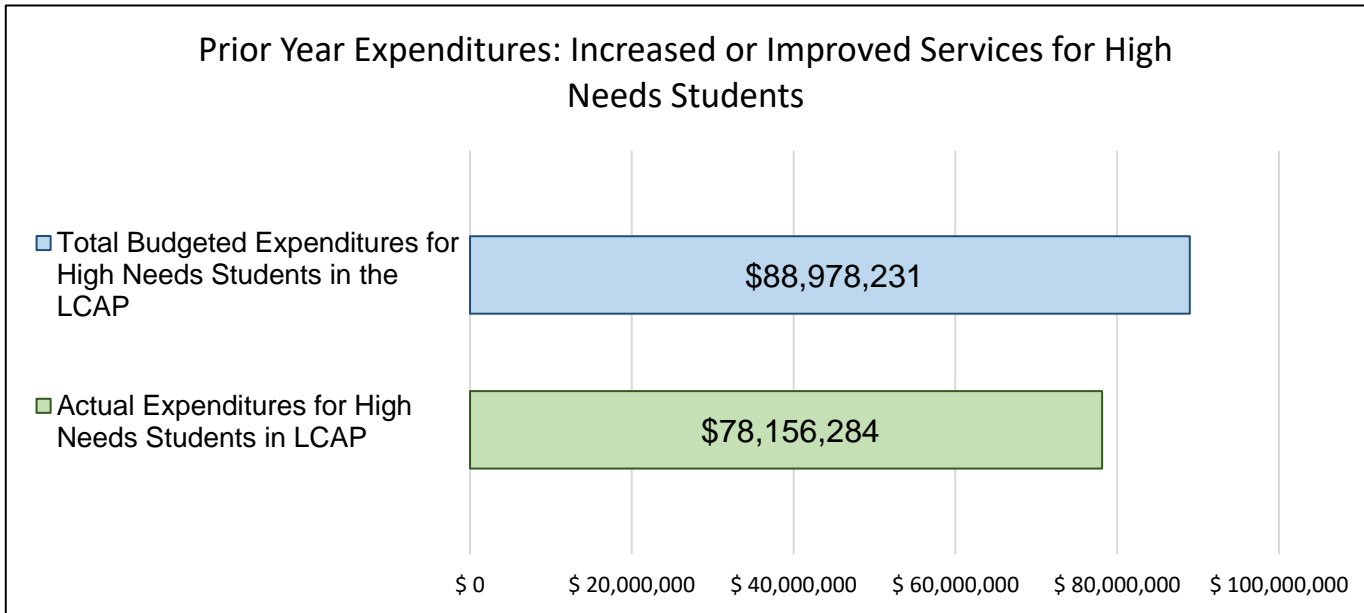
General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) include routine on-going operational expenditures in the areas of Special education, Adult Education, Child Development and facility maintenance in addition to capital outlay. Also, CUSD will be utilizing our remaining one-time funds for expenditures such as district-wide HVAC and K-8 playgrounds, which are expenditures not included in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Compton USD is projecting it will receive \$75,428,067.00 based on the enrollment of foster youth, English learner, and low-income students. Compton USD must describe how it intends to increase or improve services for high needs students in the LCAP. Compton USD plans to spend \$91,787,778.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Compton USD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compton USD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Compton USD's LCAP budgeted \$88,978,231.00 for planned actions to increase or improve services for high needs students. Compton USD actually spent \$78,156,284.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$10,821,947.00 had the following impact on Compton USD's ability to increase or improve services for high needs students:

Compton USD is committed to providing a high quality, well-rounded education for all of scholars. Some of the budgeted expenditures were reduced due to several unfulfilled vacancies, mostly in the areas of classified support staff, and some limitations with professional development. In addition, CUSD utilized one-time funds, such as ESSER and ELO as a funding source in lieu of supplemental and concentration funds. As a result, the actual expenditures for actions and services is less than what was budgeted and are indicated as carryover. In any case, although the District did not spend the total amount budgeted, we still met the expected outcomes of the planned actions and services for our high needs scholars.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compton Unified	Shannon Soto Chief Administrative Officer	ssoto@compton.k12.ca.us (310) 639 4321

## Plan Summary 2023-2024

### General Information

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

The mission of the Compton Unified School District is “to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students.” Based on 2021-2022 DataQuest data, Compton Unified School District serves 18,211 K-12 students at 35 sites: 21 Elementary schools (16 are K-8 schools, 2 are K-5, 3 are TK-6 schools), 6 middle schools, 3 comprehensive high schools and one Compton Early College High School. Additional programs include a Continuation High School, an Independent Study High School, a Virtual Academy, an Adult Education School, and Preschool at 16 sites. CUSD also has a single district ROP/CTE program. The district operates as a Single District SELPA providing services for students with disabilities within the district.

Compton Unified School District, like many other districts across the state of California, has experienced a decline in student enrollment over the past six years. Thus, while in 2016-2017 our student population was as high as 22,330, DataQuest identified a steady decline in student enrollment. Last school year (2021-2022) the student population was 18,211. Our most recent internal data as of May 28th, 2023, shows an overall student enrollment of 18,184. Based on the most recent data available, the two major ethnic subgroups in CUSD are Hispanic or Latino (83.9%), and African-American (14.4%) while additional ethnicities comprise 1.6% of the student population. Our database shows that in this current year 2022-2023, CUSD has 4,595 ELs (26.4%), 277 foster children (1.6%), 193 homeless children (1.1%), and 93.5% of students qualify for free/reduced price meals (16,308).

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

**ELEVATE ACADEMICS, COLLEGE AND CAREER READINESS, AND ENRICHMENT!**

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

CUSD has invested heavily in ensuring that students graduate College and Career Ready. College Courses are offered at every campus along with 21 different Advanced Placement (AP) courses to ensure that students are exposed to a rigorous academic curriculum, are prepared to tackle college-level work and have access to

merit-based financial aid opportunities. Students are supported to increase their success in AP courses via UCLA Center X AP Readiness program. Similarly, CUSD provides multiple levels of support to their students to ensure that they successfully navigate the college going process and they are able to choose and ultimately attend the college of their choice. Similarly, CUSD will be expanding their College Course offerings by building Early College Satellites at each of our comprehensive high schools, while a 3-year Bachelor's degree program will commence this summer at Dominguez High School. Finally, CUSD has partnered with various college advising programs to ensure that our mostly first generation college-going applicants receive appropriate support: Early Advanced Outreach program (EAOP), California Student Opportunity and Access Program (Cal-Soap), Educational Talent Search (ETS) and Upward Bound (California State University Long Beach & Compton College), Cerritos College, USC College Advising Corps and Gear Up (California State University Dominguez Hills & University of California Irvine).

One of our greatest achievements in the past few years has been the development of Compton Early College. CUSD partnered with Compton College to provide an Early College program for high school students who are motivated and interested in graduating with a high school diploma as well as an AA (Associate of Arts degree) or an IGETC (Intersegmental General Education Transfer Curriculum). Compton Early College High School (CECHS) is currently ranked 32nd in California, and it is a recipient of the Jefferson Service Award for student and teacher-led projects for public and community services. In addition, the school recently earned the Western Association of Schools and Colleges (WASC) full accreditation because of its "outstanding programs, leadership and learning environments." The success of our early college high school has been so resounding in our community, that we are now creating early college satellites at each of our comprehensive high schools (Compton, Dominguez and Centennial) starting in the fall of 2023.

Compton Unified has also been fortunate enough to have been the recipient of four GEAR UP grants that focus on college readiness. The first two grants serve the current 9th and 10th grade classes at the comprehensive high schools. The newest grant currently serves 6th and 7th grade classes across all 16 K-8 elementary schools and 1 middle school. GEAR UP services will continue to strengthen and increase the college-going culture and services to our students at earlier grade levels. Additionally, CUSD realizes that college funding highly impacts students' ability to attend and graduate from college. Because of this, CUSD ensures that all students are supported with the completion of the FAFSA form (Free Applications for Federal Student Aid), Cal Grant Financial Aid, the award letter review process, and scholarship search. Finally, CUSD has been able to establish formal partnerships with different universities that have created additional opportunities for students. Some of these universities include Compton College, Grand Canyon, Charles Drew, Cerritos College, Compton College and La Verne.

In 2022-23, CUSD continued to refine CTE program offerings in order to replicate and expand upon successful pathways that meet local industry demands and engage our students. Five new audio production pathways were established across the three comprehensive high schools, and as the first CTE pathways ever offered at Compton Chavez and Centennial Chavez (continuation high school satellites). Two more new pathways were established -Cisco Networking Academy and Game Design and VFX- both being piloted at Dominguez HS for expansion to other schools in the future. The TV/Film production pathway was expanded from one campus to three high school campuses and was received with great excitement by students. Culinary Arts programming will be improved with the acquisition of a mobile commercial kitchen food truck. We have strong industry partners (Intuit, Save the Music, Convergent Technologies, GRX Immersive, etc.) that are providing work based learning opportunities across multiple pathways. We look forward to 2023-24 when we will introduce the first Public Services pathway of Emergency Response/EMT at all three comprehensive high schools.

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

In addition, our District has made a commitment to provide every student who attends our schools with access to a high quality arts education. From our nationally renowned, award-winning high school band programs to our Elementary School Meet the Masters curriculum, Compton Unified unleashes the power of art to transform our students' lives. Music Unites Academies at three of our campuses provide music instruction and exposure to professionals in the music industry. Additionally, Compton USD is proud to be the home of 4 of only 27 Turnaround Arts schools in California, a program that helps schools integrate arts into every student's curriculum. Every elementary school in the district features our Meet the Masters program, which exposes students to history's greatest artists and lets students develop their own artistic skills. Finally, Education Through Music – LA provides music as a core subject on seven CUSD elementary school campuses. Some of our partners in the industry include: the LA County Museum of Art, ConnectEd, the Young Musicians Foundation, the Compton Conservatory of Music, Theater of Hearts, City Hearts, Symphonic Jazz Orchestra, Turnaround Arts, Actors' Gang, Conga Kids, Get Lit, Girls Make Beats, and Fountain Theater.

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

## Reflections: Successes

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

In order to understand the success and/or progress in our district, we will look in detail at multiple areas of the California School Dashboard and/or District Local Indicators as well as local data. The areas in question are the following: (A) Basic Services, (B) ELA and Math Academic Performance, (C) Implementation of Academic Standards, (D) High School Graduation Rates, (E) College and Career Readiness, (F) Student Engagement, and (G) Parent Engagement. It is important to understand, though, that in each of these areas there is growth to celebrate, but there are also opportunities for improvement (or identified needs), which will be discussed in the next section.

(A) Basic Services: (a) Highly qualified teachers, (b) Access to district-adopted instructional materials, and (c) Facilities in good condition.

Our self-assessment tools and data from Human Resources indicate that 96% of our elementary teachers, 89% of our middle school teachers and 96% of our high school teachers were appropriately assigned. Therefore, besides the challenges with staff shortages that we have experienced during the last two years, generally speaking, we can confirm that our students are being taught by highly qualified teachers. In order to maintain or build upon the success in this area, Human Resources will continue to prioritize effective recruitment and retention practices. We fully understand that student achievement starts with a highly qualified teacher.

Our educational partners agree that CUSD has been consistently successful in providing our students access to the necessary instructional materials and resources. Our local assessment tools indicate that students have access to all of the necessary core textbooks for the different courses, as well as an abundance of Common Core aligned supplementary materials and resources aimed to help them develop critical skills and knowledge. Our Textbook Information Specialist (TIS) has worked very closely with the library assistants at each of our school sites and trained them on the Destiny textbook inventory system. The main goal has been for all the sites to maintain accurate records of textbooks and other instructional materials, identify school needs, and place the necessary textbook orders in a timely manner. In addition, our TIS has closely collaborated with the warehouse to oversee the textbook distribution to the different school sites. As a result of these collaborative efforts, our two identified schools were able to successfully pass the Williams Instructional Materials audit conducted by LACOE early in the 2022-2023 school year. It is important to highlight that up to this school year, a total of 18 schools were audited by LACOE for sufficiency of instructional materials. We interpret such reduction in the number of schools audited as a sign of trust and recognition for the commitment that our district has shown over the years to guarantee that all of our students received the necessary instructional materials.

Finally, in the area of facilities, we have shown significant growth over time. In addition to the multiple upgrades made to our campuses over the years, our Facilities and Maintenance Department also focuses on keeping cleaned and well-maintained schools for our staff and students. This has been significantly important during the time of the pandemic, and many teachers, parents and students acknowledged our efforts to provide students and staff with a safe learning environment. All the schools visited this school year during the Williams Facilities Inspection passed with a rating of 90% or higher. Our local indicators show that there were no instances reported where facilities did not meet the "Good Repair" standard (including Deficiencies and Extreme Deficiencies). The CSPS, administered in February 2023, indicates that 70% of the parents agree or strongly agree that their schools have clean and well-maintained facilities and properties. It is important for us that our community perceives their children's schools as being clean and well-maintained. In order to maintain success in this area, our Chief Business Officer (CBO) will continue working closely with the Chief Facilities Officer and our Maintenance Assistant Director to guarantee that systems and procedures continue to be implemented accordingly, that custodial staff receives the necessary training, and any work orders and site needs are received and addressed in a timely manner.

(B) Academic Progress

When discussing academic progress, we must look at the growth that our students have shown over time, particularly in English Language Arts and Mathematics. The most current available pre-pandemic data from the 2018-2019 CAASPP indicated that Compton USD has shown significant growth in academic performance over time,

and we expect to continue this upward trajectory as we recover from the negative effects of the pandemic.

During the 2017-2018 school year, which marked the beginning of the previous LCAP cycle, Compton USD was 44.9 points below standard in ELA, and only 31.45% of its students met or exceeded standards on the CAASPP assessment. By contrast, in 2019, CUSD was 31.6 points below standard in ELA, with 38.21% of its students meeting or exceeding standards. In Math, Compton Unified increased a total of 13.3 distance-from-standard (DFS) points since 2017. In that year, students were 66.4 points below standard and only 24.60% of them met or exceeded standards in the state assessment. Three years later, our students were 56.9 points below standard, and 31.44% of them showed proficiency in the same test. This progress enabled our district to move from the ORANGE Level of the CA Dashboard in 2017 to the YELLOW Level in 2019 in ELA. In Mathematics, our progress has been more mellow, and we still remain at the YELLOW level.

Our most recent CAASPP results from 2022 indicate that the two years of school closures and virtual learning have deeply impacted our students' progress, and recovery of learning loss will inevitably extend over a dilated period of time. It is important to highlight, however, that in the area of ELA our students' test scores actually increased from 38.21% in 2019 to 38.48% in 2022. This speaks volumes about the efforts in our district to minimize the impact of the pandemic. In fact, when looking at neighboring districts, the county, and the state, we can clearly see the impact that the pandemic had in the area of literacy: California (-4.04%), LA County (-3.23%), Long Beach (-6.26%), Lynwood (-6.07%), Paramount (-3.31%), and LAUSD (-2.41%). In Compton Unified, however, we increased by +0.27%.

If we look at our high school, we also see increases on the CAASPP after the pandemic in both areas, literacy and mathematics. Thus, in 2019, only 33.28% of our 11th graders passed the ELA portion of the test. The students' proficiency level in math was as low as 11.49%. In 2022, and despite the challenges with the pandemic and the school closures, the percentage for literacy increased to 34.52% in ELA and 12.37% in Math. We also have internal data indicators in place to help us monitor the growth, or lack thereof, that our students are making as we recover from the two years of the pandemic. Some of these indicators are i-Ready Diagnostic and ICA data. The i-Ready diagnostic results, for example, reflect some growth from the beginning of the school year. When looking into the area of Reading, the winter 2023 diagnostic shows that the percentage of students at Tier 1 (grade level) almost doubled from 16% to 29% across Compton Unified. Students in grades 3rd through 8th specifically made progress, moving from 15% to 29% in Tier I while decreasing Tier III (far below grade level) from 48% to 38%. In the area of Mathematics, student performance increased from 8% to 22%. Grades 3th through 8th housed the greatest percentage of growth reducing the number of students far below grade level an average of 16%, from 49% to 33%.

In addition to the i-Ready diagnostic assessments, our students in grades 3-8 have also taken the ICA in order to gauge the level of readiness in anticipation of the CAASPP assessment in the spring of 2023. This year, however, we pushed the assessment window up by almost two months; therefore, it would not be a reliable comparison to look at the ICA results from year to year. However, if we were to look at the most current ICA results from winter 2023 in comparison to our CAASPP performance last spring, we can see that we are positioned to make gains in literacy this year in most of the grade levels. Grades 3, 6, 7, 8 and 11 showed between 5-10 point increases: grade 3 (34 CAASPP vs. 44 ICA), grade 6 (40 CAASPP vs. 49 ICA), grade 7 (46 CAASPP vs. 52 ICA), grade 8 (38 CAASPP vs. 46 ICA), and grade 11 (34 CAASPP vs. 39 ICA). Only grades 4 (36 CAASPP vs. 31 ICA) and grade 5 (37 CAASPP vs 31 ICA). We will need to wait until later this summer to see if these projections actually materialize.

In the area of mathematics, all grade levels performed better on this year's ICA compared to our 2022 CAASPP: grade 3 (38 CAASPP vs. 43 ICA), grade 4 (31 CAASPP vs. 35 ICA), grade 5 (21 CAASPP vs. 23 ICA), grade 6 (26 CAASPP vs. 29 ICA), grade 7 (24 CAASPP vs. 30 ICA), grade 8 (25 CAASPP vs. 32 ICA), and grade 11 (12 CAASPP vs. 21 ICA). While encouraging, results will not be released until later in June, and at that point we will be able to see if the anticipated growth actually materializes.

Compton Unified has an English Learner population of 4,595 students, which account for 26.4% of our student population. In 2019, only 6.39% of our English Learners met or exceeded standards in ELA and 9.67% in Math. In 2022, the percentage of English Learners that met or exceeded standards went up to 12.37% in ELA and to 11.65% in Math. This is important progress to celebrate. In addition to performance on the CAASPP, we need to look at additional measures for English Learners which help us monitor their process towards mastering the English language. One of these measures is the English Learner Progress Indicator. The CDE measures progress toward English language proficiency by comparing English Learner students' results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year ELPAC Summative results. The most recently published California Dashboard shows that 51.70% of the ELs in our district showed EL progress, with a level of Medium. This is above the state level (50.30%) as well as other neighboring districts such as Long Beach (42.2%), Lynwood (47.6%), Paramount (48.2%), and Los Angeles Unified (41.40%).

In order to continue building upon this progress and our post-pandemic recovery efforts, CUSD will continue with the implementation of the actions in Goal #1. This goal aims to guarantee that all students will receive high-quality instruction, effective interventions, and academic support in English and Math that will demonstrate growth towards meeting or exceeding standards. During the third year of the LCAP implementation, we will provide more intensive professional development and



planning/collaboration time for teachers so that they can better plan for the language and academic needs of their students. We will also continue implementing the multiple online instructional programs that Compton USD has acquired to meet the individual needs of the students, such as My Writing Coach, Next, Gen Math, Dreambox, Flocabulary, EdPuzzle, Book Creator, Khan academy, MyAccess and GoFormative (pending of Board approval). We will also add support to the classrooms through Curriculum Specialists, Curriculum and Instruction Administrators, 21st Century Specialists, instructional assistants, college tutors, and/or intervention substitutes. During our consultation sessions with our educational partners during the 2022-2023 LCAP annual update, there was a clear consensus that all these levels of support have had a direct impact on our students' academic progress over time. Targeted interventions before/after school and on Saturdays, a rigorous summer program, and enrichment opportunities for students are also part of the new LCAP plan.

### (C) Implementation of Academic Standards

The Implementation of Academic Standards, particularly in the areas of Mathematics, Language Arts, and English Language Development (ELD), has been a success. An analysis of the Reflection Tool Rating Scale of our Local Indicators show that we are at "full implementation with sustainability." In addition to our district-adopted program, Educational Services has provided teachers with standards-aligned curriculum guides in the areas of English, math, and ELD. Curriculum and Instruction also created ELA and Math common assessments that are closely aligned to grade-level standards. In addition, over the years, we have provided ongoing training for teachers so that they could better understand the rigor of the Common Core State Standards (CCSS) and the ELD standards. As a result of these efforts, we have seen evidence of rigorous standards-based instruction in many of our classrooms across the district, although improvement is still needed.

In order to build upon this success, we are now moving towards addressing the full implementation of academic standards in other areas of the curriculum such as History/Social Science, and NGSS (Next Generation Science Standards). Last year, we adopted a new social studies curriculum for grades K-5, and we are looking at a possible adoption for middle and high school in the near future. A History administrator has also been hired to help support this curricular area during the 2023-2024 school year. Regarding science, an administrator joined the Educational Services team last year, and he worked very closely with the schools in order to address urgent needs in this subject area. Last summer, however, this administrator was promoted to a site-level position (Assistant Principal), although he has continued to collaborate with our department and provide support throughout this year. We are glad to share that a full-time replacement has been hired for next school year, and she will continue to provide training for teachers on NGSS, and support the implementation of our newly adopted K-12 science program.

### (D) High School Graduation Rates

In Compton USD, we are extremely proud of the progress that we have made in the area of High School Graduation over the years. Before the COVID-19 pandemic, our graduation rate had increased 10% since 2016, with 88% of our seniors graduating in 2019, and placing GREEN on the CA Dashboard. However, a steep decline was seen with the class of 2021, where we decreased by 4% to 84% overall. Since then, we saw an increase with the class of 2022, where 89% of all students graduated. Several of our high schools enjoyed rates of 90% or greater, however our Continuation and Independent Studies schools are still hovering in the lower 80% threshold. Nevertheless, we are projecting an overall increase of 90% or greater for the class of 2023, including higher graduation rates for our at promise students.

### (E) College and Career Readiness

Our College and Career Readiness also increased during the last LCAP cycle. Longitudinal data shows that more high school students than ever before are taking college courses, earning college credits, and becoming more competitive during the college application process. While the state has yet to release any data on the College and Career Indicator (CCI) metric for the class of 2022, they did release data for the class of 2021. However, this data did not calculate an actual percentage of students. Nevertheless, we were able to provide an estimate that predicted that we would have seen 42% of their students graduate CCI "Prepared." This estimate continues a trend of more students graduating College & Career ready, with a 20% increase since 2016. Our graduates are also completing the UC/CSU A-G requirements at a higher rate than previous years. Specifically, 53% of students in the Class of 2022, graduated having completed their A-G requirements. This A-G completion rate signifies a 7% increase from the previous year. Similarly, more students are taking AP courses than before. While the percentage of students passing AP exams has decreased, there are more unique and overall students accessing AP courses. Since 2015, an increase of 839 additional AP exams have been taken, while an increase of 531 unique students taking these exams was also seen during this time. Similarly, an additional 1,050 college courses have been taken in the previous school year versus 2017. The most recent data indicates that 51% of CUSD freshmen enroll in college within the first year, which is a 7% increase from the previous year. Overall, most indicators demonstrate that more students are graduating college and career ready.

In order to build upon the success in this area, we will continue to implement the actions included under Goal #3. We will align resources to guarantee that all students, and in particular our unduplicated student groups, have access to rigorous courses that truly prepare them for college and career. Our College and Career department



will continue to provide leadership in this area, supporting the work that school counselors do, and providing technical assistance whenever required. In addition, we will continue to develop a focus on college and career culture, in particular for unduplicated students, and from a very early age. This means that strengthening our vertical articulation K-12 will be necessary. This year, for example, we coordinated a very successful visit for all of our 8th graders across the district to our four high schools. This allowed them to experience the high school campuses, and learn more about their academic, athletics, and college-bound programs. In preparation for next school year, we are also excited to announce the launching of our early college satellites at each of our high schools. We will start with our cohort of 30 freshmen, and we will continue growing the early college satellites to a total of 120 students by the time we reach the senior year. These satellites will allow participating students the opportunity to complete their high school diploma as well as an AA (Associate of Arts degree) or IGETC by the time they complete their four years of high school. Finally, during the 23-24 school year, we will continue to enhance our CTE program by collaborating and building partnerships with local and community colleagues and increasing work-based learning opportunities for CTE students.

#### (F) Student Engagement

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

As we came out of the pandemic in 2021-2022, our chronic absenteeism was as high as 28.9%, which was truly concerning; however, given the trends across the country, California, and our neighboring districts, we can see that our efforts to re-engage students last school year were somehow successful. At the state level, chronic absenteeism was as high as 30%, and Los Angeles County was 31.20%. The rate in Long Beach Unified was as high as 38.5%, while Lynwood reached 37.40%. Paramount Unified ended the school year with 46.4%, while Los Angeles Unified School District was very close to 40% (39.8%).

Our most recent local data indicates that the average attendance rate for the 2022-2023 school year is 91.8%, which is 0.3% higher than last year. Our current chronic absenteeism rate is 25.1% (K-8), which is a reduction of -2.92% compared to last school year. When looking at the different student groups, the breakdown is as follows: 28.2% for Black students, 24.5% for Latinos, and 20% for our foster youth and 53.7 Homeless. Looking at the current trends both nationwide and in the state of California, we believe that we have been able to relatively manage the current attendance crisis that districts are going through, although there are significant improvements to make.

In order to build on the relative success achieved this year, we will continue to implement some of the re-engagement strategies that we put in place, which have proved to be effective at many of our school sites. The district will continue to have the support of an administrator over district attendance, who will continue to work very closely with all attendance clerks, site Principals, and families whose students are exhibiting problems with attendance. In addition, schools will continue to implement an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for our unduplicated students.

#### (G) School Climate

One of our successes during the previous LCAP cycle was the area of School Climate. Compton Unified achieved GREEN Level on the 2019 CA Dashboard, and it showed steady progress over the years. If we go back to the beginning of the previous LCAP cycle, in 2017, the dashboard indicator was ORANGE. 4.3% of our students had been suspended, at least once, and we were on an increasing trend. However, three years later, the Dashboard indicated that only 1.3% of students had been suspended at least once, and this number had been reduced by 0.8% from the previous year. In the year 2021-2022, this percentage was further reduced to 1.1%, and our suspension level is Low on the California Dashboard.. It is also important to celebrate the fact that no CUSD students were expelled in our district in the last two years.

In addition to the encouraging data discussed above, this year's CHKS survey also shows some glimpses of success that we should celebrate. For example, the survey indicates that 85% of staff feel that their school is a safe place both for students (compared to 76% last year). In addition, among our elementary students, the survey results also indicate that 64% of the students in grade 5 perceived their schools as a safe place as opposed to 58% in the previous survey administration.

While this is something we all feel encouraged about and we want to share with the community, it is also true that this year we experienced challenges in the area of school climate. We know that school violence is on the rise across the country, and Compton is not immune to it. Some of these challenges will be discussed in detail in

the next section of the document where we discussed the identified needs.

#### (H) Parent Engagement

The area of Parent and Family Engagement and Involvement would need to be highlighted as an area of gradual progress over time. Overall, parents have acknowledged through their responses in the California Parent School Survey the schools' efforts to create a welcoming environment for them as well as the outreach efforts from teachers and staff. A total of 77% of the parents who completed the survey agreed or strongly agreed that they feel welcome to participate in their schools. 85% of the parents indicated that school staff treats parents with respect, and 76% responded favorably to the question regarding whether or not the school staff takes their concerns seriously. Up to 86% of our parents indicated that the schools keep them well-informed about school activities, while 80% shared that teachers communicate with parents about what students are expected to learn in class. It is very positive to see how 89% of our parents agree or strongly agree that teachers let them know how their child is doing in school between report cards.

Compton USD truly understands that the School Community Relations Specialists are a crucial liaison in our schools, and they play a very important role in the area of parent engagement. They reach out to families, promote volunteer programs and services for classroom support, encourage parent involvement in school activities, assist in planning and organizing various advisory council meetings and elections, assist parents in communicating individual concerns to the site Principal or other staff, and establish positive rapport between schools and communities.

The Department of Pupil Services also promotes parent engagement in our schools by eliminating possible barriers that prevent parents from effectively engaging in the educational process. The department offers services to students and families, including counseling, therapy, and support services for students and families experiencing learning difficulties, emotional challenges, family crisis, health concerns, and drug and alcohol related problems.

CUSD welcomes parents to participate in advisory groups, including the District English Learners Advisory Committee (DELAC), the District Parent Advisory Committee (DAC/PAC), the SELPA Community Advisory Committee (CAC), and the Parent Teacher Association (PTA). Last year, we also created the District Black Parent Advisory Committee (DBPAC), and the Black Parent Advisory Committees (BPAC) at all the school sites.

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

## Reflections: Identified Need

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

Most of the areas that were identified as "areas of need" when we first developed our LCAP two years ago, still continue to be an area of focus next school year. These areas have been identified based on a detailed review of the 2022 California Dashboard as well as the results from the multiple surveys that we administered in our district, including the California Healthy Kids Survey, the California Parent Survey, the California Teacher Survey, and our internal Effectiveness of Services Survey. In addition, we looked closely at the input and recommendations that we gathered from multiple educational partners through several consultation sessions.

Below we will discuss the needs that we have identified in some key areas including: (A) Basic Services, (B) ELA and Math Academic Performance, (C) Implementation of Academic Standards, (D) High School Graduation Rates, (E) College and Career Readiness, (F) Student Engagement/Chronic Engagement, and (G) Parent Engagement.

#### (A) Basic Conditions

In the area of Basic Conditions we would like to continue seeking improvement in facilities and maintenance, particularly at secondary schools. Even though we successfully passed the Williams' Facilities Audit this year, we believe that the condition of our facilities is an ongoing area of focus and improvement. Two years ago, 85% of the parents completing the California School Parent Survey indicated that Compton schools were well-maintained; last year, however, only 75% answered favorably. This year, the percentage has been further reduced to 70%. More encouraging have been the results from school staff. While in the baseline year only 59% of

the staff members responded favorably to this question, last year the percentage was increased to 69.2%. This year, 65% agree or strongly agree that the facilities are clean and well maintained.

Regarding students' responses, during our baseline year, 72% of our grade 5 students believed that their school building was neat and clean. Secondary students' responses, however, were much lower: 7th graders (56%), 9th graders (33%), and 11th graders (24%). Our most recent CHKS responses from 2023 show that only 51% of our grade 5 students and 25% of our 7th graders believe that their school facilities are clean and well maintained. It is true that during the baseline year students were participating in virtual learning, and their responses did not truly depict a true picture of the conditions of our facilities. In any case, our upper grade students have a much better perception of our facilities when compared to the situation pre-pandemic. 19% of the 9th graders, and 16% of our 11th graders show a favorable opinion. Student perceptions regarding the maintenance and cleanliness of their schools is something that we take very seriously. In response to this data, Action 1.2 of the LCAP will address the need to equip our schools with the necessary staffing and resources to meet and improve the conditions of our schools' facilities.

#### (B) Academic Performance

It is true that in the area of Academic Performance (ELA and Math) we are proud of the academic progress made by our learners over time. However, we must also acknowledge that there is still much more progress to be made, particularly in the areas of ELA, Math, and Science. When looking at academic performance over time, we will take a close look at student performance on the CAASPP as well as local assessment data.

On the 2019 CAASPP assessment, only 38.21% of our students showed mastery in ELA (vs. California, 51.10%) and 31.44% showed mastery in Math (vs. California, 39.73%). While our district had experienced steady growth since the adoption of Common Core, the truth is that we had only been able to achieve YELLOW level in both Dashboard indicators. In the year 2022, 38.48% of our students showed proficiency in ELA, which means that we were able to withstand the storm of the pandemic. However, we took a dive of five percentage points in mathematics with 26.14%. As a result of this, the most recent 2022 Dashboard placed our district in the Low Level in both subject areas. In the area of Science, the results are even more concerning. In 2019, our students only achieved 14.46% proficiency on the CAST, compared to the state of California with 29.93%. In 2022, 13.93% of students in Compton attained proficiency in the CAST, as compared to 29.45% proficiency in the state. While it is true that the pandemic has had a very negative impact globally and significantly slowed down our upper trajectory, it is also true that we must act accordingly to address our student's deficits in literacy and mathematics.

When looking at some of our student groups, we can see that performance gaps are significant for some of our unduplicated student populations. Thus, in 2022, the percentage of English Learners that met or exceeded standards in ELA was only 12.37% while they achieved 11.65% in Math. Our Foster Youth gained some ground in ELA to 26.59%; however, they plunged to 11.70% in Math. By ethnicity, there are also significant performance gaps between our Hispanic and African-American students. While in 2019, our Hispanic students achieved 40.09% proficiency in ELA and 33.60% in Math, our African-American students only achieved 28.86% in ELA and 20.66% in Math. In 2022, our Hispanic students achieved 40.29% proficiency in ELA and 27.63% in Math, while our African-American students achieved 28.73% in ELA and 17.94% in Math. Other student groups include our students with disabilities; those who took the CAASPP achieved 11.85% proficiency in ELA and 8.85% in Math. Finally, students experiencing homelessness achieved 33.89% and 24.85% respectively.

For students in grades K-8, we also use i-Ready diagnostic results to measure academic performance over time. A year-to-year comparison shows that in the area of Reading 48% of our students were in Tier III in the 2020-2021 Fall diagnostic vs. 55% in the year 2021-2022. This year, the Fall diagnostic results show that 48% of the students started the school year in Tier III, which is quite significant. In the area of Math, 46% of the students were in Tier III in the Fall of 2020-2021 vs. 59% in the Fall of the year 2021-2022. The Math Fall diagnostic for the current year shows that 49% of students were in Tier III.

This trend can also be observed when comparing student performance in the winter Diagnostics administered in the last three years. A historical comparison reveals that in Reading, for example, we remained stable at 40% of the students in Tier III from 2020-2021 to 2021-2022 while in the current year, we gained ground by reducing Tier III to 38%. In math, 37% of the students were in Tier III in the Winter of 2020-2021, compared to last year with 36% of students in Tier III, while this year, 2022-2023, this percentage has been further reduced to 33%.

The spring diagnostic results are still pending, but we have some preliminary data as of 6/5/23. This year's preliminary data show a decrease in the percentage of students in Tier III over time (32% in spring vs. 48% in the fall), while Tier I increased significantly, with 39% of the students performing at grade level (from 16% in the fall). In the area of math, the percentage of Tier III students also decreased when compared to the fall (25% vs 48%), while the percentage of Tier I increased from 9% to 39%. Although historical trends make us anticipate academic growth for our students this year in the spring diagnostic, the truth is that the percentage of students still performing below grade level is concerning, and it will need to be addressed during the next LCAP year.

Data shows a critical need to continue providing services for all of our students in the areas of ELA, Math, and Science, and in particular for our African-American students, Special Education Students, and most vulnerable unduplicated populations. Goals #1 and #5 of the LCAP already incorporate a variety of actions that are meant to improve academic achievement of all students, while closing the gap for those student groups that are significantly behind. Some of these actions will include: maintaining lower class sizes in the earlier elementary grades; increasing instructional time; providing rigorous and CCSS-aligned curriculum and assessments; implementing ongoing, differentiated, and evidence-based professional development focused on best instructional practices; adopting evidence-based interventions for all students and for specific students groups (e.g., English Learners, African-American students, foster youth, homeless, students with special needs, and gifted and talented students); and increasing extended learning activities (e.g., in areas such as STEM, the arts, sports), and enrichment opportunities (e.g., field trips, labs, and clubs).

#### (C) Implementation of Academic Standards

Regarding the Implementation of Academic Standards, an analysis of our local indicators and feedback from administrators and teachers show the need to make significant progress with the implementation of the Next Generation Science Standards. During the upcoming year, we will continue training our K-8 teachers on the Amplify Science curriculum in K-8, and our high school teachers on the newly adopted Biology, Chemistry, Physics curriculum. In the area of History-Social Science, our elementary schools will continue to implement our recently adopted program, which will guarantee a better alignment to the content standards, and at the secondary level we will start working on a future textbook adoption, too. The addition of a K-12 administrator in the district for History/Social Science, will also help teachers across schools better monitor the implementation of the new framework, and will provide the necessary training, coaching and instructional support that is very much needed. Finally, an analysis of the Local Indicators shows that we still need to improve ways in which we engage teachers and administrators to identify the professional learning needs at the sites, as well as needs for individual teachers. We also need to be more laser-focused in our approach to support teachers on the standards they have not yet mastered.

#### (D) High School Graduation Rates for Foster Youth and Students with Disabilities

Compton USD has made the Graduation rate one of its top priorities. At CUSD, we believe that graduation is the beginning of a life-long learning path that will enable our students to reach their full potential. As an expression of this deep commitment, our graduation rate has progressed steadily over the past few years, with the exception of 21-22, when we experienced a decline due to the pandemic and the school closures. The 2022 Dashboard, however, shows an important increase in graduation rates, with our district reaching 89.3%. Unfortunately, this positive trend is not true for all of our student groups. For example, Foster Youth had the lowest graduation rate in 2022, with only 67.6% of the students graduating (34 students). When the Dashboard was last released in 2019, the graduation rate for FY was 78.1%. It is clear that we must maximize efforts to better address the needs of this student population. Another group that requires immediate attention are our students with disabilities. While their graduation rate in 2019 was 78.1%, the last California Dashboard shows 73.4%.

In order to better address the needs of our Foster Youth students, we will continue to provide support through Project-SELF tutors, intervention subs, and after-school and Saturday interventions in math and literacy by fully credentialed teachers. We will also offer credit recovery classes beyond the school hours and on Saturday, and facilitate access to the online Edgenuity curriculum that students can use both at school and at home.

Regarding our students with disabilities, the Chief Academic Officer from Educational Services and the Executive Director of Special Education conducted walkthroughs to all SPED classrooms at each of our high schools. Together, alongside with the site Principals, they identified areas where support is needed. We identified the need to develop a solid professional development and coaching plan that will help SPED teachers better address the specific needs of their students. The Special Education Department is currently in the process of recruiting SPED Curriculum Specialists with the appropriate credentialing, training and expertise to provide the necessary support to our SPED teachers. We will also work with schools and guide them on how to organize their double-block period to better meet the academic needs of their students with disabilities. Furthermore, we will build on the work that we started this year by providing students with just-in-time support from tutors (e.g. My Tutor Partners).

All of these action steps will be explained in detail in Goals #2 and #3 of our LCAP.

#### (E) College and Career Readiness

Over the years, Compton Unified has made a steady increase in the College & Career Indicator (CCI) as reflected on the California State Dashboard. Given that the state did not release a percentage during the last two years for 2021 and 2022, we used our internal data to estimate that 42% of our students would have graduated

from high school last school year college and career “prepared.” This is a 20% increase since 2016, which would have put us just 2% below the state of California (44% in 2019). While this is encouraging news, the reality is that more than half of our CUSD students are not graduating CCI ready, and data is even more concerning when looking at specific student groups. Because this measure was not reported in the CA Dashboard for 2022, our most immediate priority continues to be to address those student groups performing at the RED Level on the CA Dashboard, which include SPED, African American Males and English Learners, all of whom lag behind their counterparts. That being said, we are expecting more students to be identified as “ready” in the CCI as several increases are expected with the following indicators: A-G, AP/College courses, CAASPP proficient students, Seal of Biliteracy and CTE completers.

#### (F) Chronic Absenteeism and Student Engagement

When looking at Student Engagement on the CA Dashboard, longitudinal attendance and chronic absenteeism data signal that both are areas that need significant attention. In Compton Unified we believe that every student should attend school every day. Every minute that a student is in school engaged in meaningful learning can make a difference in his/her life. According to the CA Dashboard, the 2019 chronic absenteeism rate for CUSD was 10.6%. The gap was significant for some student groups: Homeless students were at 31.2% (RED level), Pacific Islanders at 20% (ORANGE level), and White students at 19% (ORANGE level). Several other student groups were at the YELLOW level, for example, our African-American students (16.3%), Students with Disabilities (14.4%), and Foster Youth (13.2%). Needless to say, these chronic absenteeism rates included in the 2019 CA Dashboard have been aggravated during the last two years by the effect of the COVID-19 pandemic and the school closures. The CA Dashboard for 2022, our chronic absenteeism is currently at 28.9% and it is considered to be VERY HIGH across all student groups. Our most recent internal data show that our chronic absenteeism for all students is as high as 25.1%. This data is even more alarming for African-American or Black students (28.2%), Homeless (53.7%), and Special Education students (31.9%).

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

#### (G) School Climate

School Climate (suspensions and expulsions), was an area of significant improvement in our district during the last LCAP cycle. Over the years, Compton USD has strived and succeeded in reducing the number of suspensions by identifying effective alternatives and providing increased mental health services for students and families. Thus, our district moved from ORANGE on the CA Dashboard in 2017 to GREEN in 2018. Despite this improvement over time, responses from the LCAP survey administered last spring pointed to a continuous need to support student discipline, particularly in the upper grade levels, where the majority of concerns by staff and students seem to be located. In our conversations with teachers and administrators, racial or ethnic conflict between students, weapons possession, vandalism, and bullying or harassment are still major areas of concern.

This year’s CHKS survey indicates that 85% of staff feels that their school is a safe place both for staff and students as compared to 76% last year. This is something positive that we want to highlight and celebrate. Among students, however, the results vary by grade level. This year, the survey shows that 64% of our 5th graders perceive their school as a safe place as opposed to only 58% in the previous year. Unfortunately, this sentiment decreases in the middle grades and the upper grades. In grade 7, for example, favorable responses decreased from 53% to 45%. Similarly, responses of grade 9 students slightly decreased from 34% to 33%, and in grade 11 they decreased from 33% to 32%.

This school year, we also surveyed our parents. While almost 80% of the parents indicated that our schools are a safe place for their children, this is still a decrease from last year, when 88% of the parents responded favorably. 85% of the parents agreed or strongly agreed that their school treats students with respect (vs. 89% last year). There was just a small decrease in the percentage of parents who agreed or strongly agreed that their school encourages students to care about how others feel (78% vs. 79%). More concerning is the increase in the percentage of parents who indicated that tobacco, vaping, or alcohol and drug use is a problem at their schools, growing from 20% to 34%.

In other areas the responses stayed consistent with last year's survey. 70% of our parents indicated that their school provides students with quality counseling or other ways to help the students with social and emotional needs, and 81% of them indicated that the school communicates the importance of respecting different cultural beliefs and practices.

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

#### (H) Parent Engagement

In the area of Parent and Family Engagement, Compton USD prides itself on its partnerships with parents, families and community members. We recognize that parent and family involvement is a key factor in the success of our students, and we have taken steps to ensure stronger communication with our parents and families. However, after a close analysis of our District Local Indicators and multiple surveys, we have identified several areas that still need improvement, particularly at the secondary level. Regarding our effectiveness in building relationships between school staff and families, for example, we see a need to continue working at creating welcoming environments for all families, while better supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. This is a need that we already highlighted on the District Local Indicators that we submitted last year in October.

During our multiple consultation sessions with stakeholder groups and site principals, parent involvement was identified as a number one priority to improve student success in school. It is evident that our school staff believes that we must increase the efforts to more effectively engage parents in the educational process. The California School Parent Survey yields very revealing results. Only 50% of the parents completing the survey, for example, indicated that they attended a school or class event this year. 25% of the parents indicated that they have participated in fundraising for the school, while only 12% have ever served on a school committee. Only about 15% of the parents indicated that they have served as a volunteer in their child's classroom or elsewhere in the school.

Regarding seeking input for decision making, it is true that our schools have numerous parent advisory groups that seek input from our families. However, we believe that we still need to be more proactive when promoting parent participation across the different committees. While 71% of parents completing this year's CSPA survey indicated that their child's school actively seeks input from parents before making important decisions, 88% of parents admitted that they do not participate in any type of advisory committee at the school or the district.

Analysis of these data leads us to conclude that there is a need to reinforce communication with our students' families by building rapport based on trust and by establishing stronger bonds with them. We would like to see more instances of families, teachers, principals, and district administrators working together to plan, design, implement and evaluate family engagement activities at school and district levels. We must also continue building partnerships with our families for student outcomes, while seeking input for decision making.

## LCAP Highlights

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

The Compton Unified School District LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for our district to share our story of how, what, and why programs and services are selected to meet

our local needs. The main components of the LCAP include: LCFF Budget Overview for Parents, Annual Update, Plan Summary, Stakeholder Engagement, Goals and Actions, Increased or Improved Services for Foster Youth, English learners, and Low-income students.

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

GOAL 1 focuses on providing students high-quality instruction, effective interventions, and academic support to grow towards standards in ELA, Mathematics, and Science, as well as any other content areas.

Some of the highlights for this goal are:

- >Maintain lower class sizes in the earlier grades, as well as the number of full-day Wednesdays (eighteen vs. thirty-six) to increase instructional time, learning opportunities, and help reduce the achievement gap for our unduplicated students
- >Provide a district-wide system of assessments that allows for universal screening with the purpose of identifying gaps in learning and conducting RtI opportunities that reach all learners through differentiated instruction
- >Provide quality, evidence-based professional development across content areas, increase teacher planning and collaboration opportunities, and widen the accessibility of resources, including assessment calendar, curriculum guides, pacing guides, and standards-aligned interactive lessons across content areas
- >Provide our low-income and other unduplicated groups with access to a variety of applications and online instructional programs (e.g. i-Ready, Dreambox, Next Gen Math, My Writing Coach, My Access Writing, Khan Academy, Edgenuity, Carnegie Math ) that offer individualized academic support in literacy and mathematics
- >Provide support by Curriculum Specialists, EdTech and 21st Century Learning Specialists, instructional assistants, intervention substitutes and college tutors (e.g. Project Reach, Project Rise, My Tutor Partners, Study Smart Tutors)
- >Provide summer school and beyond-the-bell opportunities for intervention, credit recovery, as well as STEM opportunities for TK-12 students

GOAL 2 focuses on providing students access to a safe and well-maintained learning environment, fully credentialed teachers, and all the necessary instructional materials and equipment.

Some of the highlights included in this goal are:

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

GOAL 3 focuses on providing our high school students access to a variety of courses that will prepare them to be college and career ready.

Some of the highlights included in this goal are:

- >Provide students with access to a rigorous curriculum that prepares students for college and career, including access to Early College High School, college courses
- >Advanced Placement (AP) classes, extended AP tutorials, UC Scout and A-G courses
- >Provide students and families with counseling, guidance, and resources to access college and career pathways, including FAFSA, college applications, and college acceptance while promoting a college-going culture through activities and events
- >Provide the necessary counseling and support staff to support and increase secondary student outcomes related to college and career by conducting presentations, workshops, classroom instruction and activities that focus on academic, career and personal/social domains



>Expand and improve our CTE program through articulation with Community Colleges and work-based learning opportunities for underrepresented, low-income students

GOAL 4 focuses on improving school climate and increasing family participation and pupil engagement by providing a safe and supportive environment and promoting a sense of belonging, especially for unduplicated populations, students with disabilities, and those who are experiencing homelessness.

Some of the highlights included in this goal are:

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

GOAL 5 mostly focuses on English Learners and Standard English Learners, and the need for these students to acquire the academic and linguistic skills necessary to attain grade level proficiency and college/career readiness.

Some of the highlights included in this goal are:

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

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

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Compton Unified School District does not have any school identified for Comprehensive Support and Improvement (CSI).

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

It is the belief of the Compton Unified School District that the input of all of our educational partners is key to developing a meaningful and relevant Local Control and Accountability Plan (LCAP) and to understand how we can better support all students, families, and staff. With a wide range of needs, it is important that we understand the priorities of our community to guide plans for the future.

The Compton Unified School District LCAP task force has been instrumental when reviewing our successes and challenges during this second year of implementation, and in preparation for the 2023-2024 LCAP. This task force is comprised of representatives from numerous departments, including Elementary and Secondary Education, Curriculum and Instruction, EL Department, Educational Technology, College and Career, CTE, Pupil Services (Trauma and Wellness, PBIS, and Foster Youth), Special Education, Human Resources, School Police, Business Services, and Facilities/Maintenance. During the last few months, this task force has collaborated and received input from parents, teachers, administrators, union leaders, and students regarding the effectiveness of the LCAP actions during the first year of implementation. In addition, the careful analysis of our local data, state data, local indicators, and the results of numerous surveys, have been very helpful in identifying the progress, or lack thereof, that we have made during this school year.

During the 2022-2023 school year, we have consulted with different e, including site principals, teachers, bargaining units, and different parent groups. In the month of February, we presented the mid-year annual update to the District English Learner Advisory Committee (DELAC) on February 3rd. During the month of February, we also conducted the same presentations for other educational partners including our District Parent Advisory Committee (DAC/PAC) on February 17th, and the presidents of bargaining units (on February 23rd). Finally, on March 9th we presented it to the District Black Parent Advisory Committee (DBPAC) and the Compton Advisory

Committee (CAC). This was an opportunity to gather input and feedback regarding the implementation of the actions during the first part of the school year.

In the last week of January and the first weeks of February, we administered the California Healthy Kids survey packages. The surveys were administered to parents, staff (certificated and classified), and students (in grades 5, 7, 9 and 11). These surveys gave us an opportunity to gather feedback from site administrators, teachers, parents and students, regarding the conditions of our schools in terms of basic conditions, academics, student connectedness, school safety, and parent engagement. Additionally, in April 2023, we issued an additional local survey to the same participants to measure the effectiveness of programs and services provided through the LCAP. Access to the survey results will remain posted on our district website. On May 15th, representatives from different stakeholder groups including DELCAC, DAC/PAC, DPBAC, and 4 bargaining units attended a work session with the central office team to review and analysis survey results, and provide further recommendations.

During the last part of May, schools had the opportunity to conduct their presentations with their staff during one of their calendared early-release days. Most of them conducted their presentation on May 24th. They also had until May 26th to conduct their LCAP presentations (in English and Spanish) with their school communities/parents. The presentation was provided to the site leaders by the Department of Educational Services as a way to systematize the information that was presented. Hundreds of comments, recommendations, and suggestions were collected and analyzed, and they have helped us inform the 2023-2024 LCAP.

During the months of May and June, additional rounds of presentations and consultation took place. On May 31st we conducted a morning session where we discussed the draft of the 2023-2024 LCAP with the District English Learner Advisory Committee (DELAC). The committee members had an opportunity to go over the goals, the metrics, the actions and the budget overview for parents (BOP). We provided the same presentation during the evening to the District Parent Advisory Committee (PAC/DAC), the District Black Parent Advisory Committee and the Compton Advisory Committee (CAC/SELPA). A final session was conducted on June 7th with our bargaining units.

Feedback, suggestions and recommendations were provided in writing at each of these presentations/consultations, and these were carefully analyzed by the LCAP task force. The feedback provided was instrumental in the development of the final draft of the document, which went to the Board for a public hearing on June 20. The CUSD Superintendent responded in writing to our parent District Advisory Committee (DAC/PAC) and District English Learner Advisory Committee before the document was approved. Responses were posted on our CUSD website for public review.

The notice of the public hearing for the LCAP was sent on June 2nd. This notice indicated that the public hearing was an opportunity to provide comments regarding specific actions and expenditures in the LCAP document. The notice also indicated that the document would be available online at least 72 hours before the Board meeting so that anyone could review it in advance. In addition, the announcement gave anyone the opportunity to review a hard copy of the LCAP in-person if they chose to do so (previous appointment). Before the public hearing started on June 20th at 6:00 p.m., the Board President indicated that anyone in the audience could make any comments or recommendations regarding any part of the document. In addition, it was indicated that written comments could be e-mailed directly to the Chief Academic Officer of Educational Services, who would be responding to them in writing.

The input and recommendations submitted during the public hearing were considered, together with the recommendations and feedback provided by the Los Angeles County Office of Education, and the necessary revisions were made to the document. It is our goal that the 2023-2024 LCAP and the district budget will be adopted by the Board of Trustees at the board meeting scheduled for June 27th, 2023. Once approved, the LCAP will be posted on our CUSD website.

### A summary of the feedback provided by specific educational partners.

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

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

>Promote access to STEAM-Labs for all students across grade levels (Goal 1)

>Expand services and supports for students with disabilities, including training for teachers on the inclusion model (Goal 1)

>Hire Math & ELA Intervention Specialists for each K-12 site who work directly with students for push-in, pull-in, Saturday School, etc. for services for English Only students and Standard English Learners.

Concerns about cleanliness at the schools and maintenance of student restrooms. Equip school with necessary staff. (Goal 2)

- >Campus Security/Security Staff shortages. Equip schools with the necessary staff to protect the safety of staff and students at all times. (Goal 2)
- >Add more elective course offerings or enrichment opportunities at K-8 sites for middle school students. (Goal 3)
- >Expand services for Foster/Homeless to include social-emotional learning (SEL), tutorials, and socio-emotional check-ins with students. (Goals 1 and 4)
- >Offer more parent training and workshops in a variety of topics, including familiarity with technology. (Goal 4)
- >All schools should give surveys asking parents what they need support in, and then provide helpful workshops with solicited feedback in mind to support parents.
- >Schools should alternate times of workshops, activities, etc. to increase parent engagement, taking into account some typical daytime work schedules.
- >How do we bring in additional mentoring programs to our sites? (DAC)
- >Parent meetings should be provided at various times - for working parents (morning, midday and evening) (DAC/PAC)
- >Communication. There is a need for a diverse range of methods to distribute information. (Goal 4)
- >There is a need to improve parental involvement and parent engagement in schools (Goal 4)
- >Hire a personnel to track African-American students' attendance and academic achievement.
- >Improve access to world language courses, particularly at the middle school grades. (Goals 3 and 5). Expand the Spanish Club to K-8 schools.
- >Incentivize students to continue taking Spanish courses beyond the two-year minimum requirement. (Goal 3 and 5)

#### DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

- >Continue with reduced class sizes for grades TK-3 and consider reduced class sizes in upper grades (Goal 1)
- >Continue access to instructional programs through digital devices (Goal 1)
- >Continue PDs for teachers on the use/implementation of technology (Goal 1)
- >Ensure that substitute teachers have knowledge on how to use technology for instructional purposes (Goal 1)
- >A parent wondered if long term substitute teachers could give grades to students (Goal 1)
- >Continue with the support that tutors provide to students and inform parents about the type of tutoring that is available (Goal 1)
- >Continue providing Saturday school and summer school (Goal 1)
- >Continue providing field trips as they are enriching and motivating experiences (Goal 1)
- >Continue providing the GATE program and VAPA opportunities (Goal 1)
- >Lack of security personnel in the schools, especially in elementary schools. Revise remuneration of security personnel so become more competitive (Goal 2)
- >Train security personnel. Provide training to security personnel. A parent mentioned that she has observed passive behavior when it comes to security personnel. (Goal 2)
- >A parent asked about the current condition of the Dominguez HS cafeteria after the fire. (Goal 2)
- >Increase accountability systems that help improve daily maintenance and cleanliness of our schools, in particular restrooms. (Goal 2)
- >Promote more workshops for students to inform them about colleges, university degrees and career paths. (Goal 3)
- >Hire additional counselors at the schools to better support students' needs. (Goal 3)
- >Promote the AVID program in our schools. (Goal 3)
- >Ensure that SEL is implemented in the classrooms (Goal 4).
- >Provide PD to teachers on how to help children with special needs transition to regular classes (Goal 4).
- >Invest and accelerate the parent volunteer process. A parent mentioned that access to become a volunteer at the sites is both limited and slow. (Goal 4).
- >Bring back PIQUÉ workshops, provide workshops on college information for parents and students (Goal 4).
- >Counseling services in elementary schools, especially for children with special needs who are becoming adolescents) (Goal 4).
- >Continue with services for ELs under goal 5, as they are giving good results (Goal 5).

#### DISTRICT BLACK PARENT ADVISORY COMMITTEE (DBPAC & CAC), COMPTON ADVISORY COMMITTEE (CAC)

- >We have a comprehensive and equitable LCAP. However, programs and services should be available to all schools with full transparency and accountability in implementation.
- >Teachers shouldn't use technology as the main "direct" instruction (Goal 1, Action 1.7)
- >Science - STEAM LABS should be in every school. More Science instruction time is needed. (Goal 1. Action 1.15)
- >Before School Intervention should be available. (Goal 1, Action 1.12)
- >High quality tutoring is needed. Tutors from diverse backgrounds, not just homework help but mentoring is needed. (Goal 1)
- >There is a strong focus on literacy and mathematics. However, science and social science time in elementary schools must be protected. (Goal 1)
- >We should move towards Inclusion in Special Education. Advisory period for both groups, unified cheerleaders & unified sports teams are needed in schools, special olympics. (Goal 1. CAC)
- >Create an IEP acronym dictionary for parents (DBPAC/CAC) (Goal 1)

- >Need smaller classes and support staff in the classroom for English Learners. Influx of Newcomers, who need support, so many African-American students are not getting the support that they need and are left behind (Goal 2. Action 2.5)
- >Need more Hotspots to make sure all students have access to the internet at home. (Goal 2, Action 2.10)
- >We need full time security officers on all of our campuses. Our black students don't feel safe or protected. >Teachers and staff members are not peace officers. A gunman could easily run on our campuses and not face resistance if they wanted to. We demand security cameras on all of our campuses also. This is to protect our students and staff members. (Goal 2)
- >All learning environments should have classroom safe disinfectant spray, hand soap, and refilled hand sanitizer dispensers in order to maintain the health and safety of students. (Goal 2)
- >At least 1 early-release Wednesday a month should be set aside for a well-planned PLC's for genuine collaboration.(Goal 2)
- >Access to rigorous courses - CES is doing a great job! (DBPAC)
- >We need to provide more certification programs for our high school students that do not have any intentions on going to college. (Goal 3)
- >Students should have an opportunity to take a variety of literacy courses, such as Ethnic Studies, African-American Literature, Latinx Literature, etc. Incentives should be provided for students to take more than the minimum requirements for Spanish classes. (Goal 3)
- >WIST mentoring program - need more information. Clarification was provided during the meeting. (Goal 4, Action 4.12)
- >Parent workshops and meetings should be held at a variety of times (i.e. morning, mid-day, evening) to help meet parent needs for attendance, participation, and to develop a sense of consideration and belonging on campus. (Goal 4)
- >More specialty clubs should be partnered with Compton USD schools to engage students after school and perhaps on Saturdays during Saturday School. (Goal 4)
- >Automatic phone calls from schools and district departments advertising workshops, trainings, meetings, etc. should be in place for enhancement of parent engagement in addition to use of Parent-Square notifications. (Goal 4)
- >Parent workshops and meetings should be held at a variety of times (i.e. morning, mid-day, evening) to help meet parent needs for attendance, participation, and to develop a sense of consideration and belonging on campus. (Goal 4)
- >More specialty clubs should be partnered with Compton USD schools to engage students after school and perhaps on Saturdays during Saturday School. (Goal 4)
- >Lastly, automatic phone calls from schools and district departments advertising workshops, trainings, meetings, etc. should be in place for enhancement of parent engagement in addition to use of Parent-Square notifications. (Goal 5)
- >Teachers should be required to take workshops (not have an option after hours) to get trained on to directly teach towards the needs of Standard English Learners. Conferences should be encouraged at every school site for teachers, parents, and classified staff to learn more about teaching towards the needs of Standard English Learners. (Goal 5)
- >Black student achievement - Department is underfunded. More resources and attention to our black students (Goal 5)

#### BARGAINING UNITS

- >Go back to early release every week so that teachers can collaborate instead of all time being taken up by PD. (CEA) (Goal 1)
- >College Tutors. We need a strategic plan for deployment. Training is needed for the tutors (CEA). (Goal 1)
- >Please revisit salary scales for both classified and certificated staff. Compare with the surrounding districts. (Goal 2)
- >Hire campus security unit members. Do not use outside agenday (Teamsters). (Goal 2)
- >Will all our schools have securities (CSAs) next school year?
- >Offer positions to current classified - plant staff subs. (Goal 2)
- >Can we discuss having a "Teacher Academy" pathway- this way grads can get a job as an instructional assistant out of high school and maybe even continue on to become a teacher if they want? (Luevanos)- Certifications can include CPR, CBEST (Goal 3)
- >Do we have a mentoring program for this student group? Focus on FY students at Chavez. (CEA) (Goal 3)
- >Career pathways. High school students should be given the opportunity to work in elementary schools (CEA). (Goal 3)
- >PBIS Tier II and III interventions should be revisited in order to guarantee a thorough implementation. (Goal 4)
- >Need to continue addressing the needs of our foster youth.(Goal 4)
- >Provide flyers and info sheet with resources for our foster youth students (Goal 4)
- >PBIS. Can we get actual numbers of how many students are getting tier 2 and tier 3 services district wide? (CEA) (Goal 4)
- >Results from parent survey. Margin of error is needed. (CEA)

#### TEACHERS & COUNSELORS

- >Reduce/equalize class sizes, similar to TK-3 (Goal 1)
- >We need an intervention group for teaching reading and basic math for the students that are behind in reading and math since Kinder. (Goal 1)

- >Mandatory retention in K-2 if kids don't meet benchmarks. Literacy first! (Goal 1)
- >Comprehensive and regimented Physical Fitness program. Physical discipline is a gateway to mental discipline. (Goal 1)
- >Begin all tutoring after first iReady diagnostic: Reading tutors, Math tutors, ELD tutors from the district) (Goal 1)
- >Improve our GATE program to better support the gifted and talented students. (Goal 1)
- >Deep cleaning of classrooms before Back-to-School Night and Open House through a cleaning service. (Goal 2)
- >Add cameras to the bungalow area (need Ring camera or something similar)- (Goal 2)
- >Add mesh around fences in playground areas to block view from the streets (Goal 2)
- >Fix our grass area (a lot of holes)--> needs to be fixing or need turf (Goal 2)
- >Shade structures in seating area outside and on playground/blacktop area (Goal 2)
- >Cleanliness in bathrooms and around the campus (needs remodeling) (Goal 2)
- >Floor mats for restrooms and classrooms for wet weather or water on the floor
- >Fixing the skywell water units. (Goal 2)
- >All motorized security gates around campus, where their ID (w/ QR or barcode) will open & close the gate(s) when scanned (Goal 2)
- >Need 2 campus security guards (Goal 2)
- >Two Clear Touch screens for each classroom and mounted on the walls. (Goal2)
- >New equipment for Instruction ("HoverCam Pilot X") (Goal 2)
- >Career oriented field trips for lower grades, Career day event, and College Days (Goal 3)
- >Name the hallways and/or buildings after known colleges and universities (Goal 3)
- >Programs like Gear Up provide students w/an opportunity to visit colleges and attend activities that they would not normally attend. (Goal 3)
- >Lacking in the area of career readiness. Incorporate more trades for career
- >Support from Behavior Therapists. They can teach students about coping methods on how to address their feelings. Students cannot learn to their fullest if their mind is not ready to focus. (Goal 4)
- >Add a counselor to the K-8 schools (not just for middle school/high school) (Goal 4)
- >Recruit parent participation to increase attendance and activities/events on campus
- >Recruit parent for career day (Goal 4) and recruit parent volunteers (Goal 4)
- >Parent day in the classroom once a trimester. We can have a project or craft tied to the curriculum when they visit. (Goal 4)
- >PBIS Parent training (Goal 4)
- >Have parent classes in the parent center (technology classes, classes parents are interested in). (Goal 4)
- >Invite parents to join during morning assembly (Goal 4)
- >Increase parental communication via parent square (Goal 4)
- >Need a more comprehensive plan on how to provide basic services to student in need such as: Counseling, food donations, shelter and community outreach program. (Goal 4)
- >More programs for African American Students (Goal 4)
- >Parenting classes taught by professionals (Goal 4)
- >Parent partnerships that provide emotional support ( teach parents how to parent without judgment) (Goal 4)
- >Address all social emotional needs first, then we can tackle educational needs (Goal 4)
- >Bring more technical career pathway for African American students (Goal 4)
- >Provide additional professional ELD development for all teachers to support content academic language (Goal 5, Action 1.5)
- >Parent training on different systems student will be using i.e. Aeries, applications (Goal 5, Action 5.2)
- >Promote sharing of practices and techniques that work for EL students, so that other teachers can reinforce in the classroom. (Goal 5, Action 5.3)
- >Create and distribute EL friendly sentence frames that can be implemented by all teachers (Goal 5)
- >Early sharing of student ELPAC levels so that teachers are familiar on how to better support their student's needs (Goal 5)
- >Newcomer/EL club to help our students adjust to new environment and help them achieve in academics (Goal 5)

#### SCHOOL COMMUNITIES (FAMILIES & STUDENTS)

- >Provide smaller class size to better students, especially the ones that have regressed due to school closures and distance learning. (Goal 1)
- >Focus on intervention and support. Provide intervention programs before/after school and in the summer. >Increase after school tutoring. (Goal 1)
- >Hire more Intervention Subs and provide them with training (Goal 1)
- >Expand enrichment class offerings at K-8 sites. (Goal 1)
- >Continue support for students through instructional aides, college tutors, Project REACH and RISE, and intervention subs. (Goal 1)

- >Continue with the implementation of digital programs and applications in the areas of reading and mathematics (e.g. i-Ready and Dreambox or coding). (Goal 1)
- >Provide more enrichment opportunities for students in the areas of visual and performing arts. (e.g. music, theater, band), sports, and STEAM (sports, gaming, coding, and robotics). (Goal 1)
- >Improve services for Gifted and Talented students, with programs and opportunities to meet their needs. Hire more instructional aids in the class, especially for SPED and EL students, but also GATE (Goal 1)
- >Provide workshop and training for parents: online programs, the type of tiered interventions that students receive, Math Night and Reading Night, etc. (Goal 1)
- >Acquire updated supplemental materials that best meet the needs of our learners. (Goal 1)
- >Provide middle school students with more elective courses like at a traditional middle school. (Goal 1)
- >Substitute teachers need more training because teachers miss too many days of school and the students are impacted academically (Goal 1)
- >Expand District sponsored Homework Club to every campus (Goal 1)
- >Implement a teacher/student check-in system, to create plans to benefit the student and their achievement (Goal 1)
- >Continue TIPS training as well as additional new teacher support (Goal 1)
- >Make VAPA classes part of core classes (Goal 1)
- >Upgrade facilities and safety issues (i.e., safe exit/entrances at sites, cameras, fences, closed campuses, permanently closed or painted over windows), continue to revise the school safety plan and update security signage (evacuation routes). (Goal 2)
- >Hire more stable Campus Security Assistant for campuses and Instructional Assistants for Preschool & Kinder classes on traditional Elementary Schools (Goal 2)
- >Add crossing guards in near school intersections. (Goal 2)
- >Ensure that substitutes receive professional development on all on-line platforms and CUSD protocols and notify parents when their child is covered by a substitute teacher. (Goal 2)
- >Substitutes need access to core textbooks online. (Goal 2)
- >Continue to work to ensure that vacancies are filled or substitutes are provided.
- >Security Assistants should be able to work during the summer at the elementary level (Goal 2)
- >Have a district wide safety committee (Goal 2)
- >Provide bathroom attendants and lunch attendants (Goal 2)
- >Parents want to see more supervision. Maybe they can hire a second security. (Goal 2)
- >Need more counseling services for the students with behavior issues. (Goal 2)
- >Promote college culture at all levels district-wide. Continue to add technical/trade courses and more college trips to the schedule. (Goal 3)
- >Offer workshops for parents to understand how to support their student on their path to college or career (e.g., financial aid). (Goal 3)
- >Students need to be exposed to not only college but also vocational and career opportunities that do not need additional higher education.(Goal 3)
- >Emphasis on technological proficiency with science and math emphasis due to an increasing need and more career opportunities in the future. (Goal 3)
- >Expand AVID to better prepare students for college. (Goal 3)
- >Implement community service hours for students (20) for MS and (40) HS. (Goal 3)
- >More collaboration between HS and MS and/or K8 ES. (Goal 3)
- >Consider adding counselors at elementary level (Goal 3)
- >Offer transportation to students who want to go to Early College (Goal 3)
- >Offer high school credits offered at the middle school setting (i.e. honors classes, foreign language) (Goal 3)
- >Offer CTE pathways that are targeted for SPED students (Goal 3)
- >More opportunities for 8th grade to take high school classes after school, online, or on the weekends. (Goal 3)
- >Reinforce middle school to high school pathways (Goal 3)
- >Bring more technical career pathway for African American students (Goal 3)
- >Provide more social-emotional, mental health, and trauma services, and expand wellness centers. (Goal 4)
- >Paper flyers are needed to notify the community about any event or meeting to (Goal 4)
- >Share information about meetings and events with parents one week ahead of time and a reminder the day before the event or meeting. (Goal 4)
- >Student free-day per trimester, have outdoor activities for staff and students to engage in order to build relationships (Goal 4)
- >Teachers should communicate with parents more often to improve the learning of their child. (Goal 4)
- >Increase SEL/nutrition breaks during the school day (Goal 4)
- >"Coffee with the principal" back in our schools so the principal can communicate with parents in a regular manner. (Goal 4)
- >Provide more rewards for perfect attendance and good behavior in order to motivate students to do their very best! (Goal 4)
- >Programs like Gear Up provide students w/an opportunity to visit colleges and attend activities that they would not normally attend. (Goal 4)
- >Lacking in the area of career readiness. Incorporate more trades for career readiness (Goal 4)



- >More opportunities for students to experience college possibly sitting in on classes (Goal 4)
- >Need a more comprehensive plan on how to provide basic services to students in need, such as counseling, food donations, shelter and community outreach programs. (Goal 4)
- >More programs for African American Students (Goal 4)
- >Parenting classes taught by professionals (Goal 4)
- >Parent partnerships that provide emotional support ( teach parents how to parent without judgment) (Goal 4)
- >Address all social emotional needs first, then we can tackle educational needs (Goal 4)
- >Implement English as a Second Language (ESL) classes for parents and parent workshops. (Goal 5)
- >Offer more Spanish courses in 6-8 and a Spanish Club for students and parents . (Goal 3 and 5)
- >Hire Bilingual Teacher Assistants and support (Goal5)
- >Expand tutoring opportunities (homework support) in Spanish (Goal 5)
- >Implementing Newcomer's program at every school as well as the dual immersion program.(Goal 5)
- >Hire more district interpreters.(Goal 5)
- >Having Spanish classes in lower grades will help students with their Spanish later on. (Goal 5)
- >Parent training on different systems student will be using i.e. Aeries, applications (Goal 5, Action 5.2)
- >Sharing of practices and techniques that work for EL students, so that other teachers can reinforce in the classroom. (Goal 5, Action 5.3)

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

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

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

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

In the areas of school climate, family participation, and student engagement, educational partners have shared many common proposals. There seems to be a clear push to offer more counseling support for students at all levels (K-12), and a systematic and sustainable focus on social-emotional learning, mental health, and trauma-informed practices. Another priority for educational partners is the expansion of the wellness centers to additional school sites (currently at 22 campuses). Many of our parent groups would like for schools to promote more student award assemblies in order to motivate and encourage students in the areas of academics, attendance, and behavior. Multiple educational partners across the board also point to the need for higher parent involvement, more parent voices in the decision making process, and the establishment of solid open channels of communication between parents and schools. Educational partners advocate for more workshops for parents on a variety of topics including parenting, special education, health, social justice, drug preventions or technology implementation amongst others. In addition, there seems to be a need to strengthen parent representation in the different parent groups at the schools (e.g. SSC, ELAC, School Black Parent Advisory Committee, etc.) in order to truly represent our diverse student body. These ideas are in alignment with Goal 4 of our LCAP.

Finally, the need to continue addressing the academic and language needs of our English Learners was at the forefront of our meetings. From parents to educators, they all seem to agree that it is important that English Learners have access to the necessary instructional resources, interventions, and support that will help them reclassify, graduate from high school, and access college or a career. The Newcomer Program, the Dual Immersion Program, and access to world languages were also highlighted

by all of the different stakeholder groups as a positive addition. In addition, the need to continue addressing the language needs of Standard English Learners was underlined by several parent groups. It is important to understand that standard English is not necessarily native to all English Only or IFEP students, whose needs are often ignored. Building a system that honors the home language while providing our Standard English Learners with the necessary tools and support as they acquire formal, academic language is a priority for Compton USD. These ideas are in alignment with Goal 5 of our LCAP.

These were the most salient ideas and trends that emerged across the different stakeholder groups. The following section of the document explains how these trends were fundamental as we developed the LCAP, and we conducted this year's annual update.

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

On the onset of the plan, our LCAP task force met with teachers, parents, union leaders, advisory groups, and leadership from different departments across the district. Educational Services carefully collected and analyzed the varied recommendations, suggestions and feedback offered, and identified trends and recurring ideas that we later used to develop our goals, metrics, and actions of the LCAP. These rounds of consultations have continued during the last two years, and revisions have been made to our plan accordingly.

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

Regarding the metrics, we should note that the LCAP plan incorporates more metrics than the previous document. This is due to the fact that some educational partners indicated the need for a robust set of metrics that could truly capture the success, or lack thereof, of the actions over time, and the impact that these actions will have on the overall instructional program. Some of the metrics go beyond those statutorily required by the state, and they were incorporated with the intention to bring a deeper layer of accountability for implementation. For example, Goal # 5 incorporates a metric that will measure the percentage of teachers utilizing Academic English Mastery Program strategies for Standard English Learners (EOs and IFEP). This is a new initiative for our SELs, that we started to implement in the 2021-2022 school year, and we will continue to implement for the rest of this LCAP cycle. Finally, other metrics were incorporated in the plan as the result of our analysis of the CUSD Local Indicators. For example, the low number of students completing World Language Courses at the middle school level influenced a specific metric for this area: Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School (Goal 5).

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

Like every year, the feedback received through the annual update process has helped influence the next steps with our LCAP implementation. Educational partners' feedback has been carefully analyzed as we reflected on the successes and challenges with the implementation of our actions, and the impact that these had in our district. Generally speaking, our educational partners have determined that no significant changes to our LCAP are necessary at this point; but rather, we should focus on eliminating those barriers that jeopardize a thorough and systematic implementation of our actions. The main changes will happen as we build the new LCAP cycle in the 2023-2024 school year.

Under Goal #1, the actions and/or services below were directly influenced by the consultation process, and our educational partners have emphasized the need to continue to with their implementation during 2023-2024:

>Maintain small class sizes (Action 1.1)

- >Create opportunities for teachers to engage in sustainable and systematic planning and collaboration (Action 1.6).
- >Implement access to computer-based programs to support learning at home (1.7).
- >Support teachers and students through Curriculum Specialists, Instructional Assistants, tutors, intervention substitutes, and College REACH and RISE (Actions 1.8-1.11).
- >Offer additional tutoring and interventions for students beyond the instructional day, including after school, Saturdays, and summer (Action 1.12, 1.13).
- >Provide STEM-related activities and programs in all schools (Action 1.15) and improve our GATE program (Action 1.23).
- >Attend to the immediate needs of our Foster Youth and Homeless students (Action 1.16-1.18).
- >Provide K-12 teachers with training in culturally responsive teaching in order to develop their ability to learn and build on the diverse cultural backgrounds of members of our school communities, and better address their specific needs (Action 1.26).

Under Goal #2, the actions and/or services below were directly influenced by the consultation process, and our educational partners have emphasized the need to continue to with their implementation during 2023-2024:

- >Work closely with our Facilities and Maintenance Department to keep abreast of needed updates to buildings and grounds (Action 2.2).
- >Guarantee that our low-income students continue to have access to devices and reliable connectivity at home (Action 2.10)

Under Goal #3, the actions and/or services below were directly influenced by the consultation process, and our educational partners have emphasized the need to continue to with their implementation during 2023-2024:

- >Implement vertical articulation with middle and elementary schools to early expose our K-8 low-income students to college and career paths (Action 3.4).
- >Place increased emphasis on career readiness (Action 3.8).
- >Site design for African American, English Learners and Foster Youth to implement an early warning system that will enable educators to maximize student potential (Action 3.9).
- >Increase access to CTE pathways and better prepare our students for career options (Action 3.7-3.8).

Under Goal #4, the actions and/or services below were directly influenced by the consultation process, and our educational partners have emphasized the need to continue to with their implementation during 2023-2024:

- >Create and/or expand the attendance task force (ATF) at the sites. ATF will be composed of attendance clerks, counselors, teachers, Community Relations Specialists and other support staff and their main goal will be to reach out to students and families to address attendance, tardies and trancies (Action 4.1).
- >Provide counseling services to students to create positive adult to student interactions to increase school connectedness and impact the positivity of the school experience (Action 4.4).
- >Respond to parent requests to keep up with the increasing demands for educational technology by assisting parents with technology usage (Action 4.10).
- >Increase parent education workshops, classes and/or conferences (Action 4.10).
- >Ensure that parent committees collaborate to identify equitable and culturally responsive academic and social practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness (Action 4.11).
- >Create a Wellness Initiative Support Team (WIST) to address some of the conditions that impact the performance of our African-American students (Action 4.12).

Under Goal #5, the actions and/or services below were directly influenced by the consultation process, and our educational partners have emphasized the need to continue to with their implementation during 2023-2024:

- >Reflect the home languages of Standard English Learners as an asset to support the development of Standard-Academic English. Implementation of the Academic English Mastery Program (Action 5.5).
- >Offer/expand World Language in the K8 campuses as well as in Middle Schools (Action 5.6).
- >Promote opportunities for English Only elementary students and their parents to learn Spanish after school or on Saturdays to promote their interest in a foreign language (Action 5.7).

# Goals and Actions

## Goal

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

### An explanation of why the LEA has developed this goal.

Goal #1 is aligned to state priorities related to conditions of learning and pupil outcomes. More specifically, this goal covers the implementation of state standards (state priority 2), access to a broad course of study (state priority 7), and student academic achievement (state priorities 4 and 8). The district developed this goal to ensure that actions and metrics within the LCAP are addressing the academic needs of all of our students, and in particular our Low-Income, English Learners, and Foster Youth unduplicated groups, in the areas of Math, Reading, and Science, which are priority areas for the district.

The most current available data from the 2022 CAASPP indicates that only 38.48% of our students showed mastery in ELA (vs. California, 47.06%) and 26.14% showed mastery in Math (vs. California, 33.38%). When looking at our student groups, we can see that the performance gaps are significant for our unduplicated students. Thus, only 12.37% of our English Learners met or exceeded standards in ELA and 11.65% in Math. Similarly, only 26.59% of our Foster Youth students met or exceeded standards in ELA and 11.70% in Math. In the area of science, the results are even more concerning. Our students only achieved 13.93% proficiency, compared to the state of California with 29.45%. Other student groups also exhibited significant achievement gaps including our students with disabilities, and our African-American students.

Our most current internal data also indicates the need to continue to build and provide the necessary services and conditions for all of our students in the areas of ELA, Math, and Science, particularly after two years suffering the effects of the COVID-19 pandemic. Our winter i-Ready diagnostic data, for example, shows that only 29% of our students were at grade level (Tier I) in reading and 22% in the area of mathematics. The gap in learning is even more significant for our unduplicated populations (low-income, ELs, and Foster Youth), who are most vulnerable.

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

Additional actions in this goal focus on curriculum, instruction, and assessments (Actions 1.3, 1.4). While this goal highlights the importance for students to have access to a standards-aligned curriculum in all subject areas, we also believe that it is pivotal that our teachers have access to supplementary tools that will make their

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

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

Actions 1.14, 1.15, 1.19, 1.20, 1.21, 1.22 cover extended learning activities (e.g., in areas such as STEM, the arts, sports), and enrichment opportunities (e.g., field trips, labs, and clubs) that will help provide our students better access to a broad course of study. These actions will also increase opportunities for learning that will positively impact the core instructional program. While our low-income students will benefit from most of the actions implemented in goal #1, this section also includes actions for specific students such as foster youth and homeless (Action 1.16, 1.17, 1.18), gifted and talented (Action 1.23), preschool students (Action 1.24), and special education students (Action 1.25). Finally, wrapping up all this effort, action 1.26 provides for culturally responsible training to address the cultural needs of our school communities, as we consider the LCAP to be our equity blueprint.

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

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 38.21% SED: 38.70% AA: 28.86% Hispanics: 40.09% LEP: 6.39% SWD: 12.51% FY: 24%	CAASPP/CAST Data Is Not Available.  2021-2022 i-Ready Local Assessment (Spring): Students 3-8 & 11: 29.90% SED: 28.14 % AA: 26.56% Hispanics: 30.57 % LEP: 5.71% SWD: 11.71% FY: 12.13%  2021-2022 i-Ready Local Assessment (Fall): Students 3-8 & 11: 7.24% SED: 7.57% AA: 4.08% Hispanics: 27.10% LEP: 5.41% SWD: 10.13% FY: 12.35%	All Students: 38.48% SED: 38.83% AA: 28.73% Hispanics: 40.29% LEP: 12.37% SWD: 11.08% FY: 26.59  (2022 CAASPP data)  2023 CAASPP Data Not Available		All Students: 50% SED: 45% AA: 50% Hispanics: 50% LEP: 15% SWD: 20% FY: 35%
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 31.44% SED: 31.77% AA: 20.66% Hispanics: 33.60% LEP: 9.67% SWD: 11.43% FY: 18%	CAASPP/CAST Data Not Available.  2020-2021 i-Ready Local Assessment (Spring): Students 3-8 & 11: 25.75% SED: 26.32% AA: 19.12%	All Students: 26.14% SED: 26.39% AA: 17.94% Hispanics: 27.63% LEP: 11.65% SWD: 8.85% FY: 11.70%  (2022 CAASPP Data)		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 30%

		<p>Hispanics: 27.10% LEP: 5.41% SWD: 10.13% FY: 12.35%</p> <p>2021-2022 i-Ready Local Assessment (Fall): Students 3-8 &amp; 11: 15.86% SED: 16.36% AA: 12.77% Hispanics: 16.36% LEP: 1.88% SWD: 6.27% FY: 8.14%</p>	2023 CAASPP Data Not Available		
Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math) CAASPP	<p>ELA: 33.28% (+3.28 points) Math: 11.46% (+1.46 points)</p>	<p>Reading: 21% Math: 10%</p> <p>2020-2021 i-Ready Local Assessment</p>	<p>ELA: 34.52% Math: 12.37%</p> <p>(2022 CAASPP Data) 2023 CAASPP Data Not Available</p>		<p>ELA: 40% Math: 25%</p>
School Academic Performance Level in ELA Data Source: California Dashboard	<p>All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow</p>	Data Not Available	<p>All Students: Low SED: Low AA: Low Hispanics: Low LEP: Low SWD: Very low FY: Low Homeless: Low</p> <p>2022 California Dashboard (Status)</p>		<p>All Students: Green SED: Green AA: Green Hispanics: Green LEP: Green SWD: Yellow FY: Green Homeless: Green</p>
School Academic Performance Level in Math Data Source: California Dashboard	<p>All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow Pac. Islandder: Green LEP: Yellow</p>	Data Not Available	<p>All Students: Low SED: Low AA: Very Low Hispanics: Low LEP: Low SWD: Very Low FY: Very Low</p>		<p>All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islandder: Green LEP: Green SWD: Yellow</p>



	SWD: Orange FY: Yellow Homeless: Yellow		Homeless: Low  2022 California Dashboard (Status)		FY: Green Homeless: Green
Implementing academic standards adopted by the State Board of Education for all students. Rating: (1) Exploration And Research Phase, (2) Beginning Development, (3) Initial Implementation, (4) Full Implementation, (5) Full Implementation And Sustainability  Data Source: Local Indicators	English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 3 Next Generation Science Standards (NGSS): 3 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 4	English Language Arts: 5  English Language Development (ELD): 5  Math: 5  History/Social Science: 4  Next Generation Science Standards (NGSS): 3  Career Technical Education (CTE): 5  Physical Education: 5  World Language: 5  Visual and Performing Arts: 4  2021 Dashboard	English Language Arts: 5  English Language Development (ELD): 5  Math: 5  History/Social Science: 3  Next Generation Science Standards (NGSS): 4  Career Technical Education (CTE): 5  Physical Education: 5  World Language: 5  Visual and Performing Arts: 5  (2022 Dashboard)		English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 5 Next Generation Science Standards (NGSS): 5 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 5
Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment Data Source: CAST	All Students: 14.46% SED: 14.20% AA: 7.60% Hispanics: 15.87% LEP: 0.50% SWD: 2.11%	All Students: 14.46% SED: 14.20% AA: 7.60% Hispanics: 15.87% LEP: 0.50% SWD: 2.11% (2019 data)  Based on 2019	All Students: 13.93% SED: 14.20% AA: 7.94% Hispanics: 15.07% LEP: 1.34% SWD: 3.24%  (2022 CAST Data)		All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20%
			25% of all 6th-12th grade		25% of all 6th-12th grade

Percent of students getting a D or F in their core classes Data Source: Most Recent Grade Report Card. 5LABS	46% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	52% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	students have at least one D or F in their core classes as measured by the most recent grade reporting period.		students or less will have one D or F in their core classes as measured by the most recent grade reporting period.
Percent of students in Tier I (at grade level) in the fall diagnostic assessment Data Source: i-Ready Reading	All Students: 25% SED: 24% AA: 25% Hispanics: 25% LEP: 10% SWD: 12% FY: 10% Homeless: 22%	All Students: 14% SED: 15% AA: 12% Hispanics: 15% LEP: 3% SWD: 6% FY: 5% Homeless: 12%  *Includes K-12	All Students: 16% SED: 15% AA: 14% Hispanics: 16% LEP: 3% SWD: 6% FY: 7% Homeless: 6%  (i-Ready 2022-2023)		All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 20% SWD: 22% FY: 25% Homeless: 25%
Percent of students in Tier I (at grade level) in the winter diagnostic assessment Data Source: i-Ready Reading	All Students: 33% SED: 31% AA: 31% Hispanics: 33% LEP: 16% SWD: 17% FY: 14% Homeless: 25%	All Students: 27% SED: 28% AA: 25% Hispanics: 28% LEP: 11% SWD: 11% FY: 20% Homeless: 24%  *Includes K-8 only. Tool not appropriate for grade 11.	All Students: 29% SED: 27% AA: 25% Hispanics: 29% LEP: 12% SWD: 13% FY: 21% Homeless: 11%  (i-Ready 2022-2023)		All Students: 48% SED: 48% AA: 48% Hispanics: 48% LEP: 31% SWD: 32% FY: 35% Homeless: 35%
Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic assessment  Data Source: i-Ready Reading	All Students: 36% SED: 35% AA: 33% Hispanics: 36% LEP: 20% SWD: 17% FY: 16% Homeless: 31%	All Students: 35% SED: 33% AA: 33% Hispanics: 36% LEP: 18% SWD: 16% FY: 29% Homeless: 29%	All Students: 38% SED: 37% AA: 35% Hispanics: 39% LEP: 20% SWD: 17% FY: 25% Homeless: 23%  (i-Ready 2022-2023)		All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 35% SWD: 32% FY: 40% Homeless: 40%

		*Includes K-8 only. Tool not appropriate for grade 11.			
Percent of students in Tier I (at grade level) in the fall diagnostic assessment  Data Source: i-Ready Math	All Students: 19% SED: 19% AA: 15% Hispanics: 20% LEP: 7% SWD: 11% FY: 9% Homeless: 14%	All Students: 6% SED: 7% AA: 4% Hispanics: 7% LEP: 1% SWD: 4% FY: 7% Homeless: 6%	All Students: 8% SED: 8% AA: 5% Hispanics: 9% LEP: 2% SWD: 3% FY: 3% Homeless: 5%  (i-Ready 2022-2023)		All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20% FY: 25% Homeless: 25%
Percent of students in Tier I (at grade level) in the winter diagnostic assessment  Data Source: i-Ready Math	All Students: 27% SED: 26% AA: 22% Hispanics: 28% LEP: 12% SWD: 13% FY: 11% Homeless: 21%	All Students: 20% SED: 20% AA: 14% Hispanics: 21% LEP: 8% SWD: 20% FY: 13% Homeless: 20%	All Students: 22% SED: 21% AA: 15% Hispanics: 23% LEP: 10% SWD: 10% FY: 11% Homeless: 10%  (i-Ready 2022-2023)		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 35% Homeless: 35%
Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic assessment  Data Source: i-Ready Math	All Students: 31% SED: 31% AA: 26% Hispanics: 33% LEP: 17% SWD: 15% FY: 18% Homeless: 23%	All Students: 33% SED: 32% AA: 26% Hispanics: 35% LEP: 19% SWD: 15% FY: 22% Homeless: 30%	All Students: 37% SED: 36% AA: 30% Hispanics: 38% LEP: 21% SWD: 18% FY: 28% Homeless: 25%  (i-Ready 2022-2023)		All Students: 45% SED: 45% AA: 45% Hispanics: 45% LEP: 30% SWD: 30% FY: 30% Homeless: 35%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Class Size in TK-3	CUSD will continue implementing Grade Span Reduction (GSR) in grades TK-3 (K-1 25:1 & Grades 2-3 26:1) as allowable through funding and State Education Code. Grade span	\$6,712,753.00	No

		reduction will particularly help close the achievement gap of our students by allowing for more one-to-one attention from the teacher, better differentiation of the students' needs, less disruptions, and more time for instruction.		
2	Maintain Instructional Days (183) and/or Instructional Minutes	Compton Unified is fully aware of the many difficulties that our low-income students have to face, and the impact that these have on their learning. Therefore, all of our schools will continue to provide 183 instructional days (instead of 180), and 18 early-release Wednesdays (instead of 36) with the goal of increasing instructional time, enrichment opportunities, and interventions for our low-income students. This action will also provide more time for teachers to plan and collaborate together, conduct data analysis, and reflect on best ways to close the achievement gap for these students. Although this is an action that will benefit all students districtwide, it is principally directed to meet the needs of our low-income students.	\$11,760,809.00	Yes
3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	Educational Services will provide all school sites with a district-wide online assessment platform (e.g. Illuminate and/or EdCite) that will help create and administer ongoing diagnostic, formative, and summative assessments on a regular basis to assess the learning loss of our students and their academic growth in the different content areas. All student groups, including African American, ELs, Foster Youth, Low-Income, and Students with Disabilities, will be monitored through district internal structures such as Data Guided Reflection Time with teachers, and monthly Data Chats with Principals and Educational Services. This system of assessments and reflection process will provide feedback to students, educators, and parents about academic progress as well as the effectiveness of our educational services and interventions.	\$163,709.00	No
4	Developing Supplementary Instructional Resources for Educators	Educational Services will provide certificated staff members with instructional support resources (e.g., assessment calendar, curriculum guides, pacing guides, standards-aligned interactive lessons across content areas, etc.) to make their practice more effective and increase student achievement.	\$167,140.00	No
5	Content-Specific Staff Professional Development	The Educational Services department and the school sites will provide certificated and classified staff with opportunities for professional development in the different content areas of the curriculum, including the implementation of effective integrated and designated English Language Development (ELD), the ELD Standards, and the implementation of the district EL Master Plan. The goal of this ongoing training will be to make teachers' practice more effective, reflective, collaborative and focused on issues of teaching and learning, which will translate into an increase in student achievement for all students including English Learners and Student with Disabilities. In addition, teachers will have the opportunity to attend state conferences, workshops, and continuing developing programs as a group.	\$525,440.00	No
6	Teacher Planning and Collaboration Time	While consulting with Principals during our monthly data chats, they indicated that collaboration among their teachers is essential to school improvement and meeting the academic, language, and social-emotional needs of our unduplicated students (Low-Income, ELs, and Foster Youth) in the district. Planning and collaboration time improves	\$1,995,880.00	Yes

		<p>teachers' capacity to understand the unique needs of these students and find ways to address those needs. In addition, regular collaboration sessions help maintain a focus on student achievement, and facilitate learning across administrators, guidance counselors and teachers, providing context for the instructional improvements.</p> <p>The Department of Educational Services and the schools will create opportunities for teachers to draw on collective expertise through collaborative teaching and planning, collegial support and team development. This will include horizontal and vertical articulation within and across grade levels, as well as ongoing collaboration between general education and special education teachers. Through the implementation of professional learning communities (PLCs), grade level meetings, and/or participation in the District Curriculum Council, teachers will develop instructional resources, and they will learn and share research-based and evidence-based strategies aimed to target the many academic and language needs of low-income students, English Learners and Foster Youth students, improving the quality of services that they receive. Time for teacher planning and collaboration may be provided during the instructional day by providing substitutes for collaborative time, or after school hours.</p>		
7	Improving Learning Through Access to Computer-Based Programs	<p>As we connected with our families throughout the school year, and in the different consultation meetings with educators and parents, we learned that, in addition to having unreliable connectivity, many of our low-income students have limited instructional resources at home, including reading materials or engaging activities to practice readiness and essential skills in literacy and math.</p> <p>In response to this need, The Department of Educational Services will provide our low-income students access to a variety of applications and online instructional programs (some of which may include, for example, i-Ready, Dreambox, Next Gen Math, My Writing Coach, Khan Academy, Edgenuity, Discovery) that provide individualized academic support in literacy and mathematics. These programs will provide our low-income students the opportunity to easily engage in personalized learning both in the classroom and at home, where they usually lack access to resources and supplementary materials. These programs will also help teachers easily monitor progress throughout the school year, and truly understand the gains that unduplicated students are making as well as those areas where they need additional support.</p>	\$1,928,106.00	Yes
8	Improving Teacher Efficacy through Instructional Coaching	<p>When students are denied high-quality early literacy instruction, the achievement gap between high-income and low-income students continues to grow. Although the urgency for early reading initiatives among low-income, urban students is clear, a report by the National Council on Teacher Quality suggests that most educators do not receive the training needed to help students become strong readers. The need for improvement in the area of mathematics is also significant. Local data from our winter diagnostic assessment</p>	\$4,062,913.00	Yes

		<p>indicate that 73.86% of our economically disadvantaged students in the district are not meeting standards in mathematics. This percentage is even higher at the high school level, with 87.36% of our low-income students not meeting standards (per CAASPP 2022).</p> <p>CUSD will continue to provide school sites with support from Curriculum Specialists who will mainly focus on the areas of math and literacy. These Curriculum Specialists will train and coach teachers in best research-based instructional strategies aimed to address the language and academic needs of low-income students as well as other unduplicated student groups. Curriculum Specialists will also provide direct services and interventions to these students throughout the school year following both a push-in and/or a pull-out model. In addition, they will collaborate with teachers and Educational Services to help develop curricular resources designed to scaffold and improve services for our Low-Income, ELs, and Foster Youth students.</p>		
9	Improving the Learning Process through Instructional Technology	<p>CUSD will provide schools with ongoing support from a centralized EdTech Administrator and a team of 21st Century Learning Specialists which will help close the digital divide for our low-income students and other unduplicated student groups. The Edtech team will conduct ongoing professional development and coaching for teachers on multiple programs, applications, and most effective distance/in-person learning strategies that will improve the access of our unduplicated students to rigorous, grade-level curriculum. Through ongoing support from teachers and the Edtech team, our unduplicated students will have the opportunity to actively create original products, connect with the world around them, and gain access to much-needed assistive technologies. In addition, the EdTech team will help coordinate STEM opportunities and activities (e.g., coding, robotics, gaming) for unduplicated students to better prepare them for higher education and future careers.</p>	\$5,418,490.00	Yes
10	Targeted Classroom Interventions for Unduplicated Students	<p>Teachers are of central importance to the work of educating students, but by no means function in isolation. Findings from the American Educational Research Association (Steven W. Hemelt, Helen F. Ladd, Calen R. Clifton) show suggestive evidence that Teacher Assistants have higher positive effects in high-poverty districts (like Compton Unified) than in other types of districts.</p> <p>Through consultation sessions, parents and teachers have highlighted the extra support that our unduplicated students need in the classroom, and the benefits that having Teacher Assistants (TAs) provide for their students both at the academic level and the social-emotional level, helping them improve reading and math skills as well as self-confidence. Administrators in our district have also indicated that teacher assistants have positive effects on student test scores in reading and math, with the largest, consistent, and most robust effects in reading.</p> <p>Similarly, teacher substitutes who are used for academic interventions, when appropriately</p>	\$6,422,810.00	Yes

		<p>trained, are also another layer of support that have helped improve the academic performance of our high-need students. Many of our school sites have effectively utilized intervention substitutes to provide expertise and intentional support to unduplicated students who demonstrate behavioral, social and educational challenges.</p> <p>CUSD schools will continue to provide our most at-promise unduplicated students with ongoing support from Instructional Assistants and intervention substitutes in order to improve their literacy and math skills. Instructional Assistants and/or intervention subs will work with small groups and/or individual students in the classroom under the close supervision of a certificated teacher. They will receive the necessary training and ongoing coaching from teachers, and/or site Curriculum Specialists, and they will conduct ongoing progress monitoring of the unduplicated students in their caseloads so that they can identify and address their specific language and academic needs.</p>		
11	Addressing the Gaps in Foundational Literacy Skills	<p>Enrollment data and input from low-income parents and their teachers identified that many low-income students need to build foundational literacy because many have not attended pre-school and/ or kindergarten and many of these students lack access to high interest print and virtual materials and opportunities for reading at home. This is also true for many of our English Learners and Foster Youth students in our district.</p> <p>CSUDH Project Reach Tutors and college tutors from other institutions (e.g. My Tutor Partner) will closely collaborate with classroom teachers to increase daily small-group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in K-2 classrooms. Some tutors will also be trained by Curriculum Specialists and Educational Services in grade-specific power standards so that they can support students in upper elementary, middle and high schools. These interventions will be done in the classroom and under the close supervision of the classroom teacher.</p>	\$2,561,172.00	Yes
12	Before/After School Interventions and Saturday School	<p>Local diagnostic and assessment data shows that a large percentage of our unduplicated (Low-Income, English Learners, and Foster Youth) students have fallen behind in one or more content areas since March 2020. The learning loss caused by the COVID-19 pandemic is significant, and there may not be sufficient time in the school day to offer the remedial instruction necessary to bring our high need, unduplicated students up to grade level. One way to make up this deficit will be through out-of-school time (OST) programs.</p> <p>Schools will provide our low-income and other unduplicated student groups with a variety of supplementary interventions and supports, often inaccessible to inner-city students, to ensure that they are successful in their academic coursework. These services will include after school/Saturday interventions in math, literacy, and other content areas, credit recovery classes, and/or access to the Edgenuity online curriculum (for high school students). These extended academic opportunities will help increase the academic success and school connectedness of our at-promise, unduplicated students.</p>	\$4,181,218.00	Yes



13	Summer School Program	The Department of Educational Services will support the achievement of our low-income and other unduplicated students through the provision of services and resources beyond the regular school year. These services will include K-7 summer school, 9th grade summer bridge, and high school academic recovery. Research has shown that children from low-income families lose ground in learning over the summer compared to their more affluent peers. This is particularly true as the result of the COVID-19 pandemic, which resulted in significant learning loss and academic setbacks. In particular, English learners' language development was significantly compromised. Extended learning time, math and reading intervention, and enrichment opportunities around STEAM and VAPA will help address the issue of learning loss on those disproportionately impacted.	\$8,463,278.00	No
14	Building Learning Experiences and Enrichment Opportunities for Students	During our consultation sessions with educators and our parent groups there is a clear consensus to provide our K-12 low-income students with enrichment opportunities. These enrichment opportunities, which are often inaccessible to inner-city, at-risk students outside school, will help them extend their educational experiences by contextualizing learning, providing hands-on experiences, and ultimately improving academic achievement. Some of these enrichment opportunities include, for example, participation in clubs, learning labs, or a variety of field trips (e.g. zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses, amusement parks, science museums, factories, etc.) which contribute to build real world learning, cultural growth, and academic engagement of our high-need, low-income students.	\$2,511,396.00	Yes
15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	All school sites will provide STEM-related activities and programs (e.g., Project Lead the Way, robotics, gaming, coding etc.) for our low-income, minority students, who are often underrepresented in STEM. Our low-income students often lack the resources, appropriate devices, and good internet connectivity. These programs will be offered before, during, and after school, and will contribute to mitigate gaps in homework quality, digital inequality, and developmental disparities that often lead to fewer postsecondary graduates from low-income households, especially in STEM programs. STEM opportunities will also help increase student engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators.	\$5,406,926.00	Yes
16	Support and Monitoring the Needs of Foster Youth	Ongoing communication between the district Foster Youth Liaison and families has revealed that many of our foster youth students show feelings of sadness, helplessness, hopelessness about their future. Many need academic, emotional and behavioral support, and others are at risk of school failure and retention. Our Foster Youth Liaison and other support staff (e.g., Clinical Social Worker, School Site Designees, Clerk, Community Relations Specialist) will closely monitor services designed to address challenges and implement solutions to better meet the needs of students in foster care. They will conduct socio-emotional check-ins with students, and ensure equitable/priority access to academic support (such as tutoring or summer school) and opportunities (such as AP, A-G, and CTE	\$1,949,422.00	Yes

		enrollment). They will also establish the necessary data infrastructure and metrics to monitor all relevant indicators such as attendance, dropout rates, and suspension/expulsion rates.		
17	Targeted Interventions for Foster Youth	Most recent i-Ready data shows that over 80% of our Foster Youth students are performing below grade level in reading and 90% in mathematics. In coordination with the district Foster Youth/Homeless Administrator and the school site Foster Youth Designees, every school will provide Foster Youth students with specific extended day opportunities (e.g. intervention, tutoring, credit recovery classes) before/after school and on Saturdays so that their academic needs can be met to the greatest extent possible. These interventions will be provided by a classroom teacher (or any other certificated staff), and they will focus on both core and/or elective classes.	\$2,058,143.00	Yes
18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	Homeless students are among the groups most likely to experience learning loss during the pandemic, according to a report by the consulting firm McKinsey & Company, so the lack of services may have long-lasting impacts on their academic careers. Our most recent local data also indicates large gaps in learning amongst this particular student group, which also has over 50% in chronic absenteeism. In coordination with Pupil Services, all school sites will provide our At-Promise of Homelessness students with specific extended day opportunities (e.g. intervention, tutoring, credit recovery classes) before/after school and on Saturdays so that their academic needs can be met to the greatest extent possible. These interventions will be provided by a classroom teacher (or any other certificated staff), and they will focus on both core and/or elective classes.	\$2,176,998.00	No
19	Extended Visual and Performing Arts Opportunities	<p>Research has shown that the arts prepare students for success in school, work and life by boosting math and literacy achievement, developing creativity and critical thinking skills, strengthening perseverance, facilitating cross-cultural understanding and developing language skills of English Learners. In addition, a study by West Chester University featuring 310 economically disadvantaged preschoolers from low-income families reports music, dance, and visual arts lessons effectively reduced their stress levels. Unfortunately, from conversations with our teachers and ongoing meetings with our families, we know that many of our low-income and other unduplicated student groups lack access to the arts outside of the school setting.</p> <p>Educational Services will continue expanding visual and performing arts opportunities for K-12 Low-Income students and English Learners beyond the regular art instruction that they receive as part of their grade-level curriculum. These students will benefit from appropriately-trained staff and partnerships in order to increase exposure to the various domains of visual and performing arts, provide them with an equitable and well-rounded education, develop their language skills, and encourage them to pursue careers in the creative sector. These opportunities may be offered both during the regular instructional day, as well as after-school and on Saturdays.</p>	\$4,186,819.00	Yes

20	Extended Health and Fitness Opportunities	<p>Prior to the pandemic, children from low-income communities like Compton already experienced greater challenges in accessing physical activity opportunities. They were already less likely to meet physical activity recommendations because of a lack of affordable options. There are also safety issues, challenges to parental support and a neighborhood environment that does not foster play and physical activity.</p> <p>As more activities moved outdoors as a result of the pandemic to decrease the risk of virus spread, these inequities felt more than ever before. In many cases, the parents of our low-income children are essential workers who cannot be home to support either learning or physical activity. Private backyards for play are frequently missing, and public spaces are often inadequate.</p> <p>Through partnerships with different organizations (e.g. Payworks or CF Fitness), the implementation of fitness classes (yoga, dancing, virtual physical activity programs, workout wheels), and by promoting sports after school, CUSD will provide our low-income students with additional support services and resources during the regular school day and/or after school to increase and improve the State physical education requirements, and assist them in the development of the attitudes, skills, and knowledge that will result in a lifetime of participation in physical activity and the maintenance of health related fitness.</p>	\$3,666,083.00	Yes
21	After-School ASES Program	<p>Many of our students in Compton Unified participate in the After-School Education and Safety (ASES) program. The program is run by Think Together and it supports students with their learning and provides them with enrichment opportunities outside of the school day. In addition, time is allocated for students to complete their homework or assignments.</p>	\$1,755,310.00	No
22	After-School Homework Clubs	<p>Teachers have often expressed the concern that many of their low-income students are not completing homework or assignments in their classes. This may be due to a number of factors including the lack of strategies that parents have to help their child, parent education level, need for daily routines, or simply lack of a place to study. While our schools can provide low-income students with warmth, food, supplies, and a knowledgeable teacher, asking students to bring essential work home with them may remove those pillars of support from their educational process.</p> <p>All Compton schools offer homework assistance through the ASES program. Unfortunately, the number of students who benefit from the program is limited, and many of our low-income students do not have the opportunity to participate in it. Therefore, CUSD will add additional homework centers to the ASES program for our low-income students so that they can receive the necessary supervision, guidance and assistance with homework. Tutors will work with our low-income students one-on-one or in small groups, assisting students with homework assignments, math and reading, and small academic projects. During program sessions, teachers and/or tutors will also organize quiet educational games and activities for students who have completed all of their homework.</p>	\$1,511,552.00	Yes

23	Services for Gifted and Talented Students (GATE)	CUSD will foster a robust academic and enrichment program for gifted and talented students, including possible metrics for identification (e.g. screening tool), curricular resources, special workshops, field trips, parent meetings, and a GATE summer program. In addition, Educational Services will provide research-based professional development for teachers on how to better meet the needs of gifted and talented students.	\$702,765.00	No
24	Early Childhood Program	The district will provide Early Childhood programs at selected CUSD school sites for preschool students who meet State and Federal guidelines for services to ensure a greater degree of Kindergarten readiness.	\$1,609,620.00	No
25	Special Education Inclusion Training	The SPED department will provide inclusion training for general education and SPED teachers and administrators in order to better support students with special needs in a general education environment. Teachers will also receive the necessary training on how to effectively implement IEP goals, effectively assess and address students' learning loss, and monitor their academic growth.	\$40,720.00	No
26	Developing Cultural Proficiency	CUSD will provide K-12 teachers with training in cultural proficiency and culturally responsive teaching in order to develop their ability to learn and build on the varying cultural and community norms of students and their families in our district (particularly African-American and Hispanic) and better address their specific needs.	\$189,450.00	No

## Goal Analysis for 2022-2023

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

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

The actions and services in Goal 1 of the 2022-2023 LCAP are geared towards providing all students with high-quality instruction, effective intervention, and academic supports that will promote student growth and proficiency in English Language Arts, Mathematics, and Science as evidenced by the number of students meeting and exceeding standards in the local and state assessments and course grades. This goal includes class size, instructional days, professional development, intervention and enrichment especially for unduplicated students, and technology integration.

#### SUCSESSES

Compton Unified was able to successfully implement action 1.1 of our LCAP. Our district continued to implement the Grade Span Reduction (GSR) in grades TK-3 (K-1 25:1 & Grades 2-3 26:1) as allowable through funding and State Education Code. As a district, all of our schools continued to provide 183 instructional days (instead of 180), and 18 early-release Wednesdays (instead of 36) with the goal of increasing instructional time, enrichment opportunities, and interventions for our low-income students as planned in action 1.2. The early-release days have provided the essential collaboration time for teachers to analyze data and plan next steps in improving instruction and meeting the academic, language, and social-emotional needs of our unduplicated students (Action 1.6). Data-analysis and collaboration time for teachers, which is expected to occur after the administration of district common assessments, was also made possible by hiring substitute teachers whenever these were available.

The CUSD Educational Services Department established a district-wide system of assessments and ongoing monitoring of student progress (Action 1.3). Illuminate has been used as the primary assessment platform to create and administer district common assessments and quick checks in ELA, Math, Science, and ELD. The platform is also our primary source of data used to monitor completion rates and student progress. In many instances, completion rates for Illuminate assessments have reached over 90% this year, which is a significant improvement from the previous years. Illuminate has also provided us with the necessary performance data to identify areas of need and design the necessary intervention and enrichment opportunities for students. Several Curriculum Council meetings were conducted prior to the administration

of assessments. The Council, composed of classroom teachers and curriculum specialists, would review and redesign the assessments, and provide feedback on their alignment to the pacing guides, their rigor and accuracy. The Council would also discuss the use of these assessments for different purposes, including EL Reclassification, Master Schedule Placement, Credit Recovery, Seal of Biliteracy, and College ELA Course Placement. Ed Services will continue to meet with the Curriculum Council to develop/revise the assessment calendar and pacing guides for 2023-2024.

Throughout this school year, the Educational Services Department continued to provide instructional support resources to teachers aimed at improving instructional practices. The District Curriculum Team worked on updating and revising the curriculum guides, pacing guide extensions, writing targets, power standards, and standards aligned lessons for English Language Arts. The team also researched and/or created instructional materials, charts, reference items and classroom resources, including presentations for classroom use, item specifications, how-to videos, and other planning documents. These resources are posted in the district Curriculum and Instruction website and were communicated to teachers during coaching sessions, on-site visits and written channels. This year, the Educational Services Department has implemented the use of newsletters containing a plethora of resources, articles, informational videos and instructional opportunities, with the purpose of better communicating available resources to educators and keeping them abreast of research, pacing and areas of instructional focus. The Curriculum Council has converged to provide input on various agenda items related to the elaboration of instructional materials in Math and ELA across all grade spans (Action 1.4).

Another area of success comes from the collaboration between District Administrators and District Curriculum Specialists to provide opportunities for professional development in different content areas of the curriculum (Action 1.5, 1.9, and 1.25). Our district set one initiative as priority for summer professional development and as the focus for the 2022-2023 school year. The Evidence-Based Reasoning (EBR) professional development series was designed to engage Compton K-12 teachers in best practices for developing and strengthening evidence-based reasoning skills, both written and spoken, in students. Through a 2-day cohort, teachers participated in a series of learning and application workshops led by CUSD's Educational Services Department. The Curriculum & Instruction Department, the EL Services Department, and the Educational Technology Department supported the initiative over the summer.

During the school year, Educational Services continued to provide some training for certificated teachers on the core curriculum for ELA, Math, and Science. ELA training focused on developing literacy skills through evidence-based reasoning. Math professional development focused on aligning curriculum, instruction, and assessment with an emphasis on power standards and the use of IABs and FIABs. Educational Services continued to provide training on the implementation of Amplify Science, an NGSS-aligned curriculum that aims to meet the needs of all learners through experiences that allow students to actively engage in the Science and Engineering Practices. This training allowed teachers to explore print and digital components to enhance instruction and student learning; and explore and locate resources to actively engage students and differentiate instruction.

All high school science teachers received training in their respective board-approved curriculum. Biology teachers held 8 sessions with BSCS where they learned about ways to develop student-centered instruction using the BSCS Biology Curriculum. Chemistry teachers had 4 sessions with Savvas on implementation of the Experience Chemistry, NGSS-aligned curriculum. And Physics teachers were part of a cohort with PeerPhysics, a hands-on curriculum that engages students in exploration of real world phenomena. All K-5 teachers also received training on My World, the newly adopted Social Studies curriculum. This training allowed teachers to explore print and digital components to enhance instruction and student learning; and explore and locate resources to actively engage students and differentiate instruction.

Teachers also received ongoing professional development on key strategies to address the needs of English Learners. The English Learner Services Department offered various professional development opportunities for teachers and EL Specialists. The topics included Addressing the Needs of English Learners During Blended Learning, Dual Language Immersion Program, Thinking Maps, overview of ELPAC, ELPAC Writing Tasks, Alternative ELPAC, ELD Portfolios, and Translanguaging. The SPED department conducted trainings on SEIS, IEP Facilitation, IEP Management, SPED guidelines, Goalbook (creating and monitoring students' goals), APE assessments, Instructional Behavior Support Strategies, and Testing Accommodation. Teachers were introduced to the basic functions and features in SEIS, navigating the SEIS dashboard and recent updates on the platform. Both general education and special education staff were trained on SPED guidelines and compliance to the Individual with Disabilities Education Act. The training fostered collaboration, encouraged professional interaction, and shared responsibility among the team members to address the needs of all students. These trainings were offered at different times: during school, after school, and Saturdays to accommodate the staffs' availability.

This year, the Department of Educational Services successfully provided our low income students with access to a variety of applications and online instructional programs (e.g. i-Ready, Dreambox, Next Gen Math, My Writing Coach, Khan Academy, Edgenuity) for individualized academic support in literacy and Mathematics (Action 1.7). CUSD used iReady as a comprehensive assessment and instructional program. K-8 grade students took the diagnostic assessments on iReady. The iReady Diagnostic data was utilized to identify gaps in learning as well as a basis for our Response to Intervention Program (RTI). Based on their placement in Diagnostic 1, students were provided with personalized instruction in both reading and math. DreamBox, an online math program, has provided our educators a valuable tool to support student learning and help mitigate the learning loss brought about by the pandemic in the past two years. The program has helped students gain mastery of grade level content and confidence in learning math. Another online math program, NextGen Math, has provided teachers and students with access to test items and

question stems that are aligned to the rigor of the state CAASPP assessment. Khan Academy was utilized to supplement core content learning in Math and address learning gaps due to the Covid Pandemic. MyWriting Coach provided online writing instructional tasks to help students practice and prepare for writing types and tasks that they will see on the CAASPP and ELPAC. The full write tasks were also used for district writing benchmarks for 3rd-8th grade.

Another area of success this year is the ongoing support that schools have received from their site Curriculum Specialists, who mainly focused on improving student performance in the areas of math and literacy (action 1.8). Our Curriculum Specialists across the district provide direct services and interventions to students, and one District Curriculum Specialist, who articulates district support on site and collaborates with teachers and the Ed. Services Department to scaffold learning. Our Curriculum Specialists trained and coached teachers in research-based instructional strategies aimed to address the language and academic needs of low-income and unduplicated student groups by presenting best practices, supporting teachers day-to-day planning and instruction, conducting model lessons, enabling academic discussion, and providing teachers with feedback. Our ability to improve day-to-day instruction for unduplicated student groups is strongly linked to the implementation of research-based practices and the adaptation of instructional models to the needs of our unduplicated learners. In this respect, the work of our instructional coaches is pivotal in providing teachers with accessibility to research-based practices and rigorous instruction through peer assistance and feedback.

This year, there was a districtwide effort to provide extra support for unduplicated students through different forms of interventions (Actions 1.10, 1.11, 1.12, 1.16, 1.17, 1.18). These interventions included academic tutoring, attendance monitoring, and social-emotional support. Many of our schools welcomed the addition of instructional assistants, intervention substitutes, and college tutors to provide intentional support to unduplicated students who demonstrate behavioral, social, and educational challenges. Instructional assistants and intervention substitutes provided targeted academic intervention in ELA and Math to Tier 2 and Tier 3 students identified based on iReady Diagnostic data. Intervention sessions took place before, during, and after school. In addition, students also had access to tutors from My Tutor Partner at all three levels (Elementary, Middle, and High School Level) to provide just-in-time support to students. Twenty-two Project Reach tutors serviced students from Kinder-8th grade. These tutors provided reading intervention through small group instruction and assisted the classroom teacher during whole group instruction. Reading intervention focused on foundational skills and vocabulary development.

To support and monitor the needs of our foster youth and homeless students (Actions 1.16, 1.17, 1.18), Compton Unified entered into a partnership with Cal State Dominguez Hills. University students, majoring in either Education, Psychology, or Social Work, have been hired to work in Compton Unified as Project SELF Tutors. The acronym SELF stands for Student Engagement and Learning Facilitators. Ten Project SELF tutors from Cal State Dominguez were assigned to individual school sites. The tutors worked up to 17.5 hours a week and spent at least two hours a week providing academic support to the foster students at their sites. Our Pupil Services Department organized the second Homeless and Foster Symposium focusing on drug prevention and awareness. The Pupil Services Department also organized a Homeless and Foster Giveaway which included donated food items, In-N-Out and Target gift cards, and school supplies. To assist our homeless students in the area of attendance, we provided our homeless families with transportation support. Gas cards and bus tokens were provided upon request. Target gift cards have been provided to assist with the purchase of school uniforms and other school related items our Homeless students and Foster Youth may need.

Our Spring FEST has just concluded successfully. This event, under the theme; “Dream big, work hard and be drug free” opened with a virtual session, attended by about 2000 students and partners, featuring a keynote speaker, Derrick Reed from TUPE, who stressed the importance of a drug free world and school programs that address this need. Another noted speaker, Dr. Shari Randolph, presented the book *The Seven Habits of Highly Effective Teens* which book was provided to every student participant. Finally, Tommie Watkins brought the Pee2Peer student group from Centennial HS who presented their successful Peer2Peer program, and their impact on substance abuse and replacement behaviors including leadership, and other activities. Our goal is to extend Peer2Peer all the way to middle school so that it becomes our practice. The four hundred participants from all district schools were given T-shirts, backpacks and played games and were able to participate in various workshops, including an art therapy session, which enabled them to sit down and draw what the event theme means to them for 30 minutes. The purpose of this event was to tackle the complexities of drug abuse from a holistic approach: being well is about taking care of themselves, having a sense of belonging and connection, as well as good rapport with peers and staff .

CUSD offered extended learning activities and enrichment opportunities that provided our students better access to a broad course of study (Actions 1.13, 1.14, 1.15, 1.19, 1.20, 1.21, 1.22, 1.23). To support the achievement of our low-income and other unduplicated students beyond the regular school year, the CUSD K-7 Summer Academy was offered to address the learning loss for our elementary and middle school students. In addition, the high school summer school program focused on credit recovery (Action 1.13). The elementary and middle school program ran from June 21st to July 28th from 8:30am - 2:00pm. At the high school level, the program ran from June 15 through August 5th. Approximately 3,000 students attended the program. Summer School teachers attended professional development with a focus on Reading and Math instruction. Enrichment opportunities included Journalism, STEAM and community partnerships. Students engaged in service learning that focused on building empathy, leadership, collaboration, creative problem-solving, prosocial behavior, and the connection to real-world issues.

The CUSD Edtech department was also successful with the implementation of many initiatives this year. The CUSD Edtech department is deeply committed to increasing the number of students who pursue STEM-related college and career opportunities. As a result, it has focused its efforts to increase student access to STEM opportunities from kindergarten through twelfth grade. Compton Unified is recognized as a national leader in STEAM Education. The Computer Science K-12 initiative continued with our partnerships with 9 Dots, Apple, PLTW and CTE. We also expanded our Esports program to all 6-8 graders in K-8 and middle schools as well as our high school program. With the addition of the Gaming Pathways in high schools, we have been able to utilize Esports to launch interest into the gaming industry. The CUSD Edtech Team continues the successful K-12 Robotics programs. We are proud to have our FLL Explorers, FLL and FTC teams compete in intra and inter district competitions!

The Edtech Team also launched 25 STEAM Labs this school year in order to provide each site with state of the art technology and cutting edge curriculum to increase PBL and STEAM driven learning. The Edtech Team designed the labs with both the furniture and technology that will enhance student learning and prepare them for the jobs of the future. The Edtech Team created a STEAM Lab Technician and provides training for both teachers and technicians.

With help from Verizon and other grant opportunities, we introduced PLTW to four new schools this year, expanding its reach from 11 elementary schools to 15. Along with the school expansion, we have trained nearly 30 new teachers for PLTW. The Vex Challenge has expanded to include Compton Early College and Bunche Middle, which gives a total of 4 high schools and 3 Middle Schools participating in Vex Robotics, via Project Lead the Way. The First Tech Challenge (FTC) has expanded to include two teams from Compton Early College. This brought the total number of district teams to eight. Additionally, the district hosts its own FTC League in collaboration with Inglewood Unified School District. Currently, the Compton/Inglewood League has 16 teams, eight from each district, and is among the larger leagues in Southern California FIRST Tech Challenge.

The FIRST LEGO League (FLL) Challenge included fourteen schools that provided after school robotics programs. Each school site has two teams, which makes it a total 24 teams of 20 students. The FLL Explorer includes twelve elementary schools from grades one to three. The CUSD Edtech department provided training and mentorship to our teams and hosted an annual spring competition. We have built the capacity to develop a pipeline in all elementary, middle schools and high schools to ensure that teams receive the coaching and mentorship necessary to run their teams independently, thereby promoting the sustainability of these programs.

Compton Unified Esports League (CUEL) provided high school and middle school students with an esports program centered around exposing students to STEAM fields using gaming. All our high school and middle schools participated in an esports program and met with their coaches once a week to collaborate and communicate to win the coveted district championship trophy. By partnering with the Carrot Group and Cal State Dominguez Hills Esports, we were able to provide students with Mentorship, STEAM Career exposure, and Career and Technical Education Exploration. We expect to grow our Esports program to our elementary schools through Minecraft Esport, Chess and Rocket League. Students also participated in the Middle School Esports League to provide tournament play in Chess and Rocket League against players across the nation.

In 2022-2023, we continued to implement VAPA related instruction and provide support (Action 1.19). Our VAPA program includes Meet the Masters (MTM) for visual arts, the Young Musicians Foundation (YMF), Actor's Gang, Fountain Theater, and Education Through Music Los Angeles (ETMLA) for performing arts. Each site designated a room as the art studio. Furniture, art supplies, and the entire Meet the Masters track curriculum was provided to each elementary and middle school site for their art studio. We currently have a 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. Ninety-five percent of the schools showed 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 provide them with professional development around new practices such as mindfulness and dance resources. Another program that was offered at selected sites was the Actors' Gang. This program is dedicated to introducing the joy and transformative power of theater to our students. It empowers them to discover and develop their individual creative voices. Each site showcased the artistic projects of their students at the end of the year STEAMfest celebration.

To address the health and fitness needs of our low-income students, CUSD partnered with Anda's Wellness, which currently operates at Anderson, Dickison, Emerson, Kennedy, and Tibby Elementary School (Action 1.20). Their approach provided practical, replicable, solutions and resources to our students and offered a variety of services bringing health and wellness into their curriculum. Noticing the increase in childhood obesity, Anda's Wellness developed a PE curriculum that not only meets the physical education need devoid in schools, but offers mental and nutritional guidance as well. With the guidance of Anda's Wellness, CUSD achieved an integrated approach that addressed the needs of each student as a whole: mentally, physically, and emotionally. K-8 students were provided daily opportunities to build their interpersonal skills, such as leadership, responsibility, motivation, active listening, and teamwork, while participating in unique and dynamic sports and physical education activities free of negative peer social conflicts.

CUSD continued to foster a robust academic and enrichment program for gifted and talented students (Action 1.23) CUSD used CAASPP and district benchmark assessments to identify GATE students. There are currently 858 identified GATE students in the district. Each site submitted a GATE Site Plan outlining enrichment opportunities, student groupings, and professional development to the district GATE Coordinator. GATE Leads at each site provided some enrichment opportunities after school and during Saturday school. Students worked on projects that were presented at the district end of the year STEAMfest, which will showcase GATE projects. Nine GATE Leads attended the virtual CAG Conference to learn about strategies, programs, and resources that they could use to provide rigorous instruction to their identified GATE students. Six schools will compete in the 6th-8th grade Orange County Academic Pentathlon.

The Early Childhood Education Department continues to provide part-day and full-day services at 16 school sites to meet preschool students' needs to ensure a more significant degree of Kindergarten readiness (Action 1.24). In addition, to support the UPK system, the district is ensuring that parents have the opportunity for more choices by having two sites with dual immersion and a new inclusion program. The Department of Early Childhood Education (ECE) provided professional development to certificated and classified staff on supporting inclusive practices and social-emotional development. This year the ECE department is receiving technical assistance from "SIP" in the new implementation of our inclusion program. Our district preschools participate in the Quality Start Los Angeles (QSLA) System to maintain and promote a high-quality program. QSLA utilizes a set of indicators such as ECERS, CLASS, Staff qualifications and education, instructional program, and professional development as part of the program quality. All CUSD preschool sites are rated 4 and 5 on the tier system, where 5 is the maximum rating possible.

To provide different avenues to support early literacy at home and school, our program offers Hatch Learning and MathShelf as online learning platforms. The online programs provided interactive, developmentally appropriate foundational skills in early literacy, math, and social-emotional development. CUSD preschool program provides each student with a learning device for home use. Parents are trained on how to use the online program as well. Our program also provides our families with certified mental health providers for their children. Mental health services can be provided in group settings and or individually. Parent engagement continues to be an essential part of the program, which offers a family math night series, parent café, and literacy workshops. We also have an established Parent Advisory Committee (PAC) every month.

Our district was also successful in the implementation of Acton 1.26. To better understand the cultural and community norms, language and learning styles of our district's students and families while also addressing their specific needs, the Department of Black Student Achievement (BSA) provided professional development to our TK-12 teachers and administrators. The department provided an Introduction To Academic English Mastery training and CLR Training for TK-12 teachers during the Fall PD days. These professional development sessions provided educators with the tools and strategies needed to help construct culturally and linguistically authentic learning environments that build upon the learning styles and strengths of Standard English Learners (SELs). The purpose of this work is to foster and promote ongoing academic growth. In building upon the Implicit Bias training provided districtwide last year, this year, the BSA Department provided an ongoing CLR training series to TK-12 teachers. This professional development series is a four session comprehensive Culturally Responsive Teaching and Learning (CLR) Training offered from September to May. In addition to the department offering professional development during the start of the year, PD days and ongoing throughout the year after school, the department also takes requests from schools to train staff during PD days. The professional development feedback has been positive. Over 200 teachers have participated in the professional development offered by the Department of Black Student Achievement.

## CHALLENGES

Staffing shortages have continued to be a challenge this year, including both certificated and classified personnel, and have impacted the full implementation of some of the actions in Goal 1. The lack of substitute teachers, for example, has put a strain on our capacity to conduct systematic professional development during the school day (Action 1.5). Time for teacher planning and collaboration was also negatively impacted (Action 1.6). At the elementary level, for example, Professional Learning Communities (PLCs) scheduled during teaching hours were difficult to implement. The shortage of substitutes made it difficult for principals to release their teachers so that they could meet, plan, and collaborate. Many teachers at the secondary level were also forced to cover classes during their preparation period because of shortage of substitutes, thus reducing opportunities for them to actually meet and plan as regularly as we would have liked. PLCs conducted on early-release Wednesdays continued as usual. Teacher participation in the Curriculum Council was not as successful as in pre-pandemic years, and it became necessary to strategize the meetings to maximize feedback opportunities so that teachers did not feel overloaded.

Coaching opportunities (Action 1.8 and 1.15) were similarly impacted by the personnel shortages. Lack of substitutes, for example, made it difficult for teachers to be pulled out for one-on-one meetings with district/site Curriculum Specialists. In other instances, teacher vacancies, teacher absences, or the lack of substitute teachers forced district and/or site Curriculum Specialists to cover classes instead of working directly with teachers or providing much needed interventions for students. Additionally, multiple Curriculum specialist positions and other support staff have been opened the entire year, and remain unfilled despite available funding.

Our various interventions planned to serve our diverse student populations were also impacted this year. To begin with, the recruitment and retention of tutors and/or



interventionists are also among the barriers in the implementation of actions 1.11, 1.16, 1.17, and 1.18. For example, we had anticipated recruiting a total of 180 Project Reach and RISE tutors. However, we only had 28 Project Reach Tutors and 21 Project Rise Tutors for a total of 49 tutors. Out of the 49 tutors, only 80% of the tutors have consistently provided intervention and approximately 30% of tutors have resigned. For Project SELF we had planned to assign one tutor to each of our 21 elementary schools, as we had a total of 28 tutors. 17 of these tutors work in elementary school campuses.

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

For Goal #1, there were material differences between budgeted expenditures and estimated actual expenditures on the following actions:

- > Action 1.5. Content-Specific Professional Development. Partial funding allocated for professional development was not utilized for this non-contributing action. The challenges securing support personnel this school year forced a reprioritization of our substitutes, which were mostly used to cover classes rather than releasing teachers.
- > Action 1.8. Improving Teacher Efficacy through Instructional coaching. Contributing action. Although at a smaller scale, our coaching sessions were also impacted by the shortages in staff (substitutes), which would normally allow teachers release time for collaboration with their coaches/Curriculum Specialists. Additional federal funds were utilized to carry out this contributing action.
- >Action 1.10. Targeted Classroom Interventions for unduplicated students. Staff shortages, including Instructional Assistants and Intervention Substitute teachers, limited the amount of in-classroom interventions and consequently reduced the expenditures associated with this contributing action.
- >Action 1.11. Addressing the Gaps in Foundational Literacy Skills. Coming back from the pandemic, the number of Project Reach tutors allocated to provide interventions for unduplicated students in the classroom was impacted. This would explain that not all of the funding associated with this action was utilized this year.
- >Action 1.17 Targeted Interventions for Foster Youth. Not all the allocated supplemental and concentration funds associated with these action were utilized, as we also utilized federal funding to implemente the necessary interventions for our Foster Youth students.
- >Action 1.20 Extended Health and Fitness Opportunities. Partial funding was utilized as not all of our schools contracted services to provide extended health and fitness opportunities to students.
- > Action 1.23 Services for Gifted and Talented Students. Not all funding associated with this non-contributing action was utilized this school year. Lack of available teaching personnel to implement the program after school and on Saturdays impacted this action.

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

The actions under Goal 1 of our LCAP reflect the district's priority on delivering high quality instruction and providing effective academic support to improve student achievement. Based on the identified metrics, surveys, and input from different educational partners, most of the actions under this goal have been perceived to be effective (or partially effective) by administrators, teachers, parents and students.

When looking at the implementation of the actions and metrics under goal 1, we can see the impact that they are having in terms of academic progress. We will first look at the growth that our students have shown over time, particularly in English Language Arts and Mathematics. Our most recent CAASPP results from 2022 indicates that the two years of school closures and virtual learning have deeply impacted our students' progress, and recovery of learning loss will inevitably extend over a dilated period of time. It is important to highlight, however, that in the area of ELA our students' test scores actually increased from 38.21% in 2019 to 38.48% in 2022. This speaks volumes about the efforts in our district to minimize the impact of the pandemic. In fact, when looking at neighboring districts, the county, and the state, we can clearly see the impact that the pandemic had in the area of literacy: California (-4.04%), LA County (-3.23%), Long Beach (-6.26%), Lynwood (-6.07%), Paramount (-3.31%), and LAUSD (-2.41%). In Compton Unified, however, we increased by +0.27%.

If we look at our high schools, we also see increases on the CAASPP after the pandemic in both areas, literacy and mathematics. Thus, in 2019, only 33.28% of our 11th

graders passed the ELA portion of the test. The students' proficiency level in math was as low as 11.49%. In 2022, and despite the challenges with the pandemic and the school closures, the percentage for literacy increased to 34.52% in ELA and 12.37% in Math.

Although the scores for 2023 CAASPP are still populating and they are not official yet, current available scores indicate that our district will definitely see significant growth in both areas, ELA and Mathematics.

We also have internal data indicators in place to help us monitor the impact of the actions on the growth, or lack thereof, that our students are making as we recover from the two years of the pandemic. Some of these indicators are i-Ready Diagnostic and ICA data. The i-Ready diagnostic results, for example, reflect some growth from the beginning of the school year. When looking into the area of Reading, the winter 2023 diagnostic shows that the percentage of students at Tier 1 (grade level) almost doubled from 16% to 29% across Compton Unified. Students in grades 3rd through 8th specifically made progress, moving from 15% to 29% in Tier I while decreasing Tier III (far below grade level) from 48% to 38%. In the area of Mathematics, student performance increased from 8% to 22%. Grades 3th through 8th housed the greatest percentage of growth reducing the number of students far below grade level an average of 16%, from 49% to 33%.

Compton Unified has an English Learner population of 4,595 students, which account for 26.4% of our student population. In 2019, only 6.39% of our English Learners met or exceeded standards in ELA and 9.67% in Math. In 2022, the percentage of English Learners that met or exceeded standards went up to 12.37% in ELA and to 11.65% in Math. This is important progress to celebrate. In addition to performance on the CAASPP, we need to look at additional measures for English Learners which help us monitor their progress towards mastering the English language. One of these measures is the English Learner Progress Indicator. The CDE measures progress toward English language proficiency by comparing English Learner students' results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year ELPAC Summative results. The most recently published California Dashboard shows that 51.70% of the ELs in our district showed EL progress, with a level of Medium. This is above the state level (50.30%) as well as other neighboring districts such as Long Beach (42.2%), Lynwood (47.6%), Paramount (48.2%), and Los Angeles Unified (41.40%).

A careful analysis of our survey and input for educational partners also help us gauge the effectiveness of our actions under Goal 1. Instructional resources, planning and collaboration time, and coaching and training were recognized as integral parts of academic support for teachers. Based on our internal Effectiveness of Services Survey, 100% of administrators and 81% of staff agree or strongly agree that the supplementary instructional resources (e.g. assessment calendars, curriculum guides, and standards-aligned lessons) for teachers that the district provided have been valuable (Action 1.4). 76% of administrators and 79% of staff viewed collaboration and planning time as effective ways to provide teachers with the opportunity to build school culture, share best instructional practices, discuss student progress, and build a shared sense of responsibility (Action 1.6). 93.5% of schools that have curriculum specialists indicated that their curriculum specialists have provided effective support in the areas of coaching, training, technology integration, and ongoing support for teachers and students (Action 1.8).

Overall, we could say that professional development offered to teachers, although limited during the last two years, has proven to be effective in the implementation of instructional strategies and cultural proficiency. Our Effectiveness of Services Survey data indicates 93% of administrators agree or strongly agree that these research-based strategies have had a positive impact on instruction and student achievement (Action 1.5). The training in cultural proficiency and culturally responsive teaching provided by our district the last two years has been effective and a step In the area of Early Childhood, Child360, our independent assessors, completed the Fall Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scale (ECERS) assessment for our program. In addition, our program completed and submitted the Desired Results Developmental Profile (DRDP) assessment for the Fall term. ECERS indicated an improvement in language and reasoning subdomain and interaction categories. The ECE staff focused on personal care in routines as an area of progress in the ECERS assessment. In the CLASS assessment, the program scored high in teacher sensitivity, positive climate, and productivity. As we continue to improve, we are looking to focus on concept development, language modeling, and quality of feedback. DRDP Assessment has also been completed for the spring term, and children have demonstrated positive growth in the continuum.

The training in cultural proficiency and culturally responsive teaching provided by our district this year has been effective and a step forward in developing our ability to learn and build on the varying cultural and community norms of students and their families in our district (particularly African-American and Hispanic) (Action 1.26). Of the 433 participants who provided feedback on the Implicit Bias training survey, 90% found it extremely beneficial. Many of our PDs have focused on technology integration across content areas. 59.36% of teachers who completed the Effectiveness of Services Survey this year indicated that district support has been beneficial in implementing technology in the classroom (Action 1.9). 84.39% percent of all educational partners surveyed believe the applications and online instructional programs provided effective individualized support in literacy and mathematics for the students (Action 1.7).

For Dreambox, it is evident in the data that students are gaining mastery of grade level content and confidence in learning math. We have seen a significant increase in student usage this school year. Students completed 995,336 total lessons in 2022-2023. Students who have completed the recommended 5 or more lessons per week

have made 64% progress through the DreamBox curriculum and gained proficiency on an average of 15 standards, whereas students who have completed 2-4 lessons per week have made 35% progress and gained proficiency on an average of 6 standards. NextGen Math was also used for biweekly quick checks to progress monitor student achievement. To date, 97% of K-8 students and 89% of teachers have engaged with the NextGen platform. This engagement includes both creating and completing assignments. The average score for all (450,730) assignments completed year to date is 71.04%. Overall performance on K-8 Math Quick Checks completed on the NextGen platform have yielded the following results: 33.1% Exceeded, 16.4% Met, 12.6% Nearly Met, and 37.9% Not Met.

CUSD Khan Academy usage has 90.6% activated student accounts in grades 9-12, a growth from 87% a year ago. In our 27 elementary and middle schools we have 68% of students' accounts activated, a 26% growth from 42% a year ago. During 1st semester, grades 3-8 averaged 47 minutes and leveled up an average of 4 skills. In the same time frame, grades 9-12 averaged 97 minutes and 5 skills. During 2nd semester, 3rd-8th averaged 45 minutes and leveled up to an average of 4 skills, 9th-12th averaged 150 minutes and seven skills. My Writing Coach was used to supplement writing instruction. To date, the total writing submissions is 43,413 and 2688 writing tasks completed.

Despite the barriers presented by the pandemic, we believe that our district has provided academic intervention and other forms of support to meet the individual needs of English Learners, African American student population, Special Education students, Foster Youth and Homeless students. In this year's Effectiveness of Services Survey, 74% of certificated staff agree and strongly agree that we have successfully provided academic intervention and support to our unduplicated students (Actions 1.10, 1.11). In addition, 76% of parents agree that teacher instructional assistants and intervention substitutes have provided valuable support for academic progress through targeted interventions (Action 1.10). Furthermore, 93% of our administrators agree that the Project Reach/RISE tutors, although in a much smaller number this year, were effective in supporting classroom instruction and intervention (Action 1.11).

Actions related to enrichment and extended learning opportunities have also proven to have a positive impact. 82% percent of administrators and 905 of teachers agree that extended academic opportunities offered at their sites, such as after-school tutoring and Saturday school, although not as robust as they would have liked, have helped increase student achievement (Action 1.12). 71% percent of parents stated that enrichment opportunities available at their school helped increase student engagement, learning, attendance, and school connectedness (Action 1.14). The STEM opportunities offered at the sites were perceived as helpful tools in increasing student engagement and connectedness to school by 85% of administrators and 82% of teachers, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators (Action 1.15).

For our VAPA programs and activities, only 78% of parents and students recognized them as integral parts of students' educational needs and agreed that we must increase opportunities in this area (Action 1.19). While 90% of the parents perceived the K-8 academic and enrichment program for GATE students as effective in meeting the needs of our GATE students, only 40% of our administrators believe otherwise (Action 1.23). Therefore, we need to continue improving the services that we provide for our most advanced students and those with specific talents. For those schools working with outside partners in the area of fitness and sports (e.g. Kennedy, Tibby, Emerson), 91% of our administrators and teachers concur that the district partners were effective in the development of students' attitudes, skills, and knowledge in the areas of health and physical education (Action 1.20). 87% of parents whose children participated in homework clubs after school believed that the program effectively offered support for students with the completion of homework assignments (Action 1.22). Finally, Based on our survey, administrators, staff, and parents viewed summer school differently from students. 93% percent of administrators, 92% of staff, and 93% of parents viewed summer school as effective in providing students the opportunity to fill in gaps in learning, participate in enrichment opportunities, and recover high school credits. On the contrary, only 64% of elementary students and 73% of middle and high school students believed the same (Action 1.13).

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

We have now completed two years of implementation of the new LCAP cycle. During this school year, we had many successes with the implementation of actions in Goal #1, but we still continued facing some challenges, mostly related to personnel shortages. Unfortunately, this impacted several of the actions and services in Goal #1, particularly in terms of adequate staffing. It is the plan of Compton Unified School district not to make any significant changes to this goal, metrics, or desired outcomes, or actions for the final year of the LCAP cycle.

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

# Goal

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

## An explanation of why the LEA has developed this goal.

Goal 2 of our LCAP plan was originally developed as a maintenance goal to focus on State Priority 1 and the need to provide our students with well-maintained learning environments, fully credentialed teachers, and the necessary standards-aligned instructional materials. These are the basic conditions of learning, and our number one priority. Basic Conditions of schools is also one of our Local Indicators, which was carefully analyzed when creating this goal and establishing metrics and actions. Most of the metrics included in this particular goal are also part of the School Accountability Report Card (SARC), and will help us monitor progress throughout the LCAP cycle.

Several actions on this goal focus on the importance of school maintenance (Actions 2.1, 2.2). School maintenance and facilities play a very important role. To begin with, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, facility quality is an important predictor of teacher retention and student learning. When maintaining a school, we are not only focusing on bricks and mortar, but most importantly student and staff well-being. Effective school maintenance will protect capital investment, ensure the health and safety of our children, and support educational performance. Maintenance will also support school safety by providing a clean and organized facility for our students' and our teachers' daily lives.

When we created this goal, we looked at numerous indicators regarding the conditions of our facilities. We used the results of the William's Facilities Inspection Tool, and we were pleased to see that all the schools visited had passed with a rating of 90% or higher. These results have been consistent over time. In addition, we analyzed data from the California Healthy Kids Survey that we administered to staff, parents, and students. The survey results helped us create a baseline, and we are using them to track progress over time. This year the results indicate that 70% of the parents agree or strongly agree that their schools have clean and well-maintained facilities and properties. Unfortunately, only 65% of the staff members and between 16%-25% of the students in grades 7, 9 and 11 completing the survey responded favorably to the same question. This percentage is significantly higher in elementary schools where 51% of students responded favorably. It is obvious that the state of our school facilities still need to be an area of focus in our LCAP for the 2023-2024 school year.

Goal #2 also focuses on school safety (Action 2.1, 2.3, 2.4). During our consultation session with our educational partners during the baseline year, it became evident the need to provide the necessary support personnel (e.g. School Police and Campus Security Assistants) to guarantee a safe and secure learning environment for all students and staff at each district campus. This school year we have added additional support through the American Guards Services, but the results for our surveys also indicate that the work must continue in this area. At the high school level in particular, less than 40% of the students, 78% of the staff, and 63% of the parents perceive their schools as safe or very safe. Similarly, the implementation of an effective COVID-19 safety plan in case of future pandemic surges is of utmost priority. For the upcoming school year, we will continue to prioritize school safety and security as a way to create an open space for students to explore, learn and grow.

In the year 2023-2024 we also plan to continue with Actions 2.5, 2.6, 2.7. In our district we strongly believe that having access to fully credentialed and highly-qualified teachers who are appropriately assigned is an equity issue and a necessary component in narrowing the achievement gap. Research has shown that teachers have a far greater impact on student achievement than any other single schooling factor. High-quality schools have fully-credentialed, appropriately assigned teachers who are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students (e.g. English Learners). In our

district, we understand that teacher effectiveness is crucial as we focus on building 21st-century skills for all students and make sure that they are college and career ready. Internal data from Human Resources have helped us establish the necessary metrics, and we will continue monitoring progress in this area. In addition, ongoing monitoring of our teachers participating in the Teacher Induction Program (TIPS) and the Peer-Assistance and Review Program (PAR) will help us monitor the growth (or lack thereof) of our novice teachers as well as our veteran teachers in need of support, which has a direct impact on student achievement.

Lastly, the continuation of actions 2.8, 2.9, 2.10 of Goal #2 will help guarantee that all of our students have access to the necessary state and district adopted textbooks and standards-aligned materials, which will enable them to learn and thrive. In addition to the California Common Core State Standards (CCSS) for Mathematics and Language Arts, the English Language Development Standards, and the Next Generation Science Standards, California has adopted content standards in history/social science, health education, visual and performing arts, world language, and physical education. California also has Career Technical Education Model Curriculum Standards as well as Preschool Learning Foundations, which include the latest research on early learning. In all subjects for which there are standards, we understand that a curriculum is needed to provide the specific content reflecting those standards as well as the plan for instruction. It is our priority that all CUSD students have full access to standards-aligned instructional materials in all content areas and courses in order to be able to develop critical skills and knowledge. By having the appropriate instructional materials, parents, teachers, and students will have a roadmap of what students are expected to learn, and therefore we will be able to better prepare them to meet grade-level learning goals. Like every school year, all of our schools successfully passed the Williams Textbook Audit in the fall of 2022. We will continue to closely look at the results from the Williams Textbook Audit as well as the percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home (local indicator) as the main metrics to analyze growth in this area. In addition to textbooks, schools will strive to make sure that all our students receive the necessary supplementary instructional materials and devices for learning (computers and/or iPads), for which we will utilize our local technology survey.

In summary, Goal #2 is a maintenance goal within our 2022-2023 LCAP. An analysis of available data, local indicators, and input received from educational partners have not identified significant concerns or needs pertaining to basic conditions of learning. We will, however, continue working at improving the conditions of our facilities, particularly at the secondary level. The metrics included for this goal were selected to ensure that the progress that we have made in these priority areas over the years will be evaluated on a regular basis and that legal obligations will continue to be met. Some of these metrics include the Facility Inspection Tool (FIT), the Williams Textbooks Audit results, Human Resources staffing records, Induction and PAR Programs Comprehensive Candidate Reports, SARC data, and ITD technology surveys (e.g. access to computers/hotspots surveys). The accompanying actions were selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities	100% of schools audited in 2020-2021 received 90% or higher on the Williams Facility Inspection Tool	100% of schools audited in 2021-2022 received 90% or higher on the Williams Facility Inspection Tool	100% of schools audited in 2022-2023 received 90% or higher on the Williams Facility Inspection Tool		100% of schools will receive 90% or higher on the Williams Facility Inspection Tool
Data Source: Facility Inspection Tool (FIT)					

<p>Well-Maintained School Facilities and Properties</p> <p>Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey</p>	<p>Grade 5: 72% Grade 7: 56% Grade 9: 33% Grade 11: 24% Staff: 59% Parents: 85%</p>	<p>Grade 5: 76% Grade 7: 80% Grade 9: 31% Grade 11: 21% Staff: 69% Parents: 75%</p>	<p>Grade 5: 51% Grade 7: 39% Grade 9: 42% Grade 11: 48% Staff: 65% Parents: 70%</p>	<p>Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70% Staff: 70% Parents: 95%</p>
<p>Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule</p> <p>Data Source: Human Resources Records</p>	<p>100% of Elementary teachers and 98% of Secondary teachers were fully credentialed and appropriately assigned.</p>	<p>98% of elementary teachers, 92% of middle school teachers, and 92% of secondary teachers were fully credentialed and appropriately assigned.</p>	<p>96% of elementary teachers, 87% of middle school teachers, and 96% of secondary teachers were fully credentialed and appropriately assigned.</p>	<p>100% of Elementary and Secondary teachers will be fully credentialed and appropriately assigned.</p>
<p>Percentage of new teachers making progress in Induction Program</p> <p>Data Source: Comprehensive Candidate Report</p>	<p>As of 4/9/2021, 97.3% or 36 of 37 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.</p>	<p>As of 5/10/2022, 100% or 28 of 28 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.</p>	<p>As of 5/5/2023, 100% or 23 of 23 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.</p>	<p>100% of teachers participating in the Teacher Induction Program (TIPS) will make adequate progress towards program completion.</p>
<p>Percentage of teachers making progress in the Peer Assistance and Review Program</p>	<p>As of 4/9/2021, 92.3% or 12 of 13 teachers participating in the Peer Assistance and Review Program (PAR) are</p>	<p>As of 5/10/2022, 100% or 8 of 8 teachers participating in the Peer Assistance and Review Program (PAR) are making</p>	<p>As of 5/5/2023 100% or 3 of 3 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress towards program completion.</p>	<p>100% of teachers referred to the PAR program will make adequate progress.</p>

(PAR)  Data Source: PAR Panel and Site Administrator Review	making adequate progress.	adequate progress towards program completion.			
Percentage of schools passing the William's Compliance Textbooks Audit  Data Source: Williams Audit Report	100% of schools audited in 2020 passed the William's Compliance Textbooks Audit	100% of schools audited in 2020 (11) passed the Williams Compliance Textbooks Audit	100% of schools audited in 2022-2023 passed the Williams Compliance Textbooks Audit.		100% of schools will pass the Williams' Compliance Textbooks Audit.
All students have access to standards-aligned instructional materials	100% of the students have access to standards-aligned instructional materials.	100% of the students have access to standards-aligned instructional materials.	100% of the students have access to standards aligned instructional materials.		100% of the students have access to standards aligned instructional materials.
Percentage of Students with Access to Internet and Electronic Devices Enabling Access to Standards-aligned Instructional Materials Data Source: ITD Technology Survey and Communication with Families	As of 4/9/2021 and to our knowledge, 100% of students enrolled in our district currently have access to electronic devices and internet connectivity, whether these devices and access points belong to the families or were loaned by the district.	Based on our records and our ongoing communication with school sites 100% of students in CUSD have access to an electronic device and internet, which enables them to have access to programs and instructional materials.	Based on our records and our ongoing communication with school sites 100% of students in CUSD have access to an electronic device and internet, which enables them to have access to programs and instructional materials.		100% of students enrolled in the district will have access to the internet and electronic devices.
Number of Williams Uniform Complaint Forms submitted for (a) Textbooks and Instructional	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 3	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 0	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 50 (Resolved)		(a) Textbooks and Instructional Materials: ≤3  (b) Facility Conditions (not COVID related): ≤3



Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misassignments	(c) Teacher Vacancy or Misassignments: 0	(c) Teacher Vacancy or Misassignments: 0	(c) Teacher Vacancy or Misassignments: 0	(c) Teacher Vacancy or Misassignments: ≤3
Data Sources: Human Resources Records				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Services	CUSD will continue the implementation of core services through Base Grant funds including salaries and benefits for certificated and classified staff as well as the operating expenses associated with the multiple departments in order to maintain effective functioning of the district.	\$75,846,744.00	No
2	Facilities in Good Repair	The CUSD Facilities and Maintenance Department will continue to provide schools with basic plant and maintenance business services, building maintenance workers, and equipment replacement. The Department will also continue regular inspection of school facilities to ensure standards of safety for staff and students. They will identify issues, and needs will be tracked via the work order process and will be completed in a timely manner.	\$11,642,678.00	No
3	Safe and Secure Campuses	CUSD will provide the necessary support personnel (e.g., School Police and Campus Security Assistants) to guarantee a safe and secure learning environment for all students and staff at each district campus.	\$8,449,925.00	No
4	Implement COVID-19 Safety Plan	CUSD will regularly review the School COVID-19 Safety Plan to ensure that cleaning and safety protocols are being followed. It will also provide schools all of the necessary personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues, classroom partitions, and equipment to maximize social distancing, and updated heating ventilation and air conditioning (HVAC) filters as a preventive measure in case of COVID-19 surges in the future.	\$6,118,506.00	No
5	Appropriately Assigned Teachers	Human Resources will hire and retain highly-qualified teachers, and they will review teacher assignments each term or semester, as applicable, to ensure that teachers are appropriately assigned to the greatest extent possible. Appropriate teacher assignment is based on the rights and needs of the students to receive an appropriate education.	\$53,937,890.00	No
6	New Teacher Induction Program and Supports (TIPS)	Educational Services will continue to implement the Teacher Induction Program and Support (TIPS) for new teachers. The program administrator and TIPS mentors will equip emerging teachers with the necessary models and tools for beginning their teaching	\$93,800.00	No

		careers, as well as specific guidance aimed at helping them meet performance standards. These services will help teachers strengthen the quality of classroom instruction while participating in the necessary training to ensure positive relationships with students, communicating with hard-to-reach families, and supporting African-American students, English Learners, Special Education students and other students in need.		
7	Peer Assistance and Review Program (PAR)	Educational Services will continue to implement the Peer Assistance and Review PAR program to provide participating veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. By receiving the necessary assistance and support, participating teachers will improve their practice and become more effective in meeting their students' academic and social-emotional needs.	\$94,850.00	No
8	Access to Core Textbooks in all content areas	CUSD will provide all students the necessary core standards-aligned instructional materials in all content areas so that they can develop the critical skills and knowledge required to meet grade-level learning goals. In addition, all schools will have access to the Destiny Resource Management Program for district textbook inventory maintenance.	\$6,901,881.00	No
9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	<p>Multiple parent groups and other stakeholders in our district have indicated that low-income students experience unique challenges that can create a huge barrier to succeed in school. Many of them, for example, do not have the means to purchase desired school supplies and/or class materials to work from home. Others have limited access to academic support in their households, while others come with limited language proficiency levels. Oftentimes, the core curriculum is too complex, and these students need supplementary materials that will help them build schema and better understand and access complex and rigorous grade-level content.</p> <p>CUSD will provide high-need, low-income students additional resources and standards-aligned instructional materials (e.g. math intervention materials, high-interest, low-level reading materials, access to math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries etc.) beyond what the core program has to offer with the ultimate goal to help bridge the gap to rigorous coursework.</p>	\$8,916,711.00	Yes
10	Access to Internet and/or Devices	<p>During the pandemic we learned that over 80% of our low-income students needed a device to engage in distance learning, and did not have reliable connectivity at home. Without devices and reliable connectivity, our low-income students would not be able to utilize their devices and participate in online academic and enrichment opportunities offered beyond the school day.</p> <p>Our ITD Department will closely work with schools to guarantee that our low-income students continue to have the tools that they need to guarantee equal learning opportunities from home. The ITD team will weekly review the device inventory database to</p>	\$8,881,500.00	Yes

		ensure that every low-income student continues to have a device and internet connectivity that will allow them to access online learning, digital programs, instructional materials, and supplementary online resources from home without being frustrated by unreliable connectivity.		
11	Professional Development for Department Teams	CUSD will provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Ed. Services, ITD Department, etc.	\$503,077.00	No

## Goal Analysis for 2022-2023

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

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

The actions and services associated with Goal 2 of the 2022-2023 LCAP are related to some of the major functions of our school district, including the implementation of core programs and services (e.g. salaries and benefits, operating expenses across different departments); the condition of facilities; school safety; appropriately assigned, highly-qualified teachers; access to core textbooks and supplementary standards-aligned instructional materials, supplies and resources; access to devices and connectivity; and the adequate staff training that guarantees the good functioning of the district. The overall implementation of the actions under Goal 2 has been successful and there were no substantive differences in planned actions and actual implementation of these actions. However, at times we have also run into some relevant challenges that limited the implementation of certain actions and that will be discussed in the section below.

#### SUCSESSES

As planned in Action 2.1 of our LCAP, most of the necessary core programs and services were provided during the 2022-2023 school year. These services mostly covered certificated and classified staff salaries and benefits, as well as supplies and operating expenses related to multiple departments. Our Human Resources and Personnel Commission Departments were fully engaged in the recruitment and retention process; unfortunately, just like last school year we experienced some challenges with staffing which created some teacher vacancies as well as classified vacancies. Our pool of substitute teachers who could cover absences or assist with interventions for students was also limited. .

CUSD continues to coordinate all facilities and maintenance services to ensure that all sites are well maintained and in compliance with CUSD standards (Action 2.2). Different maintenance projects, including, security fences, gardening, building maintenance and graffiti abatement have been completed throughout the school year. We have continued to conduct regular inspection of equipment needs and school facilities to ensure standards of safety for staff and students. Our goal is to continue our communication with different educational partners to ensure that our teams meet the demands of the education programs.

This year, we also continued to support all school sites by providing them with the necessary support personnel (e.g. School Police and Campus Security Assistants) that would guarantee a safe and secure learning environment for all students and staff (Action 2.3). 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. We have continued to support all sites in their security and safety needs by holding small group meetings to discuss safety protocols at schools and by deploying personnel to school sites as needed with the aim to guarantee safe and secure campuses for all students and staff. We have incorporated the RAPTOR Security Systems in our schools and buildings and we have partnered with American Guards Services, a company that provides our schools with additional support (similar to the support provided by campus security assistants). Emergency flip charts continued to be disseminated to schools as necessary. 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 Police Department has continued to coordinate shooter training, TeamKids training

(by the Compton Fire Department), and training in areas such as CPR/ first aid, human trafficking, trauma informed responses, and risk behavior recognition.

As a precautionary measure, our district also has COVID Safety plan in place (Action 2.4) in case of future surges. Our schools have the necessary personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues, classroom partitions, and equipment to prevent spread of COVID-19 and ensure the safety and wellbeing of students and staff. CUSD continues with its partnership with St. John's Wellness Centers to offer its students, staff and community members access to vaccination.

Another area of relative success comes from our department of Human Resources. Most of the schools were able to start the school year almost fully staffed (Action 2.5), with our elementary and high schools being at 96% of highly qualified and assigned teachers. Our middle schools, with 89%, seemed to have experienced the most challenges in this area.

Our focus on teacher quality continued to be a priority this year. The CUSD Teacher Induction Program or TIPS (Action 2.6) operated without major setbacks. The program served 23 induction candidates, who received the support from 13 mentors. Last year TIPS underwent its accreditation visit by the California Commission on Teacher Credentialing (CTC), and we received an outstanding review. In addition, our Peer Assistance and Review (PAR) program was fully implemented, and it continued to grow this year. The program successfully provided three (3) participating veteran teachers with personal support by three consulting mentors, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. At this time, 100% of these veteran teachers are on track to meeting their goals.

In compliance with regulations and requirements outlined in CUSD Board policy and California Education Code, all of our students received the district-adopted core instructional materials with the purpose of raising academic achievement (Action 2.8). All sites underwent the Williams textbook audit and were found to be 100% compliant. In addition, throughout the school year, our schools were able to provide our high-need, low-income students additional resources and standards aligned instructional materials (e.g. math intervention materials, high-interest, low-level reading materials, access to math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries etc.) beyond what the core programs has to offer with the ultimate goal to help bridge the gap to rigorous coursework (Action 2.9).

Throughout the school year, our ITD Department and our Instructional Technology and Innovation Department have been closely working with schools to guarantee that our low-income students continue to have the tools that they need to guarantee equal learning opportunities from home (action 2.10). The ITD team has been reviewing the device inventory database to ensure that every low-income student continues to have a device and internet connectivity that will allow them to access online learning, digital programs, instructional materials, and supplementary online resources from home without being frustrated by unreliable connectivity. All inoperable and outdated devices were replaced at the beginning of the school year, and the district and schools have also purchased additional devices ready to be distributed whenever needed.

Finally, Action 2.11 of the LCAP was also successfully implemented. Different departments (Human Resources, Personnel Commission, Risk Management, Facilities Department, etc...) continued to provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Ed. Services, ITD Department, etc

## CHALLENGES

This year we were able to implement most of the core programs and services under Goal 2 without differing substantially from the adopted LCAP plan. However, we certainly faced some challenges or barriers that were necessary to overcome. One of the challenges that we continued to experience this year was related to staff shortages. These shortages impacted both certificated and classified staff, and put a strain on operations at multiple levels of the organization, including both central office departments and school sites (Action 2.1).

One of the challenges that we again faced this school year had to do with staffing. Human resources reported that our elementary and high schools were at 96% fully credentialed and appropriately assigned teachers. However, at the middle school level, it was slightly lower than pre-pandemic years (89%). The District also experienced an unusual number of resignations in the area of Special Education, including not only teachers or instructional assistants, but also school psychologists, speech language pathologists, and other service providers. District found it challenging recruiting for these positions.

Last year, during the Omicron surge, we experienced significant difficulties to appropriately staff security personnel. In addition to the challenges still posed by the pandemic, in terms of absences, job security and/or family responsibilities, it was very challenging to find suitable candidates to populate the security needs of our school

campuses. In order to circumvent this difficulty, this year, we have contracted services with American Guards Services. While this has ameliorated the problem, the challenge still continues, and several of our schools (mostly elementary) have been impacted. Several other services that have also been impacted by staff shortages include, for example, maintenance, student nutrition, transportation, school police and campus security assistant, instructional technology or the district warehouse.

As for access to devices and connectivity (Action 2.10), there were also some challenges that we had to overcome at the end of last school year and the beginning of this year. The collection, sanitation, relocation, and redistribution of devices for over 18,000 students required manpower as well as strong coordination between our ITD department and the schools. Unfortunately, this needed to be done in the midst of staff shortages. In addition, all schools had to orchestrate a refresher technology plan to update outdated technology, as well as devices that had been damaged, lost, or misplaced. This was a complex process, and it required ongoing collaboration between ITD, EdTech, school personnel, students, and families. In addition, a priority in our district this year was to continue to loan hotspots to our low-income students. We understand that digital connectivity is critical to student learning, and gaps in digital access—including reliable access to the internet—are a driving force in the educational inequities evident during distance learning. However, assessing each family's individual needs, distributing the necessary hotspots at the beginning of the school year, and responding to any arising technical challenges in a timely manner have not been an easy task to manage.

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

Under Goal #2, there were also some material differences associated with several specific actions.

- > Action 2.2 Facilities in Good Repair. Not all funding allocated for this non-contributing action was utilized this school year. There is a 20% of the allocation that was not utilized. We utilized ESSER III funding to cover part of the expenditures associated with this action.
- > Action 2.3 Safe and Secure Campuses. Labor shortages made it difficult to fill all vacancies associated with this action. 50% of the allocation for this non-contributing action was not utilized. We utilized ESSER III funding to cover part of the expenditures associated with this action.
- > Action 2.4 Implement COVID-19 Safety Plan. The pandemic has been much under control, and we have not experienced significant surges. 75% of the LCAP allocation was not utilized for this non-contributing action. We also utilized ESSER III funding to cover part of the expenditures associated with this action.
- > Action 2.5 Appropriately Assigned Teachers. 20% of the funding was not utilized for this non-contributing action. We also utilized additional federal funding.
- > Action 2.6 New Teacher Induction Program and Supports (TIPS). This year we had less teachers participating in the induction program. 30% of the allocation for this non-contributing action was not utilized.
- > Action 2.7. Peer Assistance and Review (PAR) Program. This year we had few teachers participating in the PAR program. 30% of the allocation for this non-contributing action was not utilized.
- > Action 2.8 Access to Textbooks. Not all the LCFF funding associated with this non-contributing action was utilized. We also utilized federal funding. All of our students received the necessary adopted textbooks this year. Adoption of new 6-12 History/Social Science program for secondary schools was postponed to the 2023-2024 school year.
- > Action 2.10. Access to Internet and/or devices. 22% of the allocation for this contributing action was not utilized, because we utilized ESSER III funding to cover part of the expenditures associated with this action.

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

Goal number # 2 of our LCAP highlights that all educational partners will collaborate to ensure that students have access to a safe and well-maintained learning environment, fully credentialed teachers, and all the necessary instructional materials and equipment. When carefully analyzing implementation of services under this

goal, the identified metrics, the results from the different LCAP surveys, and input from different educational partners we believe that these specific actions have been somewhat effective in making progress toward Goal #2.

In the area of well-maintained learning environments (Action 2.2), every year LACOE visits many of our campuses to inspect and determine that buildings and grounds are in "Good Repair." LACOE inspects approximately 50% of classrooms and all of the common areas to determine if the school is clean, safe, and functional. Our metrics indicate that 100% of the schools visited this year received 90% or higher on the Williams Facility Inspection Tool. It is important to highlight, too, that this school year we did not receive any facilities uniform complaints from students, families. We did receive, however, some uniform complaints. although they all came from the same individual at the same school.

In addition, an analysis of this year's LCAP survey indicates that 65% of school staff agree or strongly agree that their school has clean and well-maintained facilities and grounds, which is a 6% increase compared to last year's survey (59%). Parents, however, shared a different opinion. Only 70% of parents agreed or strongly agreed that their children's schools are neat and clean (compared to 75% last school year). Students have different opinions. Elementary and middle school students had less positive feedback to share than last school year. Only 51% of 5th graders and 25% of the 7th graders who completed the survey responded favorably. High school students, however, had a less positive perception about the cleanliness of their school. A total of 19% of the 9th graders completing the survey (vs. 31% last year) provided positive feedback; for grade 11 students the results were 16% (vs. 21% in 2022).

Overall, we believe that the services currently in place help guarantee a safe and secure learning environment for students and school staff (Action 2.3). However, our educational partners have different perspectives on this matter. This year's California Schools Staff Survey (CSSS survey) revealed that 85% of certificated and classified staff feel that their school is a safe place. This is an improvement compared to both the baseline year (81%) and last school year (79%). Parents's responses, however, slightly decreased compared to last school year, although the overall perception is still favorable (79% in 2023 vs. 87% ). The biggest concern comes from the students, which we take very seriously. Amongst our 5th graders, favorable responses increased from 58% last year to 64% this school year. However, responses from middle schoolers are less favorable than a year ago, going from 53% to 45%. Amongst our high schoolers, there was not much change compared to last school year, and they are clearly the ones who expressed the highest concerns when it comes to safety. Only 33% of 9th graders and 32% of 11th graders who completed the survey believe that their school is a safe place. It is our goal, however, that everyone learning or working on our campuses feel safe at all times.

Despite the many challenges throughout the pandemic, we believe that our district was effective with the implementation of COVID-19 safety protocols (Action 2.4). After a year without major surges, the school communities had an opportunity to reflect on the way our district and schools handled the pandemic. 82.25% of the school staff completing this year's survey indicated that the protocols implemented at their school helped keep staff and students safe, as opposed to 70% last year. 74.89% of 9th graders, and 70.39% of 11th graders, 76.32% of middle school students and 77.42% of elementary school students completing our survey also believed that the protocols implemented were helpful.

Overall, actions 2.5, 2.6, and 2.7 have also proven to be effective towards our goal to provide students with appropriately assigned, highly qualified teachers. Appropriate teacher assignment is based on the rights and needs of the students to receive an appropriate education Throughout the school year, Human Resources fully engaged in the recruitment and retention process, and they reviewed teacher assignments each term or semester, as applicable, to ensure that teachers were appropriately assigned to the greatest extent possible. Despite the staffing challenges brought about by the pandemic, their most recent records show that this year the percentage of appropriately assigned teachers at the elementary and high school levels was 96%. Only our middle schools seemed to face a greater challenge with 89%. Records also show that all our current long-term subs have their minimum requirements to be in those positions, including their BA and CBEST.

Regarding our Teacher Induction Program and Supports (TIPS) and our Peer Assistance and Review (PAR) Program, they are also proven to be effective in providing the necessary support to improve teacher quality. Our administrator over the district Induction Program has indicated that 100% of the teachers participating in TIPS (23/23) are making adequate progress towards program completion, and fourteen (14) induction completers will be recommended for clear credentials by June 2023. By receiving the necessary assistance and support, participating teachers improve their practice and become more effective in meeting their students' academic and social-emotional needs. Data also shows at least 92% retention of new teachers who participate in the district's induction program. As far as the PAR program is concerned, the District PAR panel has reported that 3 of the 3 teachers participating in PAR are also making adequate progress. Progress in both programs is also reflected on the metrics under Goal #2.

Regarding instructional materials (Action 2.8, 2.9), a total of 2 schools participated in the Williams Textbook Audit this year. LACOE reviewed and audited our schools to determine sufficient standards-aligned instructional materials in English Language Arts, Mathematics, Science, History/Social Science, Foreign Language, Health, and Science. 100% of our schools passed successfully. It is important to highlight, too, that this school year we did not receive any textbooks uniform complaints from students, families or staff. In addition to having the necessary textbooks, and based on our records, 100% of the students in CUSD have access to an electronic device and internet (Action 2.10), which enables them to have access to programs, digital instructional materials, and resources to use both at school and at home. This year, 95.56% of the staff and 94.24% of the parents who completed the survey indicated that their school provided students with the necessary computers and hotspots

whenever needed. Therefore, we continue reaching out to our schools to guarantee that no student goes without the tools for learning that they need.

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

We have completed two years of implementation of the new LCAP cycle. During this school year, we had many success with the implementation of actions in Goal #2, but we have still continued facing the challenges of the post-pandemic, particularly related to shifts in personnel patterns. Unfortunately, this impacted several of the actions and services in Goal #2, particularly in terms of adequate staffing. It is the plan of Compton Unified School district not to make any significant changes to this goal, metrics, or desired outcomes, or actions for the upcoming year. Instead, we plan to go deeper with the implementation of the actions.

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

# Goal

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

## An explanation of why the LEA has developed this goal.

The overarching outcome of this goal is to ensure that students do not only graduate from high school, but that they are also college and career ready by the time they leave our district. For those students who pursue higher education, we want to make sure that they are prepared to achieve success while in college, and that they ultimately become contributing members of society. Other students, however, will choose to join the workforce soon after high school, and that is why Career Technical Education (CTE) is also critical in our schools. A rigorous CTE program will prepare students as they begin their careers, equipping them with the skills necessary to navigate the workforce.

Several actions were incorporated under Goal #3 in order to accomplish our mission. Action 1 will focus on providing all unduplicated students with access to a rigorous curriculum, pathways, and opportunities such as Early College High School, Comprehensive High School Early College Satellites, College Courses, Advanced Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), and A-G courses in order to increase their competitiveness and preparedness for college and career. Through Action 2, our high need students will receive the necessary counseling and support services (through USC College Advisors, Counselors, & Dual Enrollment Specialists). In addition, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities will help provide students and their families with the necessary guidance in college-related matters.

The College & Career Department will continue to provide unduplicated students & parents with the necessary support & guidance (Action 3). School counselors will conduct workshops on navigating Aeries, grades, transcripts, A-G, FAFSA, college applications, and college acceptances. In addition, the College Career Department will provide administrators, teachers, and families with resources such as scholarships information, timelines, college admissions updates and other related topics to keep our unduplicated students informed about deadlines and the latest post-secondary information.

Promotion of a college and career culture for our unduplicated students is important, and this is why Action 4 will focus on organizing events such as Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. Vertical articulation with middle and elementary schools will guarantee that our K-8 low income students already develop a desire to pursue college and/or a career. In addition, Action 5 will focus on providing classified and certificated staff opportunities for professional development which will include current college and career counseling trends and an analysis of student data (academic, career and personal/social domains), thus, sustaining and maintaining highly qualified status and accuracy in our system.

Action 3.6 specifically targets the needs of our Foster/Homeless Youth by providing opportunities for mentorship, guidance, counseling and ongoing progress monitoring to ensure accessibility of services. Foster/Homeless Youth, in addition to English Learners, Low Income and African-American students, will also benefit from the support of school-site designees as part of an early warning system designed to identify specific markers that will trigger interventions so that students may reach their full potential, as described in action 3.9.

For those students who opt for a more technically-oriented career path, we have included actions 3.7 and 3.8. Action 3.7 has been updated for the upcoming year. The CTE Department will continue to upgrade classrooms, equipment, materials, student/teacher certification, licensing, and training opportunities in order to modernize the program to meet current industry standard specifications; thus, making our programs eligible for articulation agreements with local colleges. These agreements



will benefit district CTE students by saving them money in post-secondary education and moving them further along in the chosen field of study.

The metrics referenced below will guarantee that accountability measures are in place to monitor the progress and effectiveness of the actions and services under Goal #3. Some of these metrics include A-G completion rates, high school graduation rates, SBAC interim assessment (ICAs) performance, course enrollment information (including CTE, AP and credit recovery courses) and various college and career performance indicators, such as FAFSA completion, college applications and post-secondary enrollment. These metrics have been identified and disaggregated to give us an accurate picture of our students' needs in this area, provide us with a roadmap of next steps and allow us to revisit and revise the current actions, as we move forward.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
College Career Indicator: College Ready Rates Data Source: CA Dashboard	All students: 36% SED 37% AA 24% Hispanics 39% LEP 15% SWD 14% FY 23%	All students: 42%  Local calculations. State did not release data for 20-21.	State did not release the data for 2021-2022 or 2022-2023		All: 45%-50% SED: 45%-50% AA: 45%-50% Hispanic: 45%-50% LEP: 30%-40% SWD: 30%-40% FY: 35%-45%
A-G Completion Rates  A-G eligibility in English, Math, History, Science, World Language, Fine Arts & Electives will help increase college applications, admissions & matriculation.  Data Source: CA School Dashboard	All students: 50% SED: 42% AA: 34% Hispanics: 45% LEP: 18% SWD: 17% FY: 19%  (2019-2020)	All students: 46% SED: 46% AA: 34% Latino : 49% LEP: 38% SWD: 31% FY: 18%  (2020-2021)	All students: 53% SED: 32% AA: 42% Latino : 55% LEP: 43% SWD: 32% FY: 29%  (2021-2022)		All: 55%-60% SED: 55%-60% AA: 50%-60% Hispanic: 55%-60% LEP: 35%-40% SWD: 35%-40% FY: 40%-45%
High School Graduation Rates	All Students: 88% SED: 89% AA: 87%	All Students: 84% SED: 84% AA: 85%	All: 89% African American: 87% Latinx: 90% EL: 82%		All: 90%-92% SED: 90%-92% Hispanic: 90%-92% AA: 90-92%

Data Source: CA School Dashboard	Hispanic: 89% LEP: 78% SWD: 75% FY: 71%  (2019-2020)	Latino: 84% LEP: 70% SWD: 65% FY: 73%  (2020-2021)	Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%  (2021-2022)		LEP: 81%-86% SWD: 81%-86% FY: 85-90%
Advanced Placement: Unique Student Count  It will increase accessibility to a rigorous curriculum which creates equity for all students.  Data Source: College Board	1,119 CUSD students enrolled to take 1 or more AP courses. (2020-2021)	1,300 CUSD students enrolled to take 1 or more AP courses (2021-2022)	1,843 students are enrolled to take 1 or more AP courses. (2022-2023)		1,300 students will enroll to take 1 or more AP courses.
Advanced Placement: Total AP Exam Count  It will expose more of our students to rigorous curriculum.  Data Source: College Board.	1,835 exams were taken by 1,119 CUSD students in 2020-2021. (2020-2021)	1741 exams were taken by CUSD 1044 students in 2021-2022. (2021-2022)	2443 exams were taken by 1843 students in 2022 (2022-2023)		Increase the amount of total AP exams administered to 2,000 AP exams.
Advanced Placement: Passing Exam Rate of 3 or Higher  It will provide students the ability to earn college credit and become more competitive during	19% of the students taking the AP exams passed the test. (Pre-pandemic 2018-2019)  29% of the students taking the AP exams passed the test.	15% of the students taking the AP exam passed the test. (2020-2021)	17% of the students who took an AP exam earned a passing score. (2021-2022)  2022-2023 data will be released in July, 2023		Increase to a minimum of 20% of the students passing the AP exam.

the college application process and better prepared while attending college/university.  Data Source: College Board	(2019-2020)				
College Course Completions This will help students accelerate the completion of their bachelor degree, while exposing more students to a rigorous curriculum. In addition, it is a cost savings for students/families. Data Source: Local & Community College Data.	1,630 College Courses were completed with a grade of a C or better.	1,832 College Courses were completed with a grade of a C or better. (Projection)  (Data to be available in summer of 2022)	1746 College Courses have been completed with a grade of a C or better thus far.  (Data will be updated after Spring & Summer 22-23)		Increase to 1,800 college courses taken and successfully completed with a C or better.
FAFSA Completion Rates Data Source: CSAC	95% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA).	87% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA). (Projection)	87% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA)		97% of CUSD Seniors apply for the FAFSA.
College Acceptance Rates Data Source: College Acceptance Letters/Local Data	83% of CUSD Seniors were accepted into a 4-year and/or 2- year institutions.	75% of CUSD Seniors were accepted into a 4-year and/or 2 year institutions. (Projection)  (Data to be available in summer of 2022)	83% of CUSD Seniors were accepted into a 4-year and/or 2 year institutions.  (2022-2023)		88% of our Seniors accepted into a 2 year & 4 year institution.
Post Secondary	53% of CUSD Seniors	45% of CUSD Seniors	43% of CUSD Seniors enroll in		Our expected outcome is to have 60% of CUSD Seniors

Enrollment  Data Source: Local Data & National Clearing House	enroll in colleges/universities following graduation year.	enroll in colleges/universities following graduation year. (Projection)  (Data to be available in fall of 2022)	colleges/universities following graduation year. (Projection)  (Data to be available in fall of 2023)	enroll in colleges/universities following graduation year.
Edgenuity - Courses Completed  Data Source: Edgenuity Platform	2,585 A-G courses were recovered through the Edgenuity Online Platform	2,113 A-G courses were recovered through the Edgenuity Online Platform	681 A-G courses were recovered through the Edgenuity Online Platform as of 1/30/23. To be updated before June 30)	3,000 A-G courses will be completed through the Edgenuity Online Platform
College/Career Ready (CTE) CTE Pathway Completion Rate  Data Source: CALPADS	8% Completer rate for the year (2,373 courses and 210 completers)  (2019-2020)	9.8% completer rate (2312 students, 226 completers)  (2020-2021)	7.6% completer rate (2580 Students, 196 completers)  (2021-2022)	31%
Improve Passing Rate of District CTE Pathway Capstone Courses  Data Source: Local Data	The passing rate for CTE capstone courses district wide is 93.97%  (2020-2021)	2020-2021 The number of capstone students = 596 The number of students receiving a passing grade of C- or better = 460 COMPLETERS: 249  The passing rate for students enrolled in the capstone course is 77.18%  PRELIMINARY RESULTS FOR 21-22  The number of capstone students = 337 The number of students receiving a passing grade	The number of capstone students = 574 The number of students receiving a passing grade of C- or better =505 The passing rate for students enrolled in the capstone course is 88%  Data Source: Aeries  (2021-2022 Data)	CTE capstone course passing rate of 95%

		of C- or better = 277  The passing rate for students enrolled in the capstone course is 82.80%  Data Source: Aeries			
Increase the Work-Based Learning Opportunities for CTE Pathway Students  Data Source:Local Data	350 participants in-person and/or virtual different Work-Based Learning Continuum events  (2019-2020)	293 participants in different in-person and/or virtual Work-Based Learning Continuum events  (2021-2022)	200 participants in different in-person and/or virtual Work-Based Learning Continuum events		A minimum of 450 students will participate in at least 50 Work-Based Learning Continuum events.
Increase the Number of Program of Studies that offer Industry Certifications  Data Source:Local Data	Currently 2 of our District Programs of Study offer industry certifications	Currently 2 of our District Programs of Study offer industry certifications  (Plan for every pathway to have certification(s) by Summer 2022)	Currently 3 of our District Programs of Study offer industry certifications (Plan for every pathway to have certification(s) by Summer 2023)		At least 6 of our CTE Programs of Study will offer students industry certifications
Increase the Number of Articulation Agreements with Post-Secondary Institutions  Data Source: Local Data	Currently there are no active articulation agreements.	Currently there are no active articulation agreements.	Met with Compton College department leaders to discuss two dual enrollment opportunities for implementation in the Fall of 24-25		4 articulation agreements will be created between local post-secondary institutions and CUSD CTE Program of Study
Increase the Number of CTE Program of Study Offerings at District High Schools  Data Source: Local Data	17 CTE Teachers are assigned to the four district high schools.	17 CTE Teachers are assigned to the four district high schools.	18 CTE Programs of Study are offered at the four district high schools. (CTE Pathway revamp for 22-23 in progress including elimination, addition, and revision of pathways). The metric will read:		20 CTE Teachers will be assigned to the four district high schools.

			Increase the number of CTE faculty, thus increasing access to CTE pathways offerings at district high schools.		
Percentage of students who have successfully completed CTE pathways and A-G requirements.	8.7% (2019-2020)	6.8% (2020-2021)	9.6% (2021-2022)		31%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Rigorous Courses for All Students	<p>Our unduplicated pupils have historically seen lower rates of high school, college, and career readiness. Only 37% of our low-income students, 23% of foster youth, and 15% of English Learners are college and career ready. In part, this opportunity gap stems from financial obstacles, lack of access to additional support, perception of self-success, high mobility, or linguistic barriers. It is highly important that we create the school systems and pathways that will create the access that these students need.</p> <p>High schools will provide all unduplicated students with access to a rigorous curriculum, pathways, and opportunities such as Early College High School, College Courses, Advanced Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout and A-G courses in order to increase their competitiveness and preparedness for college and career.</p>	\$1,432,907.00	Yes
2	College and Career Support Staff for Unduplicated Students	<p>Our most recent data from the CA Dashboard shows the need to continue supporting our unduplicated student groups in the area of college and career. This is a need that has been supported by teachers, counselors, and site Administration. Only 36% of our low-income students, 24% of foster youth, and 15% of English Learners are college and career ready.</p> <p>CUSD College &amp; Career Department will continue to provide counseling and support services (through USC College Advisors, Counselors, Dual Enrollment Specialist &amp; Attendance Counselor) to support and increase the access of our low-income, English Learners, and Foster Youth to college &amp; careers. Staff will conduct presentations, workshops, data sessions, and organize activities throughout the school year that will focus on the academic, career and personal/social domains of our unduplicated student groups. Moreover, staff will assist in responsive services such as crisis counseling, peer mediation</p>	\$811,674.00	Yes

		and referrals when needed.		
3	College and Career Support and Guidance for Unduplicated Students and their Families	<p>Research emphasizes the importance of involving low-income parents in college readiness activities. This premise is also supported by the school administration, teachers, and counselors in our secondary schools, who emphasize the need to actively involve parents of our at-risk low-income students and other unduplicated student groups in the college admission process. This has also been a recurring idea with our parent meetings advisory committees.</p> <p>The College &amp; Career Department will continue to provide unduplicated students &amp; parents with the necessary support &amp; guidance. School counselors will conduct workshops on navigating Aeries, grades, transcripts, A-G, FAFSA, college applications, and college acceptances. These data will be used to inform practice and better meet the needs of CUSD high school low-income, foster youth, and EL students. In addition, the College Career Department will provide administrators, teachers, and families with resources such as scholarships information, timelines, college admissions updates and other related topics to keep our unduplicated students informed about deadlines and the latest post-secondary information (i.e. applying for college, financial aid, scholarships, NCAA, college programs etc.)</p>	\$1,618,139.00	Yes
4	Promote College and Career Culture for Unduplicated Students	<p>When students have school, parental and community support, college is seen as the norm: higher education is the expectation rather than the exception. A college-going culture helps all students set and achieve high goals and generates other important values, such as appreciation of academics, desire to succeed, and drive to attend college and become a lifelong learner. These values are especially important for our low-income students and other unduplicated students, many of whom may not be considering college. In fact, many of our unduplicated students come from families in which no one has attended college before.</p> <p>When meeting with our different parent groups, and consulting with teachers and administrators throughout the district, they would all agree about the importance of promoting and fostering a college and career culture in our schools, starting at a very early age. Therefore, the College and Career Department will offer district wide opportunities and events for our high school low-income students, foster youth, English Learners and their families to create a college-going culture. These will include, for example, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. Vertical articulation with middle and elementary schools will guarantee that our K-8 low-income students already develop a desire to pursue college and/or a career.</p>	\$724,124.00	Yes
5	College and Career Professional Development	The College & Career Department will provide classified and certificated staff opportunities for professional development. These learning opportunities will include current college and	\$254,885.00	No

		career counseling trends and an analysis of student data (academic, career and personal/social domains), thus, sustaining and maintaining highly qualified status and accuracy in our system. These efforts emphasize various State and Federal performance metrics related to college & career. This will inform best practices for all stakeholders in order to meet the needs of CUSD students and families.		
6	Support for Foster Youth/Homeless	<p>Various CUSD data indicates that Foster Youth students are amongst the lowest performing groups when it comes to College and Career preparedness. Specifically, they perform lowest in high school graduation rates, A-G completion, College &amp; Career Indicator, FAFSA completion, college acceptance and college attendance.</p> <p>In collaboration with Pupil Services and the District Foster/Homeless Youth Liaison, all high schools will assign counseling, support guidance, and ongoing progress monitor to these students, as well as tutors, mentors, and leadership/study trips which will help increase college awareness for high school foster/homeless youth.</p>	\$1,559,843.00	Yes
7	CTE Program Articulation with Community Colleges.	The CTE Department will upgrade classrooms, equipment, materials, student/teacher certification, licensing, and training opportunities in order to modernize the program to meet current industry standard specifications; thus, making our programs eligible for articulation agreements with local colleges. These agreements will benefit district CTE students by saving them money in post-secondary education and moving them further along in the chosen field of study.	\$311,488.00	No
8	Increase Work-Based Learning Opportunities for CTE Students	CTE teachers with the support of the CTE department and in collaboration with industry partners will increase the number of work-based learning opportunities for high school CTE students. These opportunities will allow students to apply their academic knowledge in a real world setting. These would be achieved through a combination of workplace tours, mock interviews, internships, and possible apprenticeship opportunities with our industry partners. Through WBL opportunities, CTE students will be able to increase their workability skills that will ensure that they are competitive candidates for future careers in their chosen industry.	\$145,361.00	No
9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	All schools will identify a specific Designee for African-American students, Low-income, English Learners, and Foster Youth/Homeless students. The site Designees, in close collaboration with the site Administrators, Educational Services, and the Department of College and Career, will implement early warning systems that will help educators identify and intervene with each of the specific student groups. Per the district's English Learner Master Plan, will be monitored two times in the year to assess progress and provide interventions in a timely manner. The monitoring system will provide an evolving picture of students over time, and it will provide teachers with information to implement the necessary interventions to maximize student potential.	\$40,525.00	No



# Goal Analysis for 2022-2023

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

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

In this section we will provide a description of overall implementation of the actions to achieve Goal #3 of our LCAP, including a discussion of relevant challenges and successes and any instance where a planned action was not implemented or implemented in a manner that differs substantially from the description in the adopted LCAP.

### SUCSESSES

Overall, it can be said that the actions pertaining to Goal 3 were successfully implemented, given now our second year returning to in person instruction. Most of the hard data associated with Goal 3 will not be available by the end of the 2022-2023 school year. That being said, early projections and leading indicators that ultimately impact our lagging indicators are predicted to increase.

For instance, as it relates to action 3.1, we are anticipating that more students will be identified as “Prepared” in the College Career Indicator (CCI) dashboard. Currently, we have 519 students that are slated to be identified as prepared for the class of 2023. This count does not include students who will potentially earn their Seal of Biliteracy. Given these numbers, we are projecting that about 50% of the 2023 class will be CCI “Prepared.” While the state has not released data for the class of 2022 and also did not release a percentage for the class of 2021, we estimate that we would see an 8% increase over the class of 2021. This overall increase has been influenced by a variety of factors. To begin with, we are seeing that more students are taking college courses across our high schools. At Centennial High School, for example, students in the Scholars Academy are now taking two college classes. Compton High School also began offering an online college class in partnership with Ed Equity Lab. In addition, a 3-year Bachelor’s Degree program will commence this summer at Dominguez High School.

Another important factor that has contributed to the increase in the percentage of students that are “CCI” prepared is our AP program. Compton Unified School District currently provides a robust AP program that is rigorous and competitive. We offer 20 different AP courses districtwide and will be adding AP African American Studies and AP Seminar next school year. We have partnered with UCLA Center X AP Readiness to support our teachers and students with AP courses. CUSD further aims to eliminate financial barriers for students by covering the costs of each AP exam offered. Finally, our high schools have also added Pre-AP coursework to their 9th and 10th grade students, as they are now offering Pre-AP Algebra, Pre-AP World History, Pre-AP English 1 and Pre-AP English 2.

Action 3.2 was successfully implemented this year. This action focuses on the multiple ways in which our College and Career department supports our unduplicated student groups. The department funds several counseling positions to decrease the overall counselor to student caseload. Other positions that support our students to become college and career ready include a Data Analyst, and a College and Career Specialist for each of the high schools to oversee transcripts, run data and spearhead the grading process on site. One of our main commitments is to bolster college support for students. With this goal in mind, we have added USC College Advisors to each of our four high schools, and one Cerritos College Advisor to the three comprehensive high schools, who have provided information and support for those students who are considering college enrollment. Our department continues to provide our high schools with Higher Education Coordinators who maintain site level College Centers and coordinate the various programming and services offered to students. In addition to this, we split fund Dual Enrollment Specialists with our partner, Compton College, to oversee the enrollment process for college courses.

A report by the National Association for College Admission Counseling has found that students who meet one-on-one with a school counselor are 6.8 times more likely to complete a FAFSA application, and 3.2 times more likely to attend college. As the college acceptance and commitment season comes to a close, our staff developed informational sessions and conferences one-on-one to assist our students in navigating the process of transitioning into life after high school and exploring post-secondary choices (action 3.3). At a time when application numbers are at record-shattering, we have stayed committed to ensure that counseling was available to those students who needed assistance with the completion of college applications, FAFSA applications and other types of financial aid, including grants. Support and guidance was also provided for those students who received college acceptance letters and needed assistance to determine available options. Counselors have also met with students to review their graduation transition plans and individualized A-G plans, which have been updated for the spring semester and provided to students and families to ensure that they are aware of their current progress.

Similarly, the College & Career department has held multiple events and activities that promote a college going culture, as stated in Action 3.4. For example, we held a district wide college fair for students in the fall to help students solidify their college choices. Also, held an HBCU College Fair to increase students' knowledge and access to HBCU schools. Students also participated in college tours traveling to Orange and San Diego county colleges this past summer. Similarly, students will also be participating in Northern CA college field trips during spring break. Students have also participated in college days at Compton College, CSUDH, LBCC and others. In-person College Commitment Day celebrations are scheduled for the month of May. In addition, CUSD maintains several partnerships with different organizations that continue to help foster a college going culture, such as ETS, Cal Soap, Compton College Upward Bound, CSULB Upward Bound, Gear Up, EAOP, USC, and Cerritos College. These various organizations have worked directly with our students at our school sites to ensure they are able to successfully navigate the college application process. Finally, second in-person high school graduation after the pandemic took place at the end of the school year (June 8th).

College & Career has also focused a great deal of time and energy in trying to decrease the D/F rate at our high schools. As such, Grading for Equity training and support have been provided this year across various levels. Specifically, we kicked off the year with having all secondary administrators participate in a 1 day training. We were also able to identify a cohort of teachers to participate in an on-going series of training that ultimately coaches them to implement a new strategy around grading in their classrooms. Lastly, we have also started a book study with Directors from different departments at the district office.

Compton Unified School District is fully aware of the critical role that Counselors fulfill in assisting our students and families to identify college options, navigate the application process and explore financial aid. Faithful to our commitment to assist the students and families in Compton to widen their post-secondary choices, throughout the 2022-2023 school year, our counselors have focused on the implementation of ASCA's National School Counseling Model program consisting of a series of five full-day professional development training sessions. The ultimate goal is to implement the ASCA National Model, become RAMP certified, and develop a school counseling program that is nationally recognized. Other professional development that has been offered includes training from the College Board for our AP teachers during the summer. In addition, and with the exception of English Teachers all AP instructors received a 1 day training this past fall. Our District Administrator worked with the English department to support Pre-AP and AP teachers throughout the year. Other professional development opportunities included participation in NACAC, which is the leading National Conference for College Counseling. The Director of College & Career attended the CABSE Annual Education Conference, focused on best practices to support black student achievement. Similarly, the Director of College & Career attended CAAASA, a conference by the California Association of African American Superintendents and Administrators, focused on the research of perceptions, pedagogies and practices that have successfully impacted African American students' educational experiences. Finally, several staff members recently participated in the annual Conference of the Western Association for College Admission Counseling (WACAC), a three day Spring event which focuses on College Counseling. Some of our new employees and Specialists also attended the Aeries conference this Fall to ensure that we maximize our current Student Information System (SIS). (Action 3.5)

To better support the needs of our Foster Youth and students at-risk of homelessness (action 3.6), our high schools have continued their close collaboration with our Department of Pupil Services and the District Foster/Homeless Youth Liaison to assign counseling, support guidance, and ongoing progress monitor these students. In addition, Project SELF tutors were assigned as mentors.

In the area of Career and Technical Education, the CTE department applied for and was granted the Workforce Training (WFT) Grant from the CDE for Arts Media and Entertainment (AME) thanks to the District making the investment to expand the TV/Film and Game Design VFX to three sites. These additional sites made the AME pathways eligible for the WFT grant and community of practice participation that has ushered in our first pre-apprenticeship summer work based learning experience at GRX Immersive. We have also offered students more access to workplaces via 1500 Sound Academy, Grammy Museum, and Spotify yours, in addition to attending industry conferences such as AfroAnimation. The WFT grant is only \$62k so the District investment into the establishment and expansion of these pathways and associated WBL opportunities is critical.

The Cisco Networking Pathway was also established in 22-23 which is a direct link to industry/work based learning. Aligned to expanding access to WBL, the CTE Executive Director has been collaborating with Converjint Technologies for 1.5 years to create a WBL activity kit that will prepare students for paid internships upon graduation. Our instructor will be spending two weeks at Converjint offices to be training on implementation of the kit with students in 23-24.

#### CHALLENGES:

Since the return to in person instruction, we continue to observe the effects of the pandemic on the students' overall performance and behaviors in school. For instance, chronic absenteeism has increased significantly, which impacts various metrics in College & Career. Additionally, the loss of instruction during the pandemic will no doubt have a continuous impact on students' overall readiness and preparation for CAASPP, which is a measure under the College & Career Indicator (CCI). That being said, early projections for high school graduation rates are trending in the right direction. Further analysis will need to be made with future graduating classes to ultimately understand the long term effects that the pandemic will have. We have also seen less students recovering credits via our Edgenuity platform; a deeper analysis will need

to be made to determine if students are making up credits via other routes and or if the need for Edgenuity will be decreasing in the near future. Additionally, our partnership with the UCLA Center X was forced to move from in-person to remote support for our AP students (Action 3.1), which resulted in a decrease in student participation.

We have also seen a steep decline in the amount of students enrolling in post secondary during their first year post high school. Specifically, only 45% have enrolled or a 7% decrease since our baseline data. While the pandemic has certainly had an effect on students enrolling in college, this may also be due to not having a data protocol when putting together this report and sending it to the National Student Clearinghouse. We will need to further analyze and determine this goal and its actions with the graduating class of 2023.

In the area of College & Career staffing support (Action 3.2), the department has had some vacancies that have impacted the department's goals. For instance, a vacancy for a Director of College & Career has been since fall of 2022. Also, there has been a vacancy of the College & Career Data Analyst that helps to account and use data to drive the department's overall goals. Similarly, there has also been a vacancy at one of our sites for the College & Career Specialist.

CUSD has also noted an increase in the number of dual enrollment college courses; however, this has also posed a challenge to our CCR staff in managing and enrolling students for these dual enrollment programs. Further work and support will need to be provided in the area of dual enrollment, given the additional programming and college coursework that will be offered the upcoming school year. Lastly, feedback from our educational partners has pointed to a need for counseling staff to extend and increase support for K-8 schools, and a decrease in counselor-to-student ratio at the high school level.

Some counselor withdrawals have impacted our ability to provide the best support and guidance to unduplicated students and their families this school year (Action 3.3). Two Counselors resigned and one retired mid-year, and unfortunately we were unable to backfill these positions. Similarly, we had two counselors that were out on leave for a significant amount of time this school year. This will no doubt have an impact on students, particularly the one that primarily works with seniors.

Finally, no real challenges have been seen in the areas of College-Going Culture (Action 3.4) or professional development for support staff in the College & Career department (Action 3.5) since the return to in person instruction. Staff has enjoyed and provided good feedback to in person PD and training.

In the area of Career and Technical Education, perhaps the challenge that has had the most lasting effect has been the high leadership turnover, which caused us to have five different directors in the past five years. The current director started in November 2021 and has had to prioritize and focus on grant reporting deadlines that had passed prior to her tenure, and filling teacher vacancies for 22-23. Unfortunately, due to these challenges, articulation agreements and WBL (Work-Based Learning) opportunities have not reached the desired outcome this year. An increase in the number of articulation agreements will be pursued in 23-24. Compton College leadership and faculty that have a commercial music certification are committed to serve as a dual-enrollment opportunity for our new audio production pathway. This will be the first and only CTE pathway with dual enrollment/college credit earning opportunities for students. In addition, course sequencing discussions have been initiated with Compton College's new EMT program so that our three new EMT pathways opening in 2023-24 will be aligned in offering similar certifications so that students can transition seamlessly, and with certifications completed, at 18 years old (minimum age requested).

A Work-Based Learning (WBL) provider was contracted at Dominguez HS, which means that these opportunities will need to expand to the remaining high schools in 2023-24, so that we can make progress to meeting this goal. We plan on better engaging our workforce development and industry partners to provide more student internships and in-office/field WBL opportunities in order to increase the occurrence and success of post program placements as described above.

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

Some of our actions under Goal #3 experienced material differences between budgeted expenditures and estimated actual expenditures.

> Action 3.5 College and Career professional development. We were able to meet the services associated with this non-contributing action without using the full allocation (only about 45%).

> Action 3.6 Support for Foster Youth and Homeless. We only utilized partial LCAP funding for this contributing action, as we also utilized ESSER and ELO funding to implement services for these student population.

> Action 3.7 Articulation Agreements. The implementation of program articulation agreements was not fully implemented this school year, although one articulation agreement is currently being processed with Cerritos College. Partial LCAP funding was utilized for this non-contributing action.

> Action 3.8 Increase Work-Based Learning Opportunities for CTE students. About 30% of the funding associated with this non-contribution action was not utilized this year.

> Action 3.9 Monitoring the Early Warning System for African-American, Low-Income, EL, Foster Youth, and Homeless Students. This non-contributing action was also supported with other one-time funding, and only about 70% of the LCAP allocation was utilized.

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

The implementation of the actions under Goal #3 seek to prepare our students to be college and career ready prior to leaving our classrooms. The state's College & Career Indicator (CCI) dashboard, along with other supporting metrics, is used to measure our progress towards meeting this goal. Data indicates that, overall, several actions undertaken by the College & Career Department have been successful; however, we are still seeing the lingering effects of the pandemic, and current progress is hard to make it out as the state has not released a CCI percentage of "Ready" students. In the meantime, we are using our internal data to help us determine where we are in terms of progress or lack thereof.

Early data projections indicate that several of our performance metrics will reveal gains. For example, the latest data for the Class of 2022 saw a 5% increase of students graduating from high school. Also, we saw a 7% increase in A-G completion which also impacts the CCI dashboard. While it is too early to predict our CCI overall preparedness level for the class of 2023, based on our local data system, we estimate an increase in this area. Also, as of today, early projections indicate that 91% of our seniors will be graduating this year from high school, which is an increase of 2% compared to 2022. Our internal projection also indicates that 55% of these graduating students will meet A-G completion requirements, compared to 53% from last school year.

Regarding access to Advanced Placement courses, early data suggests a significant increase from the previous year. It appears that an additional 598 students will have taken at least one AP exam this or a total of 1843. These 1843 students will be taking a total of 2443 AP Exams, an increase of 472 from the previous year. AP Pass rates will not be available until July, that being said our latest data indicated a positive trend, as we saw a 2% increase from the previous year despite significant growth in test takers. This will help students accelerate the completion of their bachelor degree, while exposing more students to a rigorous curriculum. In addition, it is a cost-savings measure for students/families. If accomplished, we will have already achieved our desired goal for 2023-2024.

Similarly, we are expecting an increase in the amount of College Course completion for our scholars. Last year, CUSD students completed 2266 courses. Currently we have seen 1746 courses being completed at the halfway mark, as our students will also be completing additional courses in the Spring and Summer semesters. As such, we should be able to eclipse last year's total count. Aside from the positive effects on our CCI Dashboard, students will also benefit from cost savings, decreasing time to degree while also increasing their chances of persisting and ultimately graduating from college.

Regarding FAFSA completion rates, our Higher Education Coordinators, USC College Advisors, College Access Programs, and Counselors have worked in concert to support students through the completion process. However, internal data indicates that CUSD students will have completed the FAFSA applications this year at a 90% rate, which is an increase from the previous year of 87%.

While final college acceptance data needs to be tabulated, early data indicates that 85% of Compton students have been accepted to 4 or 2 year colleges, an increase of 10% overall. This would also represent a 2% increase from our previous baseline data (83%). Data pertaining to college enrollment will be released in the spring of 2023. However, internal data and projections indicate that 43% of the class of 2022 will have enrolled in colleges and universities, which represents a decrease of 8%. This trend is not unique to Compton Unified. The latest college enrollment figures released by the National Student Clearinghouse Research Center indicated that 662,000 fewer students enrolled in undergraduate programs in spring 2022 than a year earlier, a decline of 4.7 percent. Graduate and professional student enrollment, which had been a bright spot during the pandemic, also declined 1 percent from last year.

As we continue to mitigate the lingering effects of the pandemic, we will need to become more strategic in the way we engage our families and students so that we can offer them the information that they need and we achieve completion rates comparable to those in 2020. While CUSD works to ensure that students are "fit" for college

i.e. socially, financially, further work needs to be done in the area of academics. We need to better prepare students academically to ensure their preparedness.

In the area of Career and Technical Education, we also included a variety of metrics that will help us closely monitor the progress that we make throughout this LCAP cycle. For example, in the last three years progress was made towards the passing rate (C- or better) for CTE capstone courses. In 2019-202 there was a 76.4% passage rate, in 2020-2021 there was a slight improvement of a 77.18% passage rate and in 2021-2022 there was an increase to an 88% passage rate. However, in other CTE areas we can see some struggles. In the last three years progress has fluctuated in regard to CTE pathway completion rates, going from 8% in 2020 (2,373 course takers and 210 students completers), to 9.8% in 2021 (2312 students, 226 completers), to 7.6% (2580 Students, 196 completers) in 2022. Most recent data shows that the percentage of students who successfully completed CTE pathways and A-G requirements in 2020-2021 was 6.8%, versus 8.7% in the previous school year (2019-2020). This steep decline comes as an aftermath of virtual instruction, which made it virtually impossible to conduct CTE courses in a meaningful way. In 2021-2022 when we were back in person we saw an increase to 9.6% of students who successfully completed CTE pathways and A-G requirements.

In lieu of Increasing the number of CTE program of study offerings at district High Schools, we are newly proposing to increase the number of CTE faculty, thus increasing access to CTE pathway offerings at district High Schools. We increased the number of CTE teachers from 17 to 22 in the 22-23 school year. We are expecting to raise the number of teachers who offer CTE denominations to 20 within the next three years to respond to the growing demands for CTE expansion within a society that is highly dependent on innovation for growth and adaptability. In 2022-23, CUSD continued to refine CTE program offerings in order to replicate and expand upon successful pathways that meet local industry demands and engage our students. Four new audio production pathways were established across the 3 comprehensive high schools, and as the first CTE pathways ever offered at Chavez Compton and Chavez Centennial. Two more new pathways were established- Cisco Networking Academy and Game Design and VFX- both being piloted at Dominguez for expansion to other schools in the future. The Tv/Film production pathway was expanded from one campus to three high school campuses and was received with great excitement by students. Culinary Arts programming will be improved with the acquisition of a mobile commercial kitchen food truck. We have strong industry partners (Intuit, Save the Music, Convergent Technologies, GRX Immersive etc.) that are providing work based learning opportunities across multiple pathways. We look forward to 2023-24 when we will introduce the first Public Services pathway of Emergency Response/EMT at all three comprehensive high schools.

In terms of industry certifications, the number of District programs of study that offer industry certifications remains stable at two; however, we plan for every pathway to have certification(s) by Summer 2023. We have seen a reduction of 57 students (from 350 in the year 2020-2021 to 293 in the year 2021-2022) in the participation of students in virtual or in-person work-based learning continuum events, which entails 116 students enrolled in the Certified Nursing Assistant (CNA) program from all 3 high schools that were required to participate in the clinical (WBL) experience for the CNA license examination and 177 participants from Dominguez High School who attended work-based-learning related events hosted by EXP for CTE students.

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

Last year, some revisions were made to some actions and metrics in Goal #3, and we will not be making any significant changes this year. Goal #3 appears to be realistic and attainable.

Most of the actions associated with College & Career preparedness appear to be on target, despite the effects of pandemic. By 23-24 it is expected that at least 50% of students are College & Career prepared. It is expected that we will surpass the goal of having 60% of students meet the A-G requirements by 2024, with expected outcomes to be in the 50% or greater range for the upcoming year. In the area of AP coursework, we are successfully making progress towards meeting the goals of unique students taking at least 1 course and the amount of total exams taken by CUSD students. Also, we have already achieved and eclipsed the desired goal of having 1800 students complete college courses by over 400. Similarly, we are expecting to achieve 90-91% of students graduating from High School this year, putting us 1% of the ultimate goal of achieving 92% or greater. We are also seeing more students enrolled in college courses, and adequate progress is being made in the amount of students successfully completing college coursework. Goals associated with college acceptance and FAFSA completion appear to be on track, too.

The only metric that appears slightly out of reach at the moment is the percentage of students enrolling in post secondary institutions, as only 45% of students are enrolling (15% below our target). Further analysis will need to be made with the class of 2023 to further inform this goal and actions.

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



# Goal

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

## An explanation of why the LEA has developed this goal.

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

In terms of Pupil Engagement, efforts will continue to be made to increase student attendance and graduation rates while decreasing chronic absenteeism and dropout rates. The California Dashboard from 2022 indicates that Compton Unified closed the school year with 28.9% of the students chronically absent (Very High Level). The absenteeism levels for our Homeless students was as high as 40.1%, African American students' rate was 30.7%, and Students with Disabilities 34.8%. Our most recent internal data indicates that Compton Unified currently has an attendance rate of 91.8%, which is even lower for some of our student groups including African-American (91.3%), Homeless (84.6%), and Special Education students (90.4%). A missed school day is a lost opportunity for students to learn, but poor attendance has also serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates.

Actions 1, 2, 9, and 12 in Goal #4 are designed to create a positive connection between school and families by nurturing positive attendance habits and connectedness to school. These actions will be structured upon four tiers of intervention, which provide escalated support, from automated phone calls for each absence to targeted support, such as SART or SARB. In addition, Compton Unified School District is looking at possible partnership with Educational Consulting Services in order to intensify our efforts to improve student attendance. Finally, our district has developed a system to recognize improved attendance as well as students and families that meet the 98% district-wide attendance targets.

Regarding School Climate, our efforts will focus on maintaining low suspension and expulsion rates, and increasing the sense of school connectedness for students, parents, and teachers. School climate and school discipline policies are important to public safety because students who are suspended or expelled are more likely to fall behind in school, drop out, and become involved in crime. A 2011 Council of State Governments study of Texas students found that students who were suspended or expelled one or more times were nearly three times more likely to have contact with the juvenile justice system in the following year than similar students who were not suspended or expelled. A study published in 2018 found that 12 years after being suspended, youth were 30% more likely to have been arrested once, 51% more likely to have been arrested multiple times, 23% more likely to have been in prison, and 49% more likely to have been placed on probation than similar youth who had not been suspended. When students are suspended or expelled for relatively minor incidents, the primary result is lost instructional time and a missed opportunity to address any underlying issues contributing to the behavior. This is why it is so important for Compton USD to find alternatives to suspension and expulsion. When we look at the California Dashboard pre-pandemic, we can see that our district was able to significantly reduce suspension rates from 4.3% in 2017 (Orange) to 1.3% in 2019 (Green). This is an indication that actions/services provided during the last LCAP cycle were effective. Even though the 2022 California Dashboard shows a suspension rate of 1.1%, the truth is that coming back from the pandemic, our site leaders and educators have noticed a significant increase in disruptive behaviors.. It is clear that, more than ever before, we must continue focusing on actions that seek to improve student discipline, as well as school climate and safety.

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

Action 12 focuses on our Wellness Initiative Support Team (WIST), which constitutes an attempt to address some of the conditions that impact the performance of our African-American students. Actions 13 and 14 reflect the needs of our learners with exceptional needs. This population will benefit from the implementation of The Success Through Educational Participation Program (STEPP) which will provide IEP teams with an alternative placement with targeted interventions for students with unique needs and challenging behaviors. This intervention program prevents students with disabilities from being placed in a more restrictive environment and provides K-8 students with an IEP with appropriate behavioral skills. Additionally, the Department of Pupil Services will provide mental health services, 1:1, and small group counseling for students and their families as specified in their IEP.

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

The California Schools Staff Survey (CSSS) and the California Schools Parent Survey (CSPS) that we administered in February this school year show that 86% of teachers agree or strongly agree that their schools actively promote parent involvement. However, our most recent Healthy Kids Survey for secondary schools indicated that only 43% of 7th graders agree or strongly agree that parents feel welcome to participate in school activities, while 33% of 9th graders and 29% of 11th graders responded favorably. It seemed evident, then, that we needed to continue building opportunities for parent engagement in our district, and particularly in our secondary schools. so we need to celebrate an increase in the percentage of favorable responses.

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



process.

The metrics below will help us measure progress towards a more positive school climate and higher pupil engagement, as described in Goal #4. Ongoing improvement in metrics such as attendance rates, chronic absenteeism, graduation rates, dropout rates and suspension and expulsion rates will help validate the need to continue with the implementation of the actions under this goal. Our LCAP survey will also help us identify further areas of concern and put systems in place to address them.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance rates disaggregated by student group  Data Source: Aeries	All: 95.2% AA: 94.2% Hispanic: 95.4% FY: 94.6% Homeless: 92.6% LEP: 95.1% RFEP: 96% SED: 95.4% SWD: 94.3%  (Year 2019-2020)	All Students: 91.3% AA: 90.03% Hispanic: 91.5 % FY: 86.0 % Homeless: 82.5% LEP: 91.3 % RFEP: 93.% SED 91.2% SWD: 89.9 %  (Year 2021-2022)	All Students: 91.6% SED: 91.9% AA: 91.3% Hispanic: 91.9% LEP: 91.7% Homeless: 84.6% SWD: 90.4% FY: 92.5% RFEP: 93.1%  (Year 2021-2022) (Source: Aeries)		All: 98% AA: 98% Hispanic 98% FY: 98% Homeless: 98% LEP: 98% RFEP: 98% SED: 98% SWD: 98%
Data Source: Aeries and 5Labs	All Students: 96.9% SED: 94.6% AA: 93.1% Hispanic: 97.6% LEP: 98.9% Homeless: 90.7% SWD: 93% FY: 94.2% RFEP: 95.5% (Year 2020-2021)				
Data Source: Information Technology Department					
Chronic absenteeism disaggregated by	All Students: 10.6% SED: 10.8%	All Students: 16.9% SED: 17.1%	All Students: 28.4% SED: 27.9%		All Students: ≤10% SED: ≤10%

<p>student group</p> <p>Data Source: CA Schools Dashboard</p>	<p>AA: 16.3% Hispanic: 9.2% LEP: 9.2% SWD: 14.4% FY: 13.2%</p> <p>(Year 2019-2020)</p>	<p>AA: 21.8% Hispanic: 15.6% LEP: 16.6% Homeless: 32.4% SWD: 21.1% FY: 22.9%</p> <p>(Year 2020-2021) (Source: Dataquest))</p> <p>All Students: 28.9% SED: 29.1% AA: 30.7% Hispanic: 28.4% LEP: 27.7% Homeless: 40.1% SWD: 34.8% FY: 23.7%</p> <p>(Year 2021-2022) (Source: California Dashboard)</p>	<p>AA: 32.7% Hispanic: 27.6% LEP: Homeless: 54.8% SWD: 35.2% FY: 22.3%</p> <p>(Year 2022-2023) (Source -District Aeries)</p>	<p>AA: ≤10% Hispanic: ≤10% LEP: ≤10% SWD: ≤10% FY: ≤10%</p>
<p>High school graduation rates disaggregated by student group</p> <p>Data Source: CA Schools Dashboard</p>	<p>All Students: 87.1% SED: 88% AA: 90.4% Hispanic: 86.3% LEP: 71% SWD: 78.1% FY: 79.3%</p> <p>(2019-2020)</p>	<p>All Students: 84% SED: 84% AA: 85% Hispanic: 84% LEP: 70% SWD: 75% FY: 73%</p> <p>(2020-2021)</p>	<p>All: 89% African American: 87% Latinx: 90% EL: 82% Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%</p> <p>(2021-2022)</p>	<p>All: 92% SED: 92% Hispanic: 92%-94% AA: 92-94% LEP: 81%-86% FY: 85-90%</p>
<p>High school dropout rates disaggregated by student group</p> <p>Data Source: DataQuest</p>	<p>All Students: 10% SED: 11% AA: 8% Hispanic: 10.63% LEP: 19% SWD: 11% FY: 28%</p>	<p>All Students: 16% SED: 16% AA: 15% Hispanic: 16% LEP: 30% SWD: 35% FY: 27%</p>	<p>All Students: 89% African American: 87% Latinx: 90% EL: 82% Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%</p>	<p>All Students: ≤5% SED: ≤5% AA: ≤5% Hispanic: ≤5% LEP: ≤5% SWD: ≤5% FY: ≤5%</p>

	(2019-2020)	(2020-2021)	(2021-2022)		
Middle school dropout rates  Data Source: Local Data	Hispanic/Latino (18) Pacific Islander (1) African American (6)  (2019-2020)	Hispanic/Latino: (10) Pacific Islander: (1) African American: (6)  (2020-2021)	Latinx: 14 Pacific Islander: 1 African American: 6  (2021-2022)		Hispanic 0 Pacific Islander 0 African American 0
Suspension rates, disaggregated by student group  Data Source: CA Schools Dashboard	All Students: 1.3% SED: 1.3% AA: 3.3% Hispanic: 0.8% LEP: 0.8% SWD: 3% FY: 3.8%  (2018-2019)  All Students: 0.8% (2019-2020 Dataquest)	All Students: 0.0% SED: 0.0% AA: 0.2% Hispanic: 0.0% LEP: 0.0% SWD: 0.3% FY: 0.5%  (2020-2021 Dataquest)	All Students: 0.3% SED: 0.4% AA: 0.7% Hispanic: 0.3% LEP: 0.2% SWD: 0.2% FY: 1.5%		All Students: ≤1% SED: ≤1% AA: ≤1% Hispanic: ≤1% LEP: ≤1% SWD: ≤1% FY: ≤1%
Expulsion rates, disaggregated by student group  Data Source: DataQuest	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%  (2019-2020 DataQuest)	All Students: 0.0% SED: 0.0% AA: 0.0% Hispanic: 0.0% LEP: 0.0% SWD: 0.0% FY: 0.0%  (2020-2021 DataQuest)	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%		All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%
Students' sense of school safety (school climate). Students perceiving their	5th grade: 75% 7th grade: 64% 9th grade: 36% 11th grade: 41%	5th grade: 58% 7th grade: 53% 9th grade: 34% 11th grade: 33%	5th grade: 64% 7th grade: 45% 9th grade: 33% 11th grade: 32%		5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%

school as very safe or safe.  Data Source: CHKS					
Students' sense of school connectedness (school climate). Students feel connected to school.  Data Source: CHKS	Grade 5: 64% Grade 7: 60% Grade 9: 34% Grade 11: 42%	Grade 5: 57% Grade 7: 54% Grade 9: 63% Grade 11: 56%	5th grade: 64% 7th grade: 48% 9th grade: 36% 11th grade: 39%		Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70%
Students' sense of school connectedness (school climate). Percentage of students indicating to have caring adult relationships in school.  Data Source: CHKS	Caring Adults in School: 5th grade: 74% 7th grade: 60% 9th grade: 52% 11th grade: 55%	5th grade: 66% 7th grade: 54% 9th grade: 34% 11th grade: 43%	5th grade: 63% 7th grade: 50% 9th grade: 36% 11th grade: 48%		Caring Adults in School: 5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%
Students feeling academic motivation  Data Source: CHKS	5th grade: 76% 7th grade: 71% 9th grade: 67% 11th grade: 63%	5th grade: 80% 7th grade: 71% 9th grade: 74% 11th grade: 73%	5th grade: 79% 7th grade: 65% 9th grade: 61% 11th grade: 64%		5th grade: 90% 7th grade: 80% 9th grade: 80% 11th grade: 80%
Staff' sense of school safety for students (school climate).	All: 81% ES: 85% MS: 70%	All: 79% ES: 80% MS: 79%	All: 85% ES: 91% MS: 85% HS: 78%		All: 90% ES: 95% MS: 85% HS: 85%

Percentage of teachers and staff that agree or strongly agree that the school is a safe place for students.  Data Source: CSSS	HS: 78%	HS: 76%			
Staff' sense of school safety (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a safe place for staff.  Data Source: CSSS	All: 81% ES: 82% MS: 70% HS: 89%	All: 76% ES: 81% MS: 79% HS: 79%	All:84% ES:88% MS:87% HS:75%		All: 90% ES: 90% MS: 80% HS: 95%
Staff' sense of school connectedness (school climate). Teachers and staff strongly agree that schools provide enough social emotional support for children.  Data Source: CSSS	ALL: 26% ES: 29% MS: 27% HS: 18%	ALL: 29% ES: 28% MS: 35% HS: 29%	All:31% ES:37% MS:33% HS:19%		ALL: 80% ES: 80% MS: 80% HS: 80%
Staff' sense of school connectedness (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a supportive and	All: 82% ES: 88% MS: 75% HS: 76%	All: 85% ES: 93% MS: 93% HS: 83%	All:84% ES:87% MS:90% HS:79%		All: 90% ES: 95% MS: 85% HS: 85%

<p>inviting place for staff to work.</p> <p>Date source: CSSS</p>					
<p>Schools have active parent (advisory) groups.</p> <p>Data Source: Local Data</p>	<p>SSC: 100% schools have an active SSC</p> <p>ELAC: 100% schools have an active ELAC</p>	<p>SSC: 100% schools have an active SSC</p> <p>ELAC: 100% schools have an active ELAC</p>	<p>SSC: 100% schools have an active SSC</p> <p>ELAC: 100% schools have an active ELAC</p>		<p>SSC: 100% schools have an active SSC</p> <p>ELAC: 100% schools have an active ELAC</p>
<p>Parents' sense of school safety (school climate). Parents who agree and strongly agree that school is a safe place for their child.</p> <p>Data Source: California Parent Survey</p>	<p>All: 90%</p> <p>ES: 90%</p> <p>MS: 100%</p> <p>HS: 67%</p>	<p>All: 87%</p> <p>ES: 90%</p> <p>MS: 84%</p> <p>HS: 73%</p>	<p>All:79%</p> <p>ES:89%</p> <p>MS:71%</p> <p>HS:63%</p>		<p>All: 95%</p> <p>ES: 95%</p> <p>MS: 100%</p> <p>HS: 80%</p>
<p>Parents' sense of school connectedness (school climate). Percentage of parents who agree and strongly agree that school actively seeks the input of parents before making important decisions.</p> <p>Data Source: CSPA</p>	<p>ALL: 74%</p> <p>ES: 76%</p> <p>MS: 72%</p> <p>HS: 70%</p>	<p>ALL: 72%</p> <p>ES: 75%</p> <p>MS: 66%</p> <p>HS: 61%</p>	<p>All:71%</p> <p>ES:75%</p> <p>MS:69%</p> <p>HS:65%</p>		<p>ALL: 100%</p> <p>ES: 100%</p> <p>MS: 100%</p> <p>HS: 100%</p>

<p>Parents' sense of school connectedness (school climate). Parents strongly agree that schools promote parent involvement.</p> <p>Data Source: CSPA</p>	<p>ALL: 29% ES: 32% MS: 25% HS: 24%</p>	<p>ALL: 33% ES: 35% MS: 35% HS: 23%</p>	<p>All:31% ES:37% MS:28% HS:19%</p>		<p>ALL: 60% ES: 60% MS: 60% HS: 60%</p>
<p>Parents' sense of school connectedness (school climate). Percentage of parents who agree or strongly agree that their school encourages them to be an active partner with the school.</p> <p>Data Source: CSPA</p>	<p>All: 82% ES: 84% MS: 79% HS: 77%</p>	<p>All: 80% ES: 81% MS: 81% HS: 73%</p>	<p>All:80% ES:86% MS:76% HS:73%</p>		<p>All: 90% ES: 90% MS: 85% HS: 85%</p>
<p>Parents' sense of school connectedness (school climate). Percentage of parents who agree or strongly agree that they feel welcome to participate in their child's school.</p> <p>Data Source: CSPA</p>	<p>All: 79% ES: 81% MS: 77% HS: 75%</p>	<p>All: 71% ES: 72% MS: 71% HS: 64%</p>	<p>All:77% ES:80% MS:78% HS:72%</p>		<p>All: 85% ES: 90% MS: 85% HS: 85%</p>
			<p>All:78%</p>		<p>All: 75%</p>

Parents' sense of school connectedness attending to their child's needs (school climate). Percentage of parents who agree or strongly agree that their child's teachers are responsive to the child's social and emotional needs.	All: 65%	All: 83%	ES: 86%	ES: 85%
	ES: 72%	ES: 85%	MS:79%	MS: 70%
	MS: 54%	MS: 79%	HS:64%	HS: 70%
	HS: 56%	HS: 65%		
Data Source: CSPS				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Monitoring and Re-engagement strategies	<p>Current attendance data shows that many of our low-income students present high levels of chronic absenteeism, mainly caused by the effects of the COVID-19 pandemic and virtual learning. In our ongoing conversations with our site principals, teachers, and counselors, they have expressed their concerns regarding the engagement level and consistent participation of these students.</p> <p>As we start planning for next school year, it is important that we increase our services regarding attendance monitoring and re-engagement strategies for our low-income students. All school sites will have an Attendance Task Force which will systematically monitor student attendance and the implementation of re-engagement strategies for these students. The task force will be supported by administrators, and it will consist of attendance clerks, counselors, teachers, Community Relations Specialists, as well as any other necessary support staff. The team will be responsible to reach out to the families of our unduplicated students regarding absences, tardies, and cases of truancy. They will meet on a weekly basis to identify barriers, plan attendance interventions, and monitor results. They will work together to ensure that our unduplicated students attend school daily and meet the district's goal of 98% or higher.</p>	\$448,246.00	Yes
2	Recognition Programs and Awards	Child Welfare and Attendance and all school sites will organize both site-based and district-wide recognition assemblies, and they will implement attendance incentives for students and families (e.g., awards, banners, stickers, etc.) to motivate students to improve	\$22,380.00	No



		their daily attendance, academic performance and growth across content areas, and positive behavior in school.		
3	Behavior Management	<p>Recent evidence (Harris, 2006) suggests that the complex web of social relationships students experience—with peers, adults in the school, and family members—exerts a much greater influence on their behavior than researchers had previously assumed. Socioeconomic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.</p> <p>As we meet with educators throughout the district, and carefully analyze input from stakeholders from different LCAP surveys, we see that there is a need to continue with the implementation and expansion of some of the systems in place that help address the behavioral needs that our low-income students face. During the last year of our LCAP cycle, Pupil Services will expand and improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies and software (BRIM) in order to provide a safe, positive and secure learning environment for our staff and low-income students. The implementation of these practices will result in improving the school climate as well as the effectiveness, efficiency and equity in our schools. In addition we expect to see a decrease in the number of suspensions, and referrals to District Administrative Hearing Panel (DAHP) and to the District Guidance Review Committee (DGRC).</p>	\$632,082.00	Yes
4	Counseling Services	The District will offer counseling and mental health therapy for students as necessary, including unduplicated (low-income, English Learners, and Foster Youth) with the ultimate goal to promote positive connections between students and adults which are essential to creating a school culture in which students feel safe and empowered.	\$280,916.00	No
5	Expansion of Wellness Centers	Children living in poverty are more likely to lack the basics including food, clothing, adequate housing, and parental support with homework. The stress of these challenges can weigh a child down before they even get out of bed in the morning. And, grim statistics predict that under-resourced kids are on the fast track to dropping out of high school. In response to these challenges, we determined that Pupil Services will continue to expand the implementation of our Wellness Centers (currently at 22 schools). These Wellness Centers will offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups with the ultimate goal to improve student academic achievement and decrease dropout rates. Through these centers, schools will also offer psychological services, basic medical care and other services to help our low-income families navigate trauma and other challenges associated with their life conditions. In addition, the wellness centers will provide the opportunity for mentoring services that will assist these students with the daily rigors of life.	\$456,468.00	Yes

6	Trauma Training	<p>Research shows that trauma can have severe impacts on the brain and overall health and wellness. While a significant portion of the overall population has experienced some form of trauma, we know that trauma is more prevalent among individuals living in low-income environments. In fact, the trauma that results from living in poverty for long periods of time can result in a chronic, toxic stress that has substantial consequences for each individual and society as a whole. In addition, it is well documented the traumatic experiences that some of our newcomer ELs have experienced, having to face separation from their families in some cases, or even federal custody in others. Trauma is not foreign to our foster youth, either. Research shows that one in four children in foster care will show signs of post-traumatic stress disorder.</p> <p>Compton Unified acknowledges the traumatic experiences that many of our low-income students and other unduplicated students had to face in the midst of a pandemic, and the impact that these may have had on their academic performance and well-being. During the last few months, educators and parents across the district have shared some of these experiences and highlighted the need for increased support in this area. As such, our district will provide relevant, trauma-informed training to all staff (administrators, teachers, counselors) to better equip them to understand the role of trauma, its effect on low-income children, foster youth, and newly arrived English Learners, and how educators can change methods of interacting and responding to children impacted by trauma. By adopting a trauma-informed approach, our schools will undertake a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma.</p>	\$117,900.00	Yes
7	Social-Emotional Learning	<p>Many of our low-income children in Compton are at increased risk for socio-emotional problems, which may contribute to socioeconomic disparities in wellbeing and academic achievement. This risk was significantly accentuated with the effects of the COVID-19 pandemic. Input from educators and parents in our district through multiple consultation sessions, and the results from the Healthy Kids Survey, School Staff Survey, and Parent Survey, highlight the need to increase services in this area.</p> <p>As a result of this need, all school sites will implement a Social-Emotional Learning program (e.g. Second Step for K-8 and Move This World for High Schools) that aims to meet the social emotional needs of our low-income, minority students. Both teachers as well as classified staff will receive the appropriate training for a successful and holistic implementation of the model. In addition, schools will implement a baseline Social Emotional Learning assessment that will be administered twice a year in order to monitor the social and emotional competencies of students. The assessment results will help teachers and counselors set clear goals and benchmarks, and organize evidence-based lessons that will help our low-income students build social competencies and improve leadership skills.</p>	\$216,344.00	Yes

8	Team Joy and Fun	Child Welfare and Attendance, in collaboration with schools, will provide enrichment activities for students in grades K-12. These activities will support student engagement, (inside and outside of the classroom) build social fluency, provide student leadership opportunities, athletic participation, and racial equity activities, as demonstrated by peer mentorship, student leadership and extended learning opportunities.	\$114,000.00	No
9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	Child Welfare and Attendance will facilitate professional development to school sites on developing high functioning Professional Learning Community (PLC) teams that design and provide strong Tier I behavioral interventions for our low-income students. These teams would also review academic, attendance and behavioral data and determine the appropriate intervention by strengthening the multi-tiered systems of support (MTSS) process using the following structures: Student Success and Monitoring Team (SSMT), Section 504 and student attendance review team (SART).	\$234,000.00	No
10	Parent Involvement	<p>Researchers continue to find evidence that higher levels of involvement by parents are related to academic success for students (Epstein, 2001). Therefore, unduplicated children, with less involved parents, often experience fewer of the academic benefits than children coming from higher income homes. Our educators in Compton Unified truly understand and advocate for the need to increase and improve parent participation opportunities in schools as an effective way to better support our unduplicated students at all levels.</p> <p>As a result of this need, Compton Unified, in collaboration with all the schools and site Community Relations Specialists and outside organizations (e.g. PIQUE, The Therapeutic Play Foundation Inc., etc.) will increase parent education workshops, classes, and/or conferences to better equip families with the information, knowledge, and skills necessary to support our unduplicated students in the educational process.</p> <p>These opportunities for parent involvement will cover topics such as: Supporting Students at Home with Academic, Common Core Content Standards and Related Assessments, Technology and Online Programs, Trauma and Mental Health, Parenting, Racial Equity and Social Justice, Implementation of IEPs/504, Understanding Different Classifications of Students with Disabilities, and Health-Related topics. They will be offered at different times of the day to better accommodate the needs of families.</p>	\$442,701.00	Yes
11	Promoting Parent Voice and Advocacy	CUSD will increase targeted engagement and communication with parent (advisory) groups, including the District English Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), school Black Parent Advisory Committees (BPAC), and Parent Teacher Association (PTA). These committees will have an opportunity to provide input and collaborate to identify equitable and culturally responsive academic and social practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students	\$52,380.00	No

		experiencing homelessness.		
12	Wellness Initiative Support Team for African-American Students	<p>Beyond the Schoolhouse Policy Report, released in October 2019, identified African American student achievement data to be the lowest in Los Angeles County. The report, authored by UCLA researchers Drs. Pedro Noguera, Tyrone Howard, Joseph Bishop and Stanley L. Johnson, Jr., details findings relative to conditions that contribute to the “accumulation of disadvantage” across various educational, health and social indicators that interact with the academic and developmental outcomes of Black children in Los Angeles County.</p> <p>Local data shows significant gaps for our African-American students in Compton Unified, including ELA and Math performance on the CAASPP assessment, College and Career Readiness indicator, A-G completion indicator, and suspension rates. In response to this need, Compton Unified School District will provide additional support to African American students by creating a Wellness Initiative Support Team (WIST). In an attempt to address some of the conditions that impact the performance of our African-American students, the WIST team, composed of CUSD staff members, will provide additional district-level student intervention and support, using the district student success and monitoring team (DSSMT) process. In addition, the team will be responsible for contacting parents and making home visitations to strengthen the systematic monitoring of attendance, student engagement, school connectedness, and mental health support.</p>	\$43,650.00	No
13	STEPP Program	Compton Unified will continue the implementation of the Success Through Educational Participation Program (STEPP) for students with unique needs and challenging behaviors that impede their ability to access the core curriculum. STEPP will provide IEP teams with an alternative placement with targeted interventions that will eventually help students return to their comprehensive school sites with success.	\$93,120.00	No
14	Counseling Services for Special Education Students	The District will offer mental health therapy for students and their families as recommended by their IEP team. Through the Department of Pupil Services, CUSD will provide 1:1 and small group counseling for students with special needs as recommended by their IEP team. If the student needs more intensive services, the IEP team will determine if counseling should be added for additional support on site through school Psychologists.	\$67,900.00	No

## Goal Analysis for 2022-2023

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

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

Actions and services for Goal #4 were implemented as described during the 2022-2023 school year, and continue to be implemented and expanded as we plan for next school year. Most of the actions implemented for this goal could be categorized in four different groups including, (1) student engagement and attendance, (2) wellness initiatives, (3) parent engagement, and (4) school climate.

## SUCSESSES

Student engagement and attendance (actions 4.1) is critical to the academic achievement of our low income students in Compton Unified. This is the main reason why CUSD has always prioritized this area. During the 2022-2023 school year, regular monitoring of school-level attendance occurred on a weekly basis. In order to support improvement in this area, Compton USD promoted that schools implement an attendance task force per site, composed of pivotal personnel (administrator and attendance clerk) and open to additional staff members that vary per site, such as teachers, secretaries and Community Relations Specialists (CRS). The attendance task force meets regularly to review data, discuss strategies and monitor implementation. Additional strategies that we have utilized during the 2022-2023 school year include home visits, social media posts for shout outs, student recognition, data chats, and coaching for principals in the area of attendance. 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). Pupil Services closely worked with individual schools and site leaders in the area of chronic absenteeism while our Department of Research and Evaluation created attendance trackers that were shared with Principals once a week. Efforts have been made to keep abreast of current research, especially in the area of chronic absenteeism, both in California and nationwide by utilizing the resources provided by the Hanover organization and Attendance Works, as well as the resources provided by Educational Slides for information pertaining to this and other related areas.

The implementation of our wellness initiatives have been in the forefront of our pandemic recovery efforts after students came back to in-person learning in the 2021-2022 school year. Throughout the 2022-2023 school year, Pupil Services continued to revisit and improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies and software (BRIM) in order to provide a safe, positive and secure learning environment for our staff and low income students (Action 4.3). In addition, many students were able to receive mental-health related services through our Department of Child Welfare and Attendance (action 4.4) as well as many of our partners (e.g. Centinela Youth Services).

As a Tier II intervention, Check in, Check out (CICO) is being implemented districtwide, and a deliberate effort has been made to train principals. CICO, which last year was implemented across a small percentage of the school population in need of more intensive support, has been expanded this year through the training of each individual teacher and the provision of a 20 minute training video. In addition to introducing the use of CICO for Tier II, this year we also expanded the use of the Mood Meter, as a tool for starting up discussion about how people are feeling at any time of the day.

During the 2022-2023 year we also continued the process of establishing and expanding our Wellness Centers. (action 4.5). At CUSD, we are proud of our network of 22 Wellness Centers that provide safe environments on our school campuses to support students with a variety of mental health issues, such as depression, grief, self-esteem, family life, dating violence, sexual identity, stress and health needs. Through both on-campus programming and community-based partnerships, students receive coordinated health education, assessment, counseling, and other support services to maximize student engagement and success. The Compton Unified School District has created 13 new Wellness Centers - 8 in Spring 2022 and 5 in the Fall of 2022. The Wellness Centers are operated by district clinical staff, mental health partners and our CESII Interns. In terms of trauma training (action 4.6) during the 2022-2023 school year, the Compton Unified School District used training modules from LACOE - PBIS, Move This World, Second Step, Kognito, and Youth Mental Health First Aid (YMHFA). This service is critical so that we can target the whole child and become successful in addressing the aftermath of social isolation that took place during the school closures.

CUSD fully implemented two Social Emotional Learning Curricula (action 4.7). The Second Step family of social-emotional learning (SEL) programs is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional skills to all students, Early Learning through Grade 8. The program teaches specific skills that strengthen students' growth mindset, emotion management, empathy, and problem-solving. With the ability to focus, listen, and stay calm and in control, students are better able to meet school wide behavioral expectations and attend to their learning. Move This World is an interactive SEL program which provides one of the only social emotional skill development programs for high school students, offering stability and guidance for students to carve their path with confidence. The tool for measurement of students' emotional needs is Panorama. Panorama Social-Emotional Learning Survey is research-backed, open-source survey which offers 22+ survey topics to measure students' social-emotional skills and competencies, including growth mindset, self-management, and social awareness. School and district leaders use Panorama survey data to identify students' social-emotional strengths and areas of need, integrate SEL into school improvement plans, differentiate supports for children, and address adult SEL. Teacher Perception Survey was administered to all TK-2 teachers for all TK-2 students in the fall and was repeated in late spring one on one by the classroom teacher. All students within grades 3-11 took the regular Panorama survey. This year we are using the survey analytics platform to benchmark our results against peer schools and districts, disaggregate results by demographics to view the data through an equity lens, and access Panorama's Playbook for actionable, low-lift SEL Interventions from expert organizations.

Last year, we started the year training teachers on the use of Second Step and Move this World. In addition, high school staff had a 90 minute session of Social-

Emotional Learning (SEL) training. Although substitute shortages have negatively impacted professional development on evidence-based behavioral and attendance interventions (Action 4.9), we were still able to provide some important training for administrators and teachers. During the 2022-23 school year, we held training on 'Mindset' by Carol Dweck for administrators, teachers, and other certificated and classified staff. We have also provided training on Improving Attendance by using Restorative Practices, Building Strong School Climate, Anchoring SST within a Multi-Tiered System of Supports (MTSS), and Implementing SEL for Community Relations Specialists, so they could be better equipped with tools related to social-emotional learning and why it is important for students. We also held training on Other means of Correction for administrators, and on the strategy "Check in, Check out" (CICO) as discussed above. We also purchased books and a video for each school to further promote this strategy. Finally, our training on Student Support and Monitoring Team (SSMT) gives detailed attention to 504 and SART. The SSMT handbook has been updated with all the new strategies available.

Goal 4 of our LCAP also includes actions to improve school climate, including student recognition activities (action 4.2) as well as "Team Joy and Fun" (Action 4.8). Regarding Action 4.2, our schools organized assemblies and attendance incentives for students and families to motivate them to improve their daily attendance, high academic performance and growth across content areas, and positive behavior in school. Attendance incentives implemented in various sites included pep rallies, recognition via social media, dog tags, attendance medals, trophies, certificates, wristbands, gift cards, backpacks and t-shirts. Child Welfare and Attendance (CWA) also organized quarterly virtual assemblies for all 33 school sites to honor Students of the Month and Students on a Roll (students with improved attendance). This year, our Department of Black Student Achievement started to recognize the improvements in academics and attendance achieved by our African American scholars.

In addition, our Spring FEST concluded successfully. This event, under the theme; "Dream big, work hard and be drug free" opened with a virtual session, attended by about 2000 students and partners, featuring a keynote speaker, Derrick Reed from TUPE, who stressed the importance of a drug free world and school programs that address this need. Another noted speaker, Dr. Shari Randolph, presented the book The Seven Habits of Highly Effective Teens which book was provided to every student participant. Finally Tommie Watkins brought the Peer2Peer student group from Centennial HS who presented their successful Peer2Peer program, and their impact on substance abuse and replacement behaviors including leadership, and other activities. Our goal is to extend Peer2Peer all the way to middle school so that it becomes our practice. The four hundred participants from all district schools were given T-shirts, backpacks and played games and were able to participate in various workshops, including an art therapy session, which enabled them to sit down and draw what the event theme means to them for 30 minutes. The purpose of this event was to tackle the complexities of drug abuse from a holistic approach: being well is about taking care of themselves, having a sense of belonging and connection, as well as good rapport with peers and staff.

As opposed to last year, when we organized a field trip to Knotts Berry Farms, this year, we recognized students in the form of gift cards. For every workshop they attended, students got a stamp and once they completed their passports, we gave away gift certificates, some of which were contributed by our LACOE partners. Team Joy and Fun (action 4.8) continued to successfully provide high quality opportunities for the students of Compton Unified School District. CWA coordinates Positive Behavior Intervention and Supports (PBIS), Unity Day, Bullying Prevention activities, Red Nose Day activities, Kindness and Mental Health Awareness promotion and activities, virtual assemblies quarterly for all 33 school sites to honor Students of the Month and Students on a Roll (students with improved attendance).

Parent and family engagement of our unduplicated student groups (actions 4.10, 4.11) has always been another area of focus for Compton USD. The Compton Unified School District has provided parent workshops on a variety of topics including Supporting Students at Home Academically, Common Core Content, Mindfulness, Suicide Prevention, Anxiety, Positive Parenting, and Mental Health Supports. These presentations were offered in both English and Spanish. The response that we have obtained from participants has been very positive. In addition to attending workshops and training, parents were 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 Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), school Black Parent Advisory Committees (BPAC), and Parent Teacher Association (PTA).

In terms of the Wellness Initiative Support Team (WIST) for African American students (action 4.12), the Department of Black Student Achievement has begun implementation of its multi-tiered plan that includes a Mentorship Tier, composed of three levels: District Mentorship Program that pairs ninth grade black students with district level mentors, Student Mentorship Program which is organized by the principal of each school, and Student to Student Mentorship Program also organized by the principal of each school. The Wellness Initiative Support Team (WIST), composed of CUSD staff members and CSEII Interns, have begun providing additional district-level student intervention, using the district student success and monitoring team (DSSMT) process. Additionally, we have implemented BSA Counseling Meetings, a BSA Club, a Black Parent Advisory Committee, a District Black Parent Advisory Committee and BSA Academic Math and English Intervention.

Our most vulnerable Special Education students have access to two interventions, especially designed to meet their needs. In this respect, the Success through Educational Participation Program (STEPP), which was designed to meet the needs of students with unique needs and challenging behaviors, has been critical in expanding our capacity to retain students within Compton Unified. This program continues to operate providing services based on students' IEPs. Through the STEPP

program (action 4.13) we have been able to meet the academic and social-emotional needs of our students by offering them targeted interventions provided by intervention teachers in Math and in ELA, behavior specialists and behavior specialists IA, who also monitor student progress.

Professional Development for educators participating in this program has been critical to accommodate the needs of these scholars. Our district also offers counseling services for our special education students and their families (action 4.14), as recommended by their IEP team, through the Department of Pupil Services in the form of 1:1 and small group counseling. For students in need of more intensive services, the IEP team determines if counseling should be added for additional support on site. In this respect, school psychologists have supported students, tracked student progress and monitored the effectiveness of services. These services are aligned to the district social-emotional provision for students with IEPs.

## CHALLENGES

One of the most pervasive challenges that we have encountered this year was in the area of student attendance (action 4.1). The problem seems to be more concerning at the high school level, and particularly with our continuation high school students, many of which continue to experience very high levels of chronic absenteeism. We noticed that during the pandemic some bad habits regarding attendance were established, and oftentimes students would take 3 or 4 day weekends. Breaking out of such a habit has not been an easy task. The Attendance Task Force established at every school site have done their best to minimize the impact of chronic absenteeism, but some of them have been more successful than others.

Although not in a drastic way, COVID-19 has also changed the way in which we have recognized and celebrated students with perfect and most improved attendance this year in comparison to pre-pandemic years (Action 4.2). All attendance recognition assemblies organized by Pupil Services have been virtual since the pandemic started, and this really has changed the way people interact. The spirit and enthusiasm of in-person assemblies cannot be matched within the virtual setting, and this subtracts from the impact that we pursue.

Regarding Action 4.3, while we know that the implementation of MTSS in our district has improved over time, we recognize that we have a lot more to do. For example, the turnover of site leadership and/or teaching staff makes it necessary to continue ongoing professional development in PBIS implementation, which continues to be challenging. Similarly, the implementation of restorative practices entails a change in the way we interact with parents and students, a change in our mindset, and these changes take time and ongoing professional development. Furthermore, some strategies such as CICO or the mood meter are still new, and we continue our efforts at implementation. For CICO in particular, we have made great strides after purchasing books and a video training during 2022-2023.

One challenge that we have encountered this year in attempting the expansion of our Wellness Center network (Action 4.5) is the retention of mental health providers. At a time when people are rethinking their lives, it continues to be challenging for our partners in health to find, retain and train new personnel. In addition, trauma training (Action 4.6) continues to be limited, since professional development was heavily impacted by the shortage in substitute teachers and we needed to prioritize our PD offerings. In the past, every couple of weeks we would do activities such as book studies, but this is very difficult now. Moving forward, and being aware of the challenges that we face, we need to look at our new reality and find ways to ensure that we have the necessary personnel to provide services that meet our standards.

According to the School Improvement Council (SIC) framework, implementation of programs goes through 8 stages that range from engagement to competency. We are currently on stage 5 of implementation with our district-adopted Social Emotional Learning (SEL) programs, Second Step and Move This World (action 4.7). This means that we are still facing the challenges of middle stage implementation. Move this World provides analytics that help us identify which teachers are using the program and which teachers are experiencing challenges. Usage data indicates that we are at a better place than we were last year, as teachers are responsive, but there is still work to be done to guarantee systematic implementation. So far, we have held one-on-one training sessions with principals in 18 of our schools. As we move towards our focus to reach 100% participation, we will increase training and participation and our implementation will be ready to go into full force. The progress so far is encouraging. This year, participation in our Fall Panorama survey has increased by around 40% in comparison to last year. Although it is still early to discuss the results for our Spring Panorama Survey, we expect increased interest from the different sites. To better aid a deeper understanding on how to interpret the analytics as well as the impact on schools and groups of students within the school, we have implemented a one on one training that offered positive results. On April 25th, Panorama participated during our Principals' meeting to discuss the growth and next steps. These results are linked to our 32 project SELF tutors serving 23 sites, serving our homeless, foster youth and African American students to establish adult connections with students to increase school connectivity and lower the dropout rate.

Professional development on developing high functioning Professional Learning Community (PLC) teams that design and provide strong Tier I behavioral interventions for our low-income students was also impacted (Action 4.9). The shortage of substitute teachers throughout the academic year, forced us to rethink ways in which we could effectively implement this action. We thought about offering this professional development after school hours; however, we soon realized that this approach imposed an additional level of burden on our educators and it has been challenging for them to attend training beyond the bell. In order to circumvent all these challenges, we have

resorted to creating communities of practice. According to this model, we meet with the principals for one hour biweekly and we offer a “trainer of trainer” model. The principals can then, at their own convenience, train teachers. This way we guarantee that the information does reach the teachers while we are sensitive to the varying needs of school campuses.

Although our parent participants in district workshops (action 4.10) have offered a very positive response to the presentations and workshops provided throughout the school year, participation numbers remain low. We understand that we must develop an intentional outreach effort to get parents to participate, especially since meetings are virtual and they can attend from the comfort of their own homes.

Staffing has also been the major challenge identified in the provision of services to one of our most vulnerable populations, learners with exceptional needs (actions 4.13 and 4.14). Although we were able to continue to successfully implement the STEPP program, we continue to have personnel vacancies which imposed obstacles in its implementation and required ingenuity to avoid negatively impacting students. Continuity of basic mental services continued despite staffing difficulties, leaves of absences, or extended leaves.

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

Under Goal #4, there were some actions with material differences between budgeted expenditures and estimated actual expenditures.

> Action 4.5 Expansion of Wellness Centers. We utilized part of our ESSER funding to implement this contributing action. Therefore, not all the supplemental and concentration funding allocated for this action was utilized this year. Also, it was difficult to find, retain, and train personnel for our wellness centers.

> 4.6 Trauma Training. The shortages in staffing and substitutes limited the scale of implementation of this contributing action. In addition, we also utilized some federal funds, which would explain the surplus of LCFF expenditures associated with these services.

> 4.7 Social-Emotional Learning. Both Second Step and Move this World were implemented this school year. However, ongoing professional development was limited, which explains that not all the funding allocated for this action was spent.

> 4.8 Team Joy and Fun. Non-contributing action. The implementation of the activities aligned with this area was limited, and not all funding was utilized.

> 4.9 Professional Development on Evidence-Based Behavioral and Attendance Interventions. Implementation of professional development related to the multi-tiered system of support (MTSS) process was limited this school year. Our Pupil Services Department will continue with the implementation of this action during the upcoming school year.

> 4.10 Parent Involvement. Across the district, all elementary and secondary schools implemented opportunities to promote parent involvement and parent engagement (including Back-to-School Night, parent-teacher conferences, literacy/math nights, parent workshops, conferences etc.). However, we scaled back in the amount and frequency of these events compared to pre-pandemic years. This limited the expenditures associated with this action.

> 4.11 Promoting Parent Voice and Advocacy. Non-contributing action. While parent groups and committees (PTA, SSC, ELAC, BPAC, etc.) continued to be in place this school year, many meetings happened virtually and expenditures associated with these meetings were not fully utilized.

> 4.12 Wellness Initiative Support Team for African-American Students. Non-contributing action. This initiative was implemented, but not all the allocated funds were utilized this year, as we also utilized federal funds.

> 4.13 STEEP Program. Non-contributing action. The program was run accordingly, but only about 60% of the LCFF allocated funding for this non-contributing action was utilized this year.

> 4.14 Counseling Services for Special Education Students. Non-contributing action. The implementation of these services took place without the need to exhaust all the funding allocated to this action.



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

Overall, the implementation of the actions under this goal have proved to be effective, although a deeper implementation will be necessary during the next year in order to achieve the expected outcomes by the end of this LCAP cycle. In the section below we will explain the progress, or lack thereof, that we have shown in 2022-2023.

Despite the fact that our current attendance rates are far from where we need to be (action 4.1) , this year we have been able to raise our attendance in all student groups as well as maintain a student attendance rate of over 90% as a district (91.8% as of May) and for most of our student groups . It is true, however, that we are still far from achieving the district goal of 98% as the school closures brought about certain attendance habits that we are still battling to uproot. Regarding our chronic absenteeism, even though it remains very high (26.34%), it is -2.56% lower than the previous school year compared to the previous school year.

Our efforts to communicate with families regarding the importance of student attendance have been significant, Our Effectiveness of Services Survey indicate that over 80% of our students across grade levels agree or strongly agree that their schools closely communicate with parents regarding the importance of student attendance, and whenever necessary, they are given the opportunity to discuss barriers with school personnel and come up with a solution. This opinion was also prevalent among parents.

In the year 2022-2023, recognition programs and awards (action 4.2) have helped maintain an average attendance rate over 91%, despite the continued challenges that we are facing. Data shows that 73% of high school students (9th and 11th graders), and 80% of elementary school students (grade 5) who took the effectiveness of services survey this year, agreed or strongly agreed that site-based and district-wide recognition assemblies and attendance incentives for students (e.g. awards, banners, stickers, etc.) have helped motivate them to improve their daily attendance, academic performance, and positive behavior in school. A total of 78% of the staff members who took this year's survey and 95.7% of the administrators shared this opinion as well.

In the area of social emotional learning, results from the Panorama survey issued in the Spring of 2023, show that many of our secondary school students face unique challenges. Thus, while 49% of students in grades 3-5 said that they were able to describe their feelings, only 31% of the students in grades 6-12 consider themselves able to do the same and while 54% of the students in grades 3-5 declared to be able to disagree with others without starting an argument, 50% of the students in grades 6-12 can do the same. At the same time, when asked how well students managed their emotions, only 53% of the teachers responded favorably (an improvement compared to last school year with 47%). Compton Unified wellness initiative, including our multi-tiered system of supports, trauma-informed practices, and social-emotional learning curricula, are at the forefront of our efforts to support our students' behavior and social emotional well-being, while improving school climate. Overall, we believe that this infrastructure has been effective in facilitating students back into our classrooms, and providing them with social-emotional support and social fluidity.

This year's data shows that 71.8% of elementary students, and 71.8% of our secondary students who responses to the Effectiveness of Services survey agreed or strongly agreed that the ongoing implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and bully-prevention strategies have helped improve the school climate at their school. A higher percentage of parents (88%) and teachers (75%) also agreed or strongly agreed that PBIS has been effective in improving the school climate (action 4.3). It is true, however, that the percentage of participants who responded "I do not know" is high, which means that our central office and schools need to continue our efforts to effectively communicate with parents the services and programs that we offer for our students in this specific area.

Our counseling and mental health services in place (actions 4.4, and 4.14) have proven critical to address the varying needs of our most vulnerable populations. The District has offered counseling and mental health therapy for students as necessary, including unduplicated (low-income, English Learners, and Foster Youth) with the ultimate goal to promote positive connections between students and adults which are essential to creating a school culture in which students feel safe and empowered. When analyzing this year's effectiveness of services survey results, we can see that 80.2% of parents, 80% of secondary students, and 76.4% of elementary school students agreed or strongly agreed that the counseling and mental health services that their schools offer are necessary and effective in supporting students.

Our Wellness Centers (action 4.5) also play a pivotal role in addressing the long-lasting consequences of social isolation, loss, and trauma by providing students with coping mechanisms to develop resilience. When analyzing this year's effectiveness of services survey results, 81.1% of the secondary students and 74% of the elementary school students agreed or strongly agreed that the Wellness Centers at their schools play a pivotal role in supporting the mental health and well-being of students. An additional 79.3% of teachers completing the survey shared a similar view about our Wellness Centers. And 83% of our parents and families completing the survey feel that CUSD Wellness Centers fulfill a critical role in supporting the mental health and well being of the students at the school.

The impact of our social emotional programs (Action 4.7) was similar by grade level spans. Thus, 75.5% of our high school students completing the same survey believed

that Move This World had a positive impact this year. Similarly, a total of 75.5% of our elementary students who completed the survey responded very favorably about Second Step.= Responses varied amongst parents, teachers, and administrators. 89.4% of the parents surveyed provided positive feedback regarding the impact of Second Step and Move this World. This percentage is higher among teachers, of whom 81.3% believe that the social emotional program that they implemented this year had a positive effect addressing the social emotional needs of the students. Finally, 78.3% of the administrators held a similar belief.

While all the actions above described are created with the ultimate goal to improve school climate, and reduce suspension and expulsion rates, the metrics that measure these outcomes have shown mixed results. For example, in 2020-2021 we saw an increase in high school dropout rates by 6% with respect to the 2019-2020 baseline year (from 10% to 16%). We believe that this was largely due to the impact of the COVID-19 pandemic and the school closures, which caused learning loss to the point of being unrecoverable for many students in the upper grades, for whom workforce options are available. High School dropout rates for the year 21-22 were at 16%. We anticipate that dropout rates for the 2022-2023 will decrease further, although official data for this year has not been released yet. Middle school dropout rates, however, have remained stable and very low over time. Two metrics that have also remained statistically low are expulsion and suspension rates, which in the year 2020-2021, during virtual learning, remained at 0%. Suspension rates for the year 21-22 were at 0.3%. We do not anticipate that these will be substantially higher this year since we only have three suspensions so far.

Goal #4 also includes a variety of actions that help promote parent engagement in our schools. We understand that positive outcomes in terms of attendance, course completion, social skills, and graduation derive from strong parent involvement and advocacy. Our parents know of our commitment to offer them a wide range of social services, parent workshops, and advisory opportunities, as well as our commitment to reach out to our families in the school community to make them part of the educational experience of their child (Action 4.10, 4.11). Thus, a large percentage of the parents who attended the workshops, parent education classes, or conferences organized by CUSD stated that the training and workshops were very useful and made them feel better equipped to support their child's education. This being said, we also noticed that 45% of the parents who completed the Effectiveness of Services Survey indicated that they did not attend any workshops at all this year, while many others lacked the time or the motivation to participate in any of the committees at the school or district level. Regardless, 71% of the parents indicated that they were given the opportunity to provide input before important decisions were made to help improve services for their child and other students.

Several of the actions in Goal #4 seek to create the right conditions for students regarding school connectedness, sense of safety, and academic motivation. When looking at the metrics and the results of this year's survey, we realized that stakeholders' perception of our schools as a safe place needs to be an area of focus next school year. While survey data for grade 5 students shows an increase in favorable responses (from 58% to 64%), in other grades we see that students' perceptions of school safety worsened over time. Grade 7 survey results decreased from 53% to 45%; grade 9 decreased from 34% to 33%, and grade 11 decreased from 33% to 32%. Parents seem to have a similar perspective, as only 79% of them believe that their school is a safe place for their children, which is a decrease from the 87% from last year's survey. On the contrary, the percentage of teachers and staff that agree or strongly agree that their school is a safe place for students increased from 79% to 85%, while 84% of them indicated that their school is a safe place for them (compared to 76% the year before). We will continue reevaluating our actions, and better support the implementation of services as we move into the third year of our LCAP.

In the area of school connectedness we have seen mixed results. In grade 5, the percentage of students who indicated that they feel connected to school remains at 64% as in the baseline year, while in grade 9 there just was a small increase from 34% to 36%. In grades 7 and 11, however, we see a declining trend, which we find concerning and we will need to evaluate. We also noticed that the percentage of students in grades 5 and 7 indicating to have caring adult relationships in school declined in comparison to the baseline year, and this is something that we will address with our teachers and staff as we start planning for next school year. The results show a decline for grade 5 from 66% to 63%, for grade 7 from 54% to 53%. We do have more positive results in high school grades with increases from 34% to 39% for grade 9, and from 43% to 48% for grade 11. Another area of concern is that the percentage of surveyed students who indicated to feel academic motivation has decreased over time, possibly as a result of increased academic pressure and acceleration after the pandemic. For grade 5, the percentage decreased from 80% to 79%, for grade 7, it decreased from 71% to 65%, for grade 9 from 74% to 61%, and for grade 11 from 73% to 64%.

Actions in Goal #4 were also created to help improve the right conditions for staff. Overall, the staff's sense of school connectedness has improved over time. The percentage of teachers and staff that agree or strongly agree that the school is a supportive and inviting place for staff to work went from 82% in the baseline year to 84%. In addition, a larger percentage of teachers and staff strongly agree that schools provide enough social emotional support for children (increase from 29% to 31%).

Actions 4.10 and 4.11 of our LCAP also seek to improve parent connectedness to schools. The average reporting "Strongly agree" in the area of parental involvement is 31%, which we want to continue increasing. When looking at specific areas related to parental involvement we see some positive outcomes. For example, the percentage of parents who agree and strongly agree that school actively seeks the input of parents before making important decisions was 71%. The percentage of parents who agreed and/or strongly agreed that their school encourages them to be an active partner with the school in educating my child was 80%. In addition, 77% of the parents agreed and/or strongly agreed that they feel welcome to participate at this school.

Finally, it is important to note that numerous actions such Recognition Programs and Awards (Action 4.2) or Team Joy and Fun (Action 4.8), have worked well in conjunction with our wellness initiatives to motivate students and keep them focused and engaged in school.

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

At this point, we do not plan to make any noteworthy changes to the actions, metrics or desired outcomes for the upcoming year. It is our intent to continue with the implementation of our actions in this goal, but to do it in a more systematic way, across all of our campuses, and higher levels of accountability.

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

# Goal

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

## An explanation of why the LEA has developed this goal.

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

The Compton Unified School District has an English Learner student population of 26.4%. English learners enrolled in the district have distinct academic and language needs according to their EL typology. The district has developed this goal to ensure actions and services within the Local Control Accountability Plan (LCAP) are responsive to the different types of English Learners (i.e. Newcomer and LTELs). This goal, as described in action 5.1, aims for an effective implementation of Designated and Integrated ELD by providing extended, ongoing, and rigorous professional development on the ELD standards for administrators, teachers, and bilingual instructional assistants. The specific needs of Newcomers and Long-Term English Learners will be met through appropriate placement, targeted interventions and assessments, and services aligned to the characteristics associated with English learner profiles (actions 5.2 and 5.4). In addition, per action 5.3, professional development on cultural competency and research-based, linguistically-relevant strategies related to academic vocabulary development will be provided. Goal 5 will also offer opportunities for college and career readiness by providing English Learners with pathways to develop proficiency in two or more languages (Action 5.6). Additionally, courses for Newcomers and Long-Term English Learners will provide targeted language instruction to facilitate access to core content necessary for addressing the equity gaps related to graduation and A-G completion rates.

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

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

Goal number 5 also attends to the specific language needs of our Standard English Learners. Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. These students are generally classified as English Only (EO) or Initial Fluent English Proficient (IFEP). As noted in the California ELA/ELD Framework (2014), "Simply immersing students in standard English and ignoring

differences between standard English and the [varieties] of English that SELs use...is ineffective and not conducive to a positive and productive learning environment” (p. 917). Action 5.5 will increase the support for Standard English Learners through teacher professional development on culturally and linguistically responsive teaching and learning, and curriculum designed to address the language and literacy needs of English Only and IFEP students. In addition, actions 5.7 and 5.8 describe the creation of Spanish clubs for English Only students and families as well as specific workshops with the purpose of promoting bilingualism and biculturalism at a very early age, and better equip our African-American students and other SELs to be college and career ready and more competitive as they get ready to enter the workforce.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
EL Proficiency (ELPAC)	<p>According to the CA English Learner Progress Indicator (ELPI) as measured by the ELPAC, CUSD is at the Medium Performance Level with 48% of the English Learner students making progress.</p> <p>46% of the English Learner students progressed at least one ELPI level</p> <p>2% of the EL students maintained the ELPI level 4</p>	<p>Since there is no ELPI data from 2020-2021, the student performance is based on the ELPAC 2021 scores.</p> <p>7% of all ELs performed at level 4</p> <p>31% of all ELs performed at level 3</p> <p>61% of all ELs performed at the lower levels (ELPAC levels 1&amp;2)</p>	<p>13% of all ELs performed at level 4</p> <p>35% of all ELs performed at level 3</p> <p>34% of all ELs performed at level 2</p> <p>18% of all ELs performed at level 1</p> <p>Based on 21-22 Public Data</p>		<p>70% English Learners will advance one level on ELPAC from the prior year, including students that advance from English Learner Progress Indicator low level 2 to high level 2 or low level 3 to high level 3 or maintain level 4.</p>

	(2018-2019 Summative ELPAC)				
Percentage of English Learners attaining English Proficient level on the English Language Proficiency Assessment for California (ELPAC)	13.25% of students exhibited well developed English skills on the ELPAC (ELPAC 2019-Level 4)	7.30% of students demonstrated well developed English skills on the ELPAC (ELPAC 2021-Level 4)	13% of students demonstrated well developed English skills on the ELPAC (ELPAC 2022-Level 4)		30% or more of students will attain-well developed English skills in the English Language Proficiency Assessment for California (Level 4)
Data Source: DataQuest/Dashboard	38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2019-Level 3)	31.15% of students demonstrated moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2021-Level 3)	35% of students demonstrated moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2022-Level 3)		40% or more of students will attain moderately developed English skills in the English Language Proficiency Assessment for California (Level 3)
	46% of students exhibited growth in the English Language Proficiency Assessment for California (ELPAC 2018-19)		51.5% of English learners progressed/exhibited growth one ELPI level or more (CDE Dashboard)		30% or higher of English learners will progress at least one ELPI level or more
	38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2019-Level 3)		Based on 21-22 Public Data		
	46% of students exhibited growth in the English Language Proficiency Assessment for California (ELPAC 2018-19)				
ELA Proficiency for ELs	6.39% of EL students Met or Exceeded standards	16.7% of EL students Met or Exceeded standards	12.47% of EL students scored Met or Exceeded		25% or more of EL students will have Met or Exceeded

Data Source: ELA CAASPP	19.95% of EL students scored at Standard Nearly Met  73.66% of EL students scored at Standard Not Met  (2018-2019)	19.33% EL students scored Standard Nearly Met  63.74% EL students scored at Standard Not Met  (2020-2021 i-Ready Reading-Local Alternative Assessments)	Standards  24.04 % of EL students scored Standard Nearly Met  63.50 % of EL students scored at Standard Not Met  (CAASPP 2022)	Standards on the ELA CAASPP  35% or more of EL Students will have scored at Standard Nearly Met  40% of EL students scoring at Standard Not Met
ELA Proficiency for Standard ELs  Data Source: ELA CAASPP	28.86% of AA students Met or Exceeded standards  25.14% of AA students scored at Standard Nearly Met  46% of AA students scored at Standard Not Met  (2018-2019)	25.8% of AA students in grades 3-8 & 11 Met or Exceeded standards  19.6% AA students scored at Standard Nearly met  54.5% AA students scored at standard not met  ( 2020-2021 i-Ready Reading. Local Alternative Assessments)	30.33 % or more of AA students will have Met or Exceeded Standards on the ELA CAASPP  23.61 % or more of AA Students will have scored at Standard Nearly Met  46.06 % of AA students scoring at Standard Not Met	50% or more of AA students will have Met or Exceeded Standards on the ELA CAASPP  20% or more of AA Students will have scored at Standard Nearly Met  30% of AA students scoring at Standard Not Met
Reclassification rate to a level above the state average.  Source Data: DataQuest	18% CUSD 14% State  (2019-20 Data)	CUSD: 11.1% STATE: 8.6%  (2020-21 Data)	(Reflective of 2021-22-Projected. State data not released yet) CUSD:11% STATE: 7%  2022-2023 (Projected) 12%	Increase reclassification rate to a level above the state average.
Reclassification Grade 5, Grade 8 and Grade 12	49% rate of reclassification by 5th grade	26% rate of reclassification by 5th grade	58% rate of reclassification by 5th grade  32% rate of	59% increase of reclassification by 5th grade 73% increase of reclassification by 8th grade 87% increase of reclassification

Source Data: Local Data	63% rate of reclassification by 8th grade  77% rate of reclassification by 12th grade	41% rate of reclassification by 8th grade  48% rate of reclassification by 12th grade	reclassification by 8th grade  10% rate of reclassification by 12th grade		by 12th grade
Number of Long Term English Learners (LTELs)  Source Data: DataQuest	10% of all English Learners were identified as Long Term English Learners (LTELs) in 2019-2020	17% of all English Learners were identified as Long Term English Learners (LTELs) in 2020-2021	10.7% of all English Learners were identified as Long Term English Learners (LTELs) in 2022-2023 (State Average: 17%)		Decrease percentage of LTELs to a level below state average
Number of At-Risk English Learners  Data Source: DataQuest	6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2019-2020.	9% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2020-2021	6.7% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2022-2023  (State Average: 10%)		Decrease percentage of at-risk LTELs to a level below state average.
EL graduation rate for English Learners	78% was the English Learners graduation rate in 2019-2020	70.3% was the English Learners graduation rate in 2020-2021	82% was the English Learners graduation rate in 2021-2022		88% graduation rate for English Learners
State Seal of Biliteracy attainment (Grade 12)  Data Source: DataQuest; Local Data	226 students were awarded with the State Seal of Biliteracy in 2020-2021  Hispanic:224 African-American:2 IFEP:7 RFEP:208 EO:10 EL:1	225 students were awarded with the State Seal of Biliteracy in 2021-2022  Hispanic: 222 African-American: 3 IFEP: 10 RFEP: 186 EO: 28 EL: 1	232 students were awarded with the State Seal of Biliteracy  Hispanic: 226 African-American: 4 IFEP:10 RFEP:182 EO:29 EL:1		Increase Seal of Biliteracy recipients by 15 or more students each year to reach a minimum of 215.  Hispanic: Maintain African-American: 25 Students IFEP: 10 Students RFEP: Maintained EO: 30 Students EL: 10 Students



Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School	Hispanic:45 African-American:3 IFEP: 5 RFEP:29 EO:11 EL: 3	Hispanic: 24 African-American: 3 IFEP: 2 RFEP: 17 EO: 7 EL: 1	Hispanic: 118 African-American: 11 IFEP: 5 RFEP: 87 EO: 36 EL: 25		Hispanic: 65 African-American: 30 IFEP: 5 RFEP: 35 EO: 35 EL: 25
Percentage of trained teachers utilizing CLR/AEMP strategies per the Classroom Walkthrough Tool  Data Source: Local Data	None	None. *30 teachers were trained but Classroom Walkthrough Tool was not implemented in 2021-2022.	None *200 teachers participated in at least one class but Classroom Walkthrough Tool was not implemented in 2022-2023. The tool is now ready to be implemented in 2023-2024.		80%
Number of Elementary Schools offering Spanish Clubs for Students/Parents for Standard English Learners  Data Source: Local Data	None	1 Spanish Class for Parents of SELs Completed in May 2022	Four elementary schools offered a Spanish club during the 2021-22 summer program. Three elementary schools participated in a Spanish Club for parents of Standard English Learners.		All 21 elementary schools will offer a Spanish Club

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on Research-Based Practices for ELs	Teachers of English Learners must have a clear understanding of the academic and language needs of their students to ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. ELD Specialists will provide extended, ongoing and rigorous professional development to administrators, teachers, and bilingual instructional assistants on research-based practices related to English Language Development (e.g. Kate Kinsella, Robert Marzano, etc.).	\$775,267.00	Yes
2	Newcomer Services	Compton Unified has a significant newcomer population with unique academic, linguistic	\$1,265,281.00	Yes

		needs, and social emotional challenges that must be addressed to guarantee that students can successfully participate in the regular core program. Based on this need, Bunche Middle School and Dominguez High School will continue to offer the CUSD Newcomer Program. This program will be implemented by specially trained teachers and Bilingual Instructional Assistants who will address the linguistic and social emotional needs of our 6th-12th newcomer student population. Additional support services will include instructional materials in students' primary language, online programs, and family outreach.		
3	Academic Language and Culturally Responsive Pedagogy for English Learners	<p>After virtual classroom observations and ongoing communication with classroom teachers and site administrators, the English Learner Department has identified the need for ongoing, focused professional development that will help increase the efficiency of those working with English Learners. There is a clear need to focus on culturally responsive pedagogy and academic vocabulary development for this student group.</p> <p>The Department of English Learners will provide teachers and support staff with professional development on cultural competency and research-based, linguistically-relevant strategies related to academic vocabulary development in order to improve their teaching practice and better meet the language and academic needs of their students. Ongoing training and support will also be provided to Equity Teacher Leaders, who will facilitate the discussions and increase the focus on issues of culturally responsive teaching, student achievement, and equity.</p> <p>Culturally responsive teaching will provide teachers with the tools to use students' cultural experiences and background knowledge in daily instruction while validating their native language. English learners' culture and family will be viewed from an assets-based perspective.</p>	\$482,652.00	Yes
4	Specific Interventions and Supports for English Learners	<p>When looking at local data from our common assessments and diagnostic assessments, we have identified significant gaps in academic performance for our English Learners. In addition, English Learners are performing significantly behind in other indicators such as ELA and Math CAASPP results, College and Career Readiness, A-G completion rates, or High School Graduation.</p> <p>In order to address the specific needs of English Learners, CUSD will provide additional support for at-promise and Long Term English Learners (LTEL) through rigorous ELD courses, specially designed before and after school interventions, summer school activities, data chats, and specialized core classroom support. Bilingual Instructional Assistants will offer academic and linguistic support in all content areas. In addition, our EL Journalism Program for at-promise LTELs will focus on the areas of reading and writing, and it will be offered as an after school opportunity for EL students. These specific interventions and supports for English learners are designed to improve outcomes in the areas of reclassification, and proficiency in the areas of literacy and mathematics.</p>	\$1,790,908.00	Yes

5	Academic English Mastery Program for Standard English Learners	<p>Historically, the home languages of Standard English Learners (SELs), such as African-American Language, Mexican-American Language, Hawai'ian American Language, and Native American Language, have been perceived as deficits or as incorrect forms of English. But, in fact, they are linguistic and cultural assets that educators can use to help provide more equitable access to the curriculum. Embracing the numerous contributions and strengths that our SELs bring to the school community is a foundational goal for all who support our SELs as they strive to add academic English to their linguistic repertoires.</p> <p>Curriculum and Instruction and the English Learner Department will increase the support for Standard English Learners through teacher professional development on culturally and linguistically responsive teaching and learning, and curriculum designed to address the language and literacy needs of English Only students for whom Standard Academic English is not native.</p>	\$324,340.00	No
6	Biliteracy/Multiliteracy Programs	<p>Research on the benefits of bilingualism and biliteracy have demonstrated that bilingual individuals have stronger brains, better attention and task-switching capacities, and adjust better to environmental changes. According to the National Education Association research on English learners, bilingual programs help develop language skills in not only the native language but the second language as well.</p> <p>The Compton Unified School District will provide opportunities for bilingualism/multilingualism for students, both English Learners and English Only students, to enhance their language abilities and support their individual communication in a global society. This will be accomplished through the implementation of the Dual Language Immersion program and the World Language Program. At the elementary level, we will continue to expand the dual-immersion programs throughout the district and offer professional development opportunities for teachers such as LACOE workshops, CABE, and bilingual conferences. At the middle school level, we will offer World Language Spanish courses. At the high school level, we will also offer Spanish, French and Mandarin. Schools will provide students enrolled in the Dual Immersion and World Language program the necessary supplementary materials that will help them achieve proficiency in the target language. Intervention support and parent outreach will be offered by bilingual college tutors and/or instructional assistants.</p>	\$573,135.00	Yes
7	Spanish Club for English Only Students and Parents	<p>CUSD schools will promote opportunities for English only elementary students (e.g. African-American students) to learn Spanish after school and/or on Saturdays, thus promoting their interest in a foreign language and providing them with the skills necessary to be more competitive in the future.</p> <p>Classes will also be offered to parents of elementary students who are learning Spanish so</p>	\$102,000.00	No

		that they are equipped with the necessary tools and skills to better support their students at home. Parents are essential in growing and sustaining a dual language program. Being able to continue engaging them and developing a partnership in support of the program as it grows is extremely critical. Target language as a second language classes for parents of English-only students is necessary to provide parents the support they need to assist their students at home and to be active participants in children's learning of a second language.		
8	Translation Services	<p>According to the California Department of Education (Dataquest) 39% of Compton Unified families reported their native language as Spanish. With this high percentage of Spanish speaking parents and guardians, it is important for our district to provide translation and interpretation services to establish effective school and home communication. The parents of EL students also become more engaged with their students' education when given documentation and resources in their native language.</p> <p>Compton Unified will provide support translation and interpretation services for parents of English Learners, to keep families informed and help them understand their child's academic progress and needs. The district will offer translation services through real-time meeting interpreting through headsets, bilingual PowerPoint presentations, translated written materials, bilingual discussion facilitators and meetings held in Spanish.</p>	\$337,917.00	Yes
9	Workshops for Parents of English Learners	<p>English Learners benefit from their parent's involvement in their education. Familiarity with the U.S. educational system provides families of English learners the social and cultural capital to support students' academic performance in school.</p> <p>Parents of English Learners were surveyed to determine topics of interest pertaining to the language and academic needs of their children. As a result of these needs, all CUSD schools will provide ESL classes and parent workshops to assist parents of English Learners in supporting the academic achievement of their children in acquiring English and content knowledge. Topics related to English Learners will include reclassification, social emotional support, college and career readiness, and ELPAC preparedness. Additional workshops will be provided for parents of students enrolled in the dual immersion program. These workshops will cover topics pertaining to biliteracy, multiculturalism, and language resources in the target language.</p>	\$548,457.00	Yes
10	Workshops for Parents of African-American Students and Other SELs	CUSD schools will provide workshops for parents of African-American students and other Standard English Learners to support their children in their path to academic language mastery and college and career readiness. These workshops will also cover topics related to culturally and linguistically responsive teaching, biliteracy, multiculturalism, and language resources in the target language.	\$403,835.00	No
11	Personalization of Academic and Social-Emotional Learning of	Administrators, counselors, teachers, and bilingual instructional assistants will intentionally attend to our English Learners' academic and social emotional behavioral needs by engaging in organizational routines and norms of practice that institutionalize	\$323,285.00	Yes

English Learners

personalization. They will conduct data chats with students using data that can be easily measured and tracked (such as academic grades) with an emphasis on goal setting. They will guide students towards understanding their academic standing and help them strategize potential ways for improving their course grades and performance. These chats may be conducted not only during the instructional day, but also after school or weekends, and families may be participants in the process. By deliberately fostering caring and supportive adult-student relationships, adults will help English Learners increase their sense of belonging at their school that, in turn, leads to higher levels of self-efficacy and student success.

## Goal Analysis for 2022-2023

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

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

Actions and services correlated with Goal 5 of the 2021-2022 LCAP are associated with the academic and linguistic progress of English Learners (Emergent Bilinguals) and Standard English Learners which is inclusive of grade level proficiency and college/career readiness. This goal encompasses the implementation of services and programs pertinent to EL specific professional development, interventions, biliteracy programs, personalized learning, and parent engagement. As a result of ongoing implementation of Goal 5, there have been achievements, but also some difficulties carrying out specific actions within the plan. Further elaboration on the successes and challenges have been provided in the following subsections.

#### SUCSESSES

The EL Department has successfully provided various research-based and standards aligned professional development sessions related to instructional practices for English Learners which took place during, after school, and in the summer of the 2022 school year (Action 5.1). In the 2022-23 school year, several professional development opportunities were provided to teachers, English Learner Specialists, and Bilingual Instructional Assistants. This included summer professional development specifically focused on English learners, with a particular emphasis on supporting the academic and linguistic needs of EL typologies (Newcomers, At-Risk, LTELs). All Elementary teachers were clustered and provided with on-site differentiated professional development sessions according to their level of Designated ELD curriculum implementation (Wonders). At the secondary level there was a focus on providing middle school teachers with professional development on the ELD component of the core ELA Collections curriculum. Similarly, high school ELD teachers were provided with ongoing professional development and coaching sessions on My Perspectives ELD curriculum.

A training of trainers professional development on Thinking Maps and Path to Proficiency (Thinking Maps) to support English learners was provided to all site and district English Learner specialists. This training was designed to effectively teach and support teachers in using Thinking Maps and Path to Proficiency to promote language development among English learners. In addition to the Training of Trainers professional development, EL Specialists attended the CABA (California Association for Bilingual Education) conference to further their professional development and stay up to date on the latest research and best practices in supporting English learners.

Another area of focus related to professional development was analysis of ELD Benchmark data in the four domains of listening, speaking, reading, and writing. District ELD Specialists met with groups of teachers during PLC meetings to analyze ELD Benchmark data, identify the lowest performing questions, and develop strategies for supporting student learning in these areas to better prepare students for the ELPAC state assessment.

During the 2022 school year the district successfully continued to provide targeted services for Newcomer students (Action 5.2). Three Newcomer programs at Kelly Elementary, Bunche Middle, and Dominguez High School were offered during the summer. The focus of this summer program was to provide Newcomer students at the upper elementary, middle and high school levels with project-based/thematic instruction that was culturally relevant. Additionally, intervention materials/curriculum were provided to address gaps in literacy and mathematics. Students also participated in STEAM and VAPA activities. At the high school level, Newcomers participated in the Summer Program which allowed them to learn about college and career readiness. Newcomer students in need of making up credits were offered specific courses with

linguistic support (i.e., Bilingual IAs). In total 105 students benefited from the summer program.

In the district, two Newcomer Programs are currently being offered to support the educational needs of newly arrived students. The Newcomer Program at Bunche Middle School and Dominguez High School have a combined student enrollment of 93 students and are designed to provide a supportive environment for students who are new to the school system and the English language. The instructional program consists of two full time teachers and bilingual instructional assistants. Ongoing coaching and lesson planning support is provided to Newcomer teachers by the district's English Learner Specialists. Specific novels, textbooks, and online platforms (Nearpod EL, NewsELA, Immersive Reader) have been purchased to support curriculum implementation for all Newcomers throughout the district. Translated instructional materials inclusive of dictionaries, core curriculum, and supplemental resources have been provided to students. Additionally, both Newcomer Programs also include full-time Bilingual Instructional Assistants who work closely with the classroom teachers to provide language and academic support to students. To further support the needs of Newcomers at the elementary level, an after-school program was also offered for 3rd through 5th grade students at Kelly Elementary. This program was specifically designed to provide targeted support and instruction for this student population.

In order to address the multifaceted needs of this student population, the district has provided the opportunity to attend various workshops offered by the Los Angeles County Office of Education (LACOE) on topics related to addressing the social, emotional and linguistic needs of Newcomers. To ensure that all Newcomer students are provided with a robust educational experience, inclusive of Visual and Performing Arts, the district has continued its partnership with the Young Musician's Foundation for the 2022-2023 school year. Throughout this partnership students are provided with opportunities to express themselves through music, more specifically students learn how to play the ukulele by a bilingual music teacher. These lessons are aligned to the core curriculum and provide students with an opportunity to practice language skills through music. The district has an ongoing partnership with Gear Up, which provides valuable support to students as they prepare for college and career. As part of this partnership, a New Generation conference was also offered to Newcomer students during the second semester. This conference provided a platform for these students to learn about resources for Newcomers at various colleges and universities, as well as explore potential career pathways. The high schools in the district are currently working on a comprehensive Newcomer action plan to better support the needs of newly arrived students. One key aspect of this action plan is the development of a welcome video, which will be designed to provide an introduction to the high school environment. This video will highlight important resources, facilities, and staff members that can help them adjust to their new academic environment. Ongoing family and student outreach is an integral component of the Newcomer Program; therefore, next school year the EL Department will offer a Newcomer Parent Night to orient families on the U.S. educational system and their respective roles in supporting the academic achievement of their students.

Throughout the school year, Compton Unified included culturally responsive teaching practices as part of its comprehensive professional development plan (Action 5.3). Overall, the services associated with this action included a focus on such areas as connecting learning to students' experiences, academic vocabulary development, and validating and building upon students' native language. All of these areas were a focal point of professional development offered to administrators, teachers, and bilingual instructional assistants. Also, the EL Department developed supplementary materials that embedded sentence frames, use of cognates, academic vocabulary, and activities to build/activate and connect to background knowledge.

Interventions provided for English learners addressed the differentiated language and academic needs of this student group (Action 5.4). During the summer academic support and interventions for Newcomers, at-risk LTELs, and LTELs were provided. For Newcomers, the summer program focused on foundational literacy skills, and students received support from bilingual instructional assistants assigned to provide small-group instruction. A Journalism Club, which was established at the district six years ago, continued to be implemented during the summer servicing 51 students at four elementary sites. Newcomer students at the secondary level participated in credit recovery and enrichment courses, which also integrated interventions specific to literacy and vocabulary development across content areas. Bilingual instructional assistants also provided small-group academic support to our high school Newcomer students.

During the school year, a total of 26 tutors and 40 Bilingual Instructional Assistants provided small group interventions to K-12 English learners (Newcomers, At-Risk, LTELs). The tutors were specifically responsible for providing support in ELA (English Language Arts) and ELD (English Language Development) using a variety of texts and Tulare question stems. The goal of these interventions was to elicit oral academic discourse among students. Bilingual Instructional Assistants were assigned a caseload of English learner students, with a particular focus on prioritizing Newcomers, At-Risk LTELs, and LTELs (Long-Term English Learners). Both tutors and Bilingual Instructional Assistants received professional development on various topics pertinent to effective implementation of small group instruction. In addition, throughout the school year, at-risk or Long-Term English learners in grades 4th-8th received interventions in the areas of reading and writing utilizing a project-based learning curriculum, while our Journalism Club was also offered at two elementary sites.

Throughout the school year, English Learner Specialists at the school sites continuously analyze data for Newcomers, At-Risk LTELs, and LTELs to determine grouping for small group interventions. Upon analysis of district benchmark and common assessment data, individualized student plans for English learners and Language Appraisal Team meetings were conducted for students that had not demonstrated progress in academic areas. During data chats with the school Principals,

implementation and effectiveness of interventions and progress monitoring of ELs would also be reviewed.

Goal #5 also includes numerous actions to address the linguistic needs of our Standard English Learners in the district. Overall, we were successful with the implementation of many of these actions, and we will continue a more thorough and deeper implementation during the upcoming school year. African American (AA) students make up 14.4% of CUSD's total student population, yet, historically, they have consistently remained the lowest performing sub group in the district. According to the most recent 2021-2022 CAASPP data, only 28% of our AA students scored proficient in English Language Arts. In response to this need, the Department of Black Student Achievement offered professional development that employed a combination of the research-based, Academic English Mastery Program strategies developed by Dr. Noma Lemoine (Action 5.5) and the CLR Training coined by Dr. Sharroky Hollie. The training focused on addressing the language and literacy needs of Standard English Learners (SELs) through assessment, inclusion of culturally and linguistically responsive strategies, reflection and application.

Four of the trainings, took place over two days in August of 2022. All sessions supported the specific need of both primary and secondary educators. The professional development provided educators with the tools and strategies needed to help construct culturally and linguistically authentic learning environments that build upon the learning styles and strengths of Standard English Learners (SELs) with the goal of igniting, fostering and promoting academic growth. According to a post professional development survey, 100% of participants shared that they found the tools and strategies useful and would employ them with their SELs moving forward. Moreover, as part of Action 5.5, the Department of Black Student Achievement used the framework set forth by, Culturally and Linguistically Responsive Teaching and Learning (CLR), by Dr. Sharroky Hollie, in its four session professional development series that delved deeper into the application of AEMP strategies presented in the Academic English Mastery Program (AEMP). It also laid the foundation for a more comprehensive application of CLR Teaching and Learning strategies to create a CLR environment conducive to overall SEL achievement in a socially and emotionally supportive environment. The series focused on CLR Classroom management, CLR Academic Vocabulary, CLR Academic Language and constructing a CLR Learning Environment. 100% teachers indicated that they found the training useful and applicable. Teachers were required to implement strategies learned into their daily instruction and interaction with students. At the start of each session, teachers shared their implementation progress and next steps.

This year, Compton Unified continued to increase services that helped improve and expand biliteracy/multiliteracy programs in our district (Action 5.6), including both our Dual Immersion and Spanish programs. Dual Immersion teachers in CUSD received professional development on Translanguaging which is an approach that allows students to use both languages interchangeably and encourages them to draw on their knowledge of both languages to enhance their learning. To further support teaching and learning in DI classes, teacher leaders attended the annual California Association for Bilingual Education (CABE) conference to learn strategies and best practices for teaching in a bilingual classroom. An ELD Specialist from the EL Department was assigned to coach and assist DI teachers. Supplemental dual immersion instructional software (i-Station) licenses were provided to all students for the purposes of addressing and reinforcing Spanish literacy. In addition, Dual Immersion intervention substitutes were assigned to each school and provided small group intervention utilizing supplemental resources. Summer programs were also offered at all dual immersion schools for students enrolled in the program. In order to continuously monitor the progress of students in two languages, i-Ready Diagnostic and i-Station were utilized throughout the school year.

This year, the teachers implemented a Pen Pal Project in which Dual Immersion students communicated in Spanish with AP students from the comprehensive high schools. This provided opportunities for students to practice their language skills. Additionally, the district has a partnership with Conga Kids, a program that teaches cultural awareness through dance. Dual Immersion students in the upper grades have been participating in Conga Kids classes, learning about different dance styles and their cultural significance. Overall, these initiatives and partnerships demonstrate the district's commitment to providing a high-quality dual immersion education and supporting the professional development of teachers in this area.

The World Language program is offered at four K-8 schools, five middle schools, and three comprehensive high schools. The language most commonly offered is Spanish, which is taught at all levels. Chinese is also offered as a language option at one of the high schools. The district has made significant efforts to support its World Language teachers in delivering high-quality instruction. Professional development opportunities for Spanish teachers have included on-site coaching by the Que Chevere Instructional Coach and opportunities for teachers to analyze data and lesson plan collaboratively. In addition, AP Spanish teachers have attended professional development sessions offered by the College Board.

The World Language program has experienced notable success in recent years. One highlight is the increase in the number of students receiving the state Seal of Biliteracy. This year's cohort includes 268 students, who have either completed four years of World Language or its equivalent, passed the AP or AVANT assessment, and demonstrated proficiency in both English and Spanish. This achievement reflects the district's commitment to providing rigorous language instruction and preparing students for a global society.

As part of Action 5.7, during the summer of 2022 we offered Spanish enrichment classes for non-Spanish speaking students at four elementary schools to familiarize

them with a second language. These enrichment opportunities to learn Spanish will continue to be offered during the summer of 2023 focusing on students matriculating to Spanish 1 classes.

In order to ensure that all families have access to the instructional program of their children, the district continues to offer translation and interpretation services (Action 5.8). Support for English learners and their families include translation/interpretation services at all district meetings, inclusive of IEPs and translation of materials. Currently, the district has one interpreter/translator and bilingual staff at the school sites. In addition, the district bilingual instructional assistants provide interpretation support to the Spanish speaking community at their assigned schools. Parent outreach supports include an emphasis in ensuring that Spanish speaking families benefit from ongoing communication between the district and school sites. Access included concurrent translations utilizing Zoom, conference calls, and other applications.

The Department of English Learner Services continues to provide support to English learners and their families (Action 5.9). These efforts include overseeing the coordination of District English Learner Advisory Council (DELAC) meetings in which an array of topics from state-required items to presentations requested by the committee are presented. Additionally, English Learner Advisory Councils (ELAC) are prevalent at all school sites throughout the district and the EL Department oversees implementation. The topics presented to both committees entail reclassification, ELPAC preparedness, college and career, bilingual education, and other pertinent information to assist families in supporting the academic, linguistic, and social emotional needs of English learners.

The district engaged parents of English learners by offering workshops on topics related to language development and academic success. These workshops have been designed to provide parents with a better understanding of A-G requirements, graduation, language acquisition process, reclassification criteria, and instructional programs available to their children. Specifically, the workshops have focused on the ELPAC and CAASPP assessment, reclassification, and instructional programs. This year, a group of parent leaders from CUSD had the opportunity to attend the CAFE conference. At the conference, the parent leaders had the opportunity to attend workshops, keynote speeches, and learn about the latest research related to English learners and multilingual programs.

This is the second year of implementing the Latino Family Literacy Project, a program that engages families in promoting literacy development and reinforcing Spanish language skills. The program is currently offered at eight schools throughout the district. The program was led by Community Relations Specialists who have received specialized training to facilitate the 10 week curriculum. Throughout the 10 weeks, families participated in interactive sessions that promote Spanish literacy skills and support students' literacy development.

In fulfillment of action 5.10, parents of Standard English Learners (SELs) have been included in the plan to address the needs of black students and other SELs. The Department of Black Student Achievement oversees the District Black Parent Advisory Committee (DBPAC). The DBPAC meets monthly and is inclusive of CUSD's Black parents and other SEL groups. At the initial DBPAC meeting, parents were provided with the data to support the need for language and literacy support for Standard English Learners. They were also informed of the CLR professional development that would be offered to teachers to address students' needs. Additionally, parents received an overview of the training provided to teachers, so that they could experience first hand the training being offered and employ similar strategies with students at home.

At the initial DBAC meeting, a parent survey was used to gauge parents' interests and generate topics of focus for future meetings. The department of Black Student Achievement addressed parents' requested topics in addition to covering LCAP Goals and the BSA plan and progress of implementation. Some of the workshops and trainings provided to parents, were, an overview of the Language and Literacy interventions provided, extension resources available to students, a breakdown of CUSD's black student achievement data and plan of action, an overview of the "BSA Implementation Plan" and its progress along the way, an overview of the Culturally and Linguistically Responsive Teaching and Learning professional development (inclusive of AEMP) provided to staff to support SELs' language acquisition, parent workshops (DAC, SJL, etc) and school site presentations highlighting the BSA implementation plan in support of increasing black students' achievement. The Department of Black Student Achievement will continue to provide workshops for parents of African-American students and other Standard English Learners to support students' academic language mastery and college and career readiness.

At the school site level, Black Parent Advisory (BPAC) Committees have been formed at each school. Both DBPAC and BPACs hold monthly meetings to engage parents in learning through discourse, outreach, presentations to build awareness, empowerment and workshops specific to parents' interests and needs in service of supporting black student achievement. Multiple modes of communication including ParentSquare have been used to engage parents in the parent groups, DBPAC, BPAC and the Black Family Language and Literacy Nights.

In addition to the DBPAC and BPAC parent committees, the Black Family Language and Literacy Learning Nights is an additional district parent meeting group opportunity dedicated to providing parents with tools and resources to support their students and empower them with information. At these meetings, parents have participated in a CAASPP test taking preparedness workshop to help them better understand the CAASPP and show them how to access the free resources available to



equip them with tools to help their children prepare for and excel on the upcoming CAASPP tests. Parents were also provided with an Implicit Bias training, a district celebration of the Arts, an Aeries training workshop and A-G workshop to better support their children in preparing for college and career readiness. Parents also learned about the district's biliteracy opportunities. Parent feedback and reflections survey indicated that parents appreciated the resources, support and information made available to them in service of black student achievement.

The EL Department has established a process pertinent to individualized interventions by instituting Language Appraisal Team meetings and plans specific to English learners (Action 5.11). Teachers, EL Specialists, and bilingual instructional assistants collaborated in ongoing progress monitoring and completion of LAT plans. These individualized plans were sent to every student considered at-risk LTELs, LTELs, and Newcomers that have not demonstrated academic progress. In addition, these reports include absences, grade point average, and goal setting. A similar process is established for reclassified students not making academic progress. Beyond individualized intervention and progress monitoring, the EL Department, in coordination with school sites, also conducted data chats for students in grades 4th-9th during the months of January and February. A structured protocol and data chat form was utilized while meeting with students.

## CHALLENGES

Although a vast majority of Goal 5 actions were implemented this school year, challenges associated with staffing shortages, substitute coverage, and the effects of the pandemic contributed to differences in services provided.

The most significant factor that affected actions pertinent to professional development (Action 5.1) and interventions (Action 5.4) were staffing shortages. In particular, a shortage of substitute teachers had a significant impact on our ability to provide all the professional development opportunities that we would have liked to our teaching staff. With fewer substitutes available to cover classrooms, it was difficult to schedule regular PD sessions on EL related topics for CUSD teachers. Furthermore, there were various Bilingual Instructional Assistant vacancies that remained unfilled throughout the school year. As a result, the quantity of interventions was impacted. Despite these challenges, the district remained committed to finding solutions to the staffing shortages. Throughout the school year, some of the Bilingual Instructional Assistant positions were filled and the hiring of EL tutors also assisted in providing additional support to English learners.

The Spanish Club (Action 5.7) was offered for students. However, it was not offered for parents of monolingual students due to low attendance the previous year and reprioritization of bilingual staff. Unfortunately, it did not garner sufficient interest from parents last school year. The district will be exploring innovative ways to recruit parents for future language-based programs. Similarly, while the DELAC (District English Learner Advisory Committee) meetings have been well attended, there has been a lack of attendance at workshops and at some ELAC (English Learner Advisory Committee) meetings. The EL Department understands that engaging parents is crucial for English learner success and will work with specific schools sites that are struggling with parent participation. In collaboration with schools and community partners the department will focus on implementing innovative and effective ways to increase parent participation.

The Department of Black Student Achievement (DBPAC) was unable to provide all teachers with training on the Academic English Mastery Program (AEMP) as well as Culturally and Linguistically Responsive (CLR) teaching and learning (Action 5.5). Both a shortage of substitutes for coverage and lack of access to presenters, provided unique challenges to more widespread implementation. The department plans to address these challenges during the upcoming year by utilizing all-staff days to present PD, where possible, and to seek out additional AEMP presenters to provide synchronous all-staff professional development.

Finally, parent participation has been one of the challenges that our Department of Black Student Achievement (DBPAC) has experienced (Action 5.10). Although parents have been present at each DBPAC and our Language and Literacy meeting, the Department of Black Student Achievement would have liked to have greater parent participation. Challenges with parent participation have also been echoed at the site level BPAC meetings by several school sites. Despite employing multiple modes of parent communication, some schools have struggled with garnering parent participation at the Black Parent Advisory Committees (BPACs). The Department of Black Student Achievement along with school leadership will continue to strategize ways to increase parent participation to ensure that all parents benefit from the information presented as well as the engagement opportunities provided, in service of enhanced Standard English Learners (SELs) achievement.

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

There were several actions under Goal #5 which show material differences between budgeted expenditures and estimated actual expenditures. The most significant ones are listed below:

> Action 5.3 Academic Language and Culturally Responsive Pedagogy. Training in this area was also impacted due to sub shortages and opportunities to release teachers. There was funding associated with this non-action that was not spent .

> Action 5.4 Specifics Interventions and Support for English Learners. Not all supplemental and concentration funding was utilized for the implementation of this contributing action. Title III funding was also available to increase services in this area.

> Action 5.5 Academic English Mastery Program for Standard English Learners. Both a shortage of substitutes for coverage and lack of access to presenters, provided unique challenges to more widespread implementation. The department plans to address these challenges during the upcoming year by utilizing all-staff days to present professional development, where possible, and to seek out additional AEMP presenters to provide synchronous all-staff professional development.

> Action 5.6 Biliteracy and Multiliteracy Programs. Services associated with this contributing action were implemented without exhausting the allocated supplemental and concentration funds. Title III funding was also utilized to improve and increase services of English Learners through this action.

>Action 5.7 Non-contributing action. The Spanish club was offered for students, but it was not offered for parents of monolingual students due to low parent participation. Materials were purchased and/or developed in preparation for implementation, but only partial funding was spent. Implementation and expansion will be a focus next school year.

> Action 5.10 Workshops for Parents of African-American Students and Other SELs. Only about 70% of the LCFF funding allocated for this non-contributing action was utilized.

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

The actions corresponding to Goal 5 demonstrate the commitment of the Compton Unified School District in addressing the academic and linguistic needs of English Learners and Standard English Learners. All actions associated with this goal pertain to the district's focus on equity by ensuring that English Learners and Standard English Learners are college and career ready by the time they leave our high schools. Quantitative data aligned to different metrics (e.g. i-Ready, ELD Benchmarks, A-G for English Learners, ELPI performance) show steady growth towards meeting Goal #5. Additionally, qualitative data in the form of surveys and input from various stakeholder groups also reflect incremental growth in numerous areas.

The 2022 California Dashboard shows that CUSD attained Medium Performance Level with 51.7% of English Learners making English Language Proficiency progress. These results are above the state of California as well as neighboring districts, which is very encouraging. As it pertains to the most recent ELPAC results, 2021-2022 ELPAC data shows an increase from 7.30% (2020-2021) to 13.42% of students scoring at a Level 4. We believe that this increase is associated with better instruction, a systematic implementation of the ELPAC Bootcamp to expose our students to the ELPAC task types, and effective implementation of interventions for English learners.

The data for Long-Term English Learners over a three-year period shows some fluctuations in percentages. In the 2020-2021 school year, the percentage of LTELs was recorded at 17%. This percentage slightly increased to 18% in the subsequent academic year, 2021-22. However, in the most recent academic year, 2022-23, there was a notable decrease in the percentage for Long-Term English Learners, dropping to 10.7%. The percentage of students identified as at-risk Long Term English Learners experienced a decline over the course of the 2021-2022 and 2022-2023 school year. In 2021-2022, the percentage of students identified as at-risk LTELs stood at 8.5%. However in the subsequent school year, 2022-2023, there was a notable decrease with the percentage of at-risk LTELs decreasing to 6.7%. This decrease in 2022-2023 indicates improvements in language acquisition and a change in the composition of the student population due to the number of students that have been reclassified.

Regarding reclassification rates, the most recent state data available for CUSD (2020-2021) was recorded at 9%. Internal reclassification projections for subsequent academic years indicate positive growth in RFEP rates. In the 2021-2022 school year, the projected RFEP percentage is expected to increase to 11%. In the most recent projection for the 2022-2023 academic year, the RFEP percentage is anticipated to increase to 12%. These projections suggest the need to monitor the progress and implementation of the ELD instructional program to ensure the continued growth and success of English Learners in meeting the district's reclassification criteria. The data for college and career outcomes among English Learners (ELs) shows that in the year 2022 there was a notable 12% increase in the graduation rate for ELs, reaching 82%. Additionally, the A-G completion rates for ELs demonstrated a positive trajectory, increasing from 38% to 43%. These data points indicate that continued focus on comprehensive support structures, targeted interventions, and access to resources will play a crucial role in sustaining and further enhancing college and career outcomes for ELs.

Let's now take a dive into the local academic data, including our ELD Benchmark and our i-Ready diagnostic data. The 2022-23 ELD Benchmark has yielded promising results for 1st-2nd grade students and 5th-8th graders. In the 1st-2nd grade group, a significant 44.6% of students demonstrated mastery of the ELD standards assessed. Similarly, in the 6th-8th grade group, 42% of students displayed a high level of proficiency in the ELD standards. In contrast, the results for students in grades 3-5 and 9-12 were comparatively lower. Only 24% of students in the 3rd-5th grade range were able to exhibit mastery of the ELD standards. Similarly, in the 9th-12th grade range, only 28% of students were able to demonstrate proficiency in the ELD standards assessed. These findings highlight the need for further attention and support in Tier I ELD instruction and interventions for English learners for these specific grade levels. As far as i-Ready data is concerned, a comparison of i-Ready fall and winter diagnostic data shows that this year there was a 9% increase in the number of English Learner (EL) students on or above grade level, and a decrease in the percentage of ELs scoring below grade level from 97% to 88%.

This year the district continued its efforts to enhance their bilingual and World Language Programs by ongoing expansion to subsequent grades in the Dual Immersion Program and additional Spanish course offerings at four K-8 schools. Our focus on bilingualism and biculturalism is paying off and the number of Pathway and Seal of Biliteracy recipients continue to increase on a yearly basis. This year we had 377 recipients of the Pathway to Biliteracy of which 197 8th graders are enrolled in Spanish and 180 are Dual Immersion students. As far as the State Seal of Biliteracy is concerned, this year it will be awarded to 268 high school seniors. This steady success is attributed to ongoing increases in percentages of students enrolled in the Spanish program. For example, this year the number of Spanish courses increased at the middle school level and course offerings were provided at four K-8 sites.

In addition to looking at quantitative data from both state and local assessments, we have also analyzed qualitative data and input from our educational partners. The survey results indicate a consensus among both classified and certificated staff regarding the effectiveness of attending Designated and Integrated ELD professional development with 85% responding that this type of professional development better prepared them to implement research-based practices that effectively address the needs of English Learners. The feedback from administrators indicated that 96% of them agreed that professional development focusing on Integrated and Designated ELD better equipped their teachers in meeting the needs of English Learners (Action 5.1 & Action 5.3). Of those surveyed, 197 indicated that this training was not applicable. This demonstrates a need to develop a plan to ensure that all staff receive targeted professional development on meeting the needs of English Learners. The findings of those that responded to the survey question underscores the value and impact of targeted professional development opportunities centered on research-based practices to support ELs in the classroom.

The intervention supports (Action 5.4) that were offered this year have been perceived as effective as well. Of the 407 parent responses on the Effectiveness of Services Survey, 377 favorably agreed that interventions have helped their child in the areas of math and literacy. Moreover, 83% of site personnel and 93% of administrators strongly agreed and agreed that before and after school interventions, summer school, data chats, and Bilingual Instructional Assistants have contributed to improving the academic outcomes of English Learners. When surveyed, 79% of elementary students and 83% of secondary students reported positive outcomes resulting from interventions, particularly in literacy and mathematics.

According to survey results, among the staff surveyed on the effectiveness and importance of Dual Language and World Language programs in promoting multilingualism, 81% agreed that Dual Language and World Language programs are highly effective in supporting learning of two or more languages within CUSD. Notably, 47.8% of administrators expressed agreement, while 50% marked not applicable on the survey. Among the students surveyed, 81% responded favorably to the opportunities and necessity of providing Dual Immersion and World Language Programs. Furthermore, out of the 397 parents who responded, 94% strongly agreed that Dual Immersion and World Language Programs are essential and valuable opportunities for proficiency in two or more languages (Action 5.6). Community interest and support of bilingual and multilingual programs is evident throughout surveys and documented comments in various committee meetings.

The Department of English Learner Services recognizes the essential role English Learner families have in the academic success of students (Action 5.9). This department oversees the District English Learner Advisory Council (DELAC) which has an average attendance between 50 and 60 parents. Additional parent workshops on specific English Learner related topics including ESL courses have been well attended. Ninety-seven percent of parents were in agreement that English courses offered by the district would assist them in better helping their children.

To further support Spanish speaking families in the CUSD community the district provided translation and interpretation services. A high percentage of the parents completing our Effectiveness of Services Survey (91%) agreed that translation and interpretation services in our district are effective (Action 5.8). Of the staff that responded to this question, 88% agreed or strongly agreed that translation and interpretation services were effective.

In alignment with Federal Program Monitoring and the district's English Learner Master Plan, a progress monitoring system with timely interventions has been established (Action 5.11). English Learners are monitored by multiple measures and if students are not making adequate progress a plan is developed in conjunction with the teacher, site EL Specialist, and administrator. Monitoring processes and individualized plans are viewed favorably by both teachers and administrators. Of the

administrators surveyed 86% conveyed that English Learner progress monitoring and interventions have been effective in supporting the academic and social-emotional needs of this student group. Eighty-four percent of teachers concurred that these supports are effective for English Learners in their classrooms.

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

This is the second year of the new LCAP cycle and although Goal 5 and its corresponding actions were successful in many aspects, the overall effectiveness was impacted by various factors. The inability to provide district wide professional development due to substitute shortages led to inconsistency of the types of training teachers received. Furthermore, additional walkthroughs during Integrated ELA and Designated ELD are necessary to ensure that effective Tier I instruction and differentiation of instruction are occurring across all campuses.

After a detailed analysis of implementation, progress on metrics, and a review of the desired outcomes the district has concluded that no significant changes will be made for the upcoming school year. The only change that was necessary was correction of data error on one of the metrics for Year 1 Outcomes: Percentage of Students on Track of Completing two years of world language courses in middle school. The data has now been corrected.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$75,428,067.00	\$9,558,854.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.02%	7.95%	\$15,088,984.96	46.97%

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

## Required Descriptions

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

Based on our most current data provided by our Research and Evaluation Department, CUSD has an unduplicated pupil count (UDP) of approximately 94.74% (2022-2023). We have a substantial population of low-income students who receive free-reduced price meals (93.5%). The percentage of English Learners is 25.5%, and we have a total of 277 Foster Youth students. While the scope of many of the actions on our LCAP plan is limited to our unduplicated student groups, there are also actions, mainly those targeting the needs, conditions, and circumstances of low-income students, that are provided to the entire school district with the goal to improve the overall instructional program of the district. These actions and services, however, have all been specifically designed to support the academic achievement and school success of the unduplicated populations. They are principally directed towards those students, and are effective in meeting their needs, which we will be explaining throughout this section.

Some of the LEA-wide contributing actions that we incorporated in our LCAP were included based on hard and/or soft outcome data, and the overall successful implementation of the actions to date. As we elaborate on this section of the plan, we will bring attention to those specific actions in question.

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

\*\*\*GOAL 1\*\*\*

---Maintain Instructional Days (183) and/or Instructional Minutes (Action 1.2)

Schools with high-poverty students lose nearly two weeks of learning time annually compared with their more affluent peers. In heavily low-income districts (like Compton), students lose about 30 minutes a day to factors often connected to economic pressures. Site administrators and teachers in our district, for example, have

indicated that the lack of personal transportation has led to a higher incidence of student tardiness, and increased transiency has made it more difficult to form stable classrooms. Teachers have also reported spending significantly more time on offering counseling, college and career advice, discussions about inequality and financial responsibility, access to healthcare and other issues not necessarily connected to academic subjects.

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

Over the years, we have seen a steady increase in student academic achievement at all levels and throughout multiple indicators such as CAASPP test scores or graduation rates. Our CAASPP scores showed an increase in ELA for Low-Income students from 29% in 2016 to 38.83% in 2022 (the proficiency rate for all students was 38.48%). In the area of mathematics, results improved from 20% in 2016 to 31.77% (31.44% for all students) in 2019. Only after the pandemic we saw a decrease to 26.39%. Our graduation rate for low-income students also increased significantly from 79.3% (78.8% for all students) in 2016 to 90% (89% for all students) in 2022. While we understand that there is not one single action or service that would produce such improvement, we strongly believe that the increase in instructional time has been a strong contributor to our academic achievement. By continuing to implement this action, we expect to see an increase in low-income student performance over time, and an overall improvement LEA-wide.

#### ---Teacher Planning and Collaboration Time (Action 1.6)

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

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

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

#### ---Improving Learning Through Access to Computer-Based Programs (Action 1.7)

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

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

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

In previous years, access to program applications have benefited our low income learners because they were able to further practice skills both during the school day as well as from the convenience of their own home without incurring any additional expenditures or having to find the time to access public facilities. This enables parents to monitor student learning and provide extended instructional practice for our most vulnerable students.

#### ---Improving Teacher Efficacy through Instructional Coaching (Action 1.8)

When students are denied high-quality early literacy instruction, the achievement gap continues to grow. Although the urgency for early reading initiatives among unduplicated students is clear, our local data from i-Ready diagnostic assessment (72% of K-8 students reading below grade level) suggest that there is still a big need in our district to continue developing our educators in best strategies to teach reading and literacy. The need for improvement in the area of mathematics is also significant. Local data from our winter diagnostic assessment indicate that over 71% of our unduplicated students in grades K-8 are performing below grade level (current iReady data). This percentage is even higher at the high school level, with 65% of them not meeting standards (per CAASPP 2022).

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

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

The use of Curriculum Specialists to develop teacher practice and provide interventions for unduplicated students have been a recurring action. This year, we have been more consistent with the implementation of interventions and coaching provided by our Curriculum Specialist. As we prepare for next school year, expect that this action will be fully implemented, as it helps increase and improve services for unduplicated students while still being offered LEA-wide.

#### ---Improving the Learning Process through Instructional Technology (Action 1.9)

Experts widely agree that instructional technology provides many benefits to the education process, including better access to information, more opportunities for collaboration, and better capabilities for meeting diverse learners' needs. Unfortunately, the digital divide still exists, and low-income students and other unduplicated student groups do not always have access to devices, connectivity, and most importantly, teachers who are well-versed in the use of instructional technology. This lack of familiarity with the use of instructional technology is one of the main reasons why families and students in our community struggled significantly with the transition to distance learning.

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

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

The focus on instructional technology is not new to Compton Unified. The significant gains that our low-income students showed on the CAASPP assessment before the pandemic both in literacy (10 proficiency points) and math (11 proficiency points), the increase in student engagement, and the need to continue addressing the digital divide for our high-need students, make it absolutely necessary that we continue with this action during this LCAP cycle.

---Targeted Classroom Interventions for Unduplicated Students (Action 1.10)

Through consultation sessions with site administrators, teachers, and parent meetings we verified that many of our unduplicated students in the district lack the necessary academic support at home. They do not have a place to study, access to libraries, or anyone who can assist with homework. Their financial constraints will not allow them to have access to tutoring services or even reliable internet access that can support them with their academic needs. This has negatively impacted their academic performance.

Educators and parents have highlighted the extra support that our unduplicated students need in the classroom, and the benefits that having Teacher Assistants (TAs) and Intervention Substitutes provide for their students both at the academic level and the social-emotional level, helping them improve reading and math skills as well as self-confidence. Over the years, these services have shown positive effects on unduplicated student test scores in reading and math, with the largest, consistent, and most robust effects in reading. 2017-2018 i-Ready reports, for example, showed that 17% of our low-income students finished the school year within Tier I (at grade level), while in 2023 the percentage has increased to 38%. In the area of mathematics, the increase was from 28% to 37%. While we cannot just attribute academic gains to the implementation of classroom interventions, educators in our district agree that their impact is undeniable. 85% of the staff and parents completing this year's Effectiveness of Services Survey strongly agreed or agreed that teacher assistants and intervention substitutes effectively support student learning through targeted interventions.

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

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

---Addressing the Gaps in Foundational Literacy Skills (Action 1.11)

Enrollment data and input from low-income parents and their teachers identified that many low-income students need to build foundational literacy because many have not attended pre-school and/or kindergarten and many of these students lack access to high interest print and virtual materials and opportunities for reading at home. This is also true to many of our English Learners and Foster Youth students in our district.

CSUDH Project Reach Tutors and college tutors from other institutions will closely collaborate with classroom teachers to increase daily small-group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in K-2 classrooms. Some tutors will also be trained by Curriculum Specialists and Educational Services in grade-specific power standards so that they can support students in upper elementary, middle and high schools. These interventions will be done in the classroom and under the close supervision of the classroom teacher.

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

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



evident that the number of Tier 3 students entering the third grade was significantly reduced over time.

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

---Before/After School Interventions and Saturday School (Action 1.12)

Local diagnostic and assessment data shows that a large percentage of our unduplicated (Low-Income, English Learners, and Foster Youth) students have fallen behind in one or more content areas since March 2020. The learning loss caused by the COVID-19 pandemic was significant, and there may not be sufficient time in the school day to offer the remedial instruction necessary to bring our high need, unduplicated students up to grade level. Unfortunately, many of these students lack the necessary resources and academic support at home at a time that is needed the most. One way to make up for this deficit will be through out-of-school time (OST) programs.

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

Providing our unduplicated students with a robust system of interventions before and after school and on Saturdays will result in steady academic progress as measured by our diagnostic assessments and common assessments administered throughout the school year. We also expect to see a reduction in the number of unduplicated students obtaining a grade of D or F in their core classes, which is currently 24% for students in grades 6-12. Higher degrees of academic success will also have a positive impact on the self-esteem of our unduplicated students, which should result in a reduction in the number of discipline referrals and a rise in school connectedness as reflected on the California Healthy Kids Survey (or similar).

Beyond-the-bell interventions have been implemented in our elementary and middle schools for years, Principals, teachers, and parents have advocated for the continuation of these interventions over time, since they have seen a positive academic impact on the participating students. 84.8% of the site administrators and 90.6% of the teachers completing the LCAP survey this year agree or strongly agree that extended academic opportunities offered at their schools (after-school tutoring, Saturday school, etc.) have helped support student achievement.

---Building Learning Experiences and Enrichment Opportunities for Students (Action 1.14)

During our consultation sessions with teachers and our parent groups, there is a clear consensus to provide our K-12 low-income students with enrichment opportunities, which are often inaccessible to our inner-city students outside the school. We cannot forget that many of our low-income parents are working multiple jobs. Some of them are single parents who do not have the means to expose their children to these opportunities, while others may experience transportation issues.

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

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

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

---Promoting Science, Technology, Engineering, and Math (STEM) Opportunities (Action 1.15)

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

All school sites in Compton USD will provide STEM-related activities and programs (e.g., Project Lead the Way, robotics, gaming, coding etc.) for our low-income, minority students. These programs will be offered before, during, and after school, and will contribute to mitigate gaps in homework quality, digital inequality, and developmental disparities that often lead to fewer postsecondary graduates from low-income households, especially in STEM programs. STEM opportunities will also help increase our student engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators.

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

---Extended Visual and Performing Arts Opportunities (Action 1.19)

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

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

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

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

---Extended Health and Fitness Opportunities (action 1.20)

Children from low-income communities like Compton already experience greater challenges in accessing opportunities for physical activity. They are less likely to meet physical activity recommendations because of a lack of affordable options. There are also safety issues, challenges to parental support and a neighborhood environment that does not foster play and physical activity. In many cases, the parents of our low-income children are essential workers who cannot be home to support either learning or physical activity. Private backyards for play are frequently missing, and public spaces are often inadequate.

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

development of the attitudes, skills, and knowledge that will result in a lifetime of participation in physical activity and the maintenance of health related fitness.

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

This action has been implemented during the first two years of the LCAP cycle, with positive results in the areas of social-emotional wellbeing and school climate. Many teachers have indicated that our partnership with these fitness organizations have helped with the implementation of structured recess time, and promoted a sense of teamwork amongst students. Students are more engaged during recess time, and they seem to be more alert and engaged in class, as well. In addition, students learned to acquire tools to work out disagreements and differences, and became more adept at dealing with conflict resolution. Many schools also observed a decline in discipline referrals over time, and even an increase in student attendance.

#### ---After-School Homework Clubs (Action 1.22)

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

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

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

#### \*\*\*GOAL 2\*\*\*

#### ---Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources (Action 2.9)

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

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

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

measured by the iReady diagnostic assessments.

In the past few years, Compton USD has increased the purchase of standards-aligned instructional materials, supplies and resources for its low-income learners. We have provided our low-income students access to research-based, high-interest resources that match their zone of proximal development while also exposing them to rigorous materials. As a result, we have seen a steady increase in standardized test scores, an improvement in classroom grades, lower retention rates and higher levels of student engagement.

#### --Access to Internet and/or Devices (Action 2.10)

During the pandemic we learned that over 80% of our low-income students needed a device to engage in distance learning, and did not have reliable connectivity at home. While K–12 students' access to computers and the internet improved during the pandemic, a clear digital divide persists, especially among low-income students, according to a new report by the UCLA Center for Neighborhood Knowledge. In our communication with families and teachers, it seems that the digital divide translates into students missing lessons, being unable to access materials and struggling to complete assignments--all of which have significant implications for long-term learning and success later in life.

Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and it prevents them from getting the most out of online learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Low-income pupils face this barrier more severely than their peers do.

Compton USD will continue to distribute devices and hotspots to our low-income students as necessary. Devices and hotspots will be distributed at the beginning of the school year, and they will be replaced as they become outdated or they simply stop functioning. The necessary outreach efforts will be made to guarantee that every student in need has the tools that they need for learning.

As a result of our low income students' having access to devices, connectivity, and ultimately online learning, we expect to see an improvement in student performance as measured by various indicators. At the elementary level, we expect to see an increase in math and literacy outcomes as measured by our diagnostic assessment(s). At the secondary level we expect to see an increase in quality homework completion and credit recovery and a decrease in D/F rates.

### \*\*\*GOAL 3\*\*\*

#### ---Access to Rigorous Courses for All Students (Action 3.1)

Our unduplicated pupils have historically seen lower rates of high school, college, and career readiness. In part, this opportunity gap stems from financial obstacles, lack of access to additional support, perception of self-success, high mobility, or linguistic barriers. It is highly important that we foster school systems that create the access that these students need.

High schools will continue to provide all unduplicated students with access to a rigorous curriculum, pathways, and opportunities such as Early College High School, College Courses, Advance Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout and A-G courses in order to increase their competitiveness and preparedness for college & career. In 2023-2024, all of our high schools will also open an early college satellite, providing all participants with the opportunity to graduate with a high school diploma and an Associate Degree (AA) and/or an IGETC.

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

Because this measure was also implemented in past years on behalf of our unduplicated students, we have attained positive college and career readiness indicators. Six years ago, our A-G completion rate was in the 20% percentile range, whereas today it is more than double at 53%. Similarly, our graduation rate has almost doubled within the last five years from the 60% percentile to close to 90% pre-pandemic and 89% as of today. Because we have an overwhelming number of low-income students who are included in the unduplicated count, we believe that this measure has largely contributed to higher levels of high school success.

#### ---College and Career Support Staff for Unduplicated Students (Action 3.2)

Historically, the most vulnerable unduplicated populations have suffered from extreme obstacles to their path to post-secondary educational choices. Unduplicated

groups are typically exposed to a culture that is heavily dependent on wages for survival and college is often not considered an option when there is a dire need for immediate income. Our most recent data from the CA Dashboard shows the need to continue supporting our unduplicated student groups in the area of college and career. This is a need that has been supported by teachers, counselors, and site Administration.

CUSD College & Career Department will continue to provide counseling and support services (through USC College Advisors, Counselors, Dual Enrollment Specialist and Attendance Counselor) to support and increase the access of our Low-Income, English Learners, and Foster Youth to college and careers. Staff will conduct presentations, workshops, data sessions, and organize activities throughout the school year that will focus on the academic, career and personal/social domains of our unduplicated student groups. Moreover, staff will assist in responsive services such as crisis counseling, peer mediation and referrals when needed.

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

High school site administrators and school counselors have often praised the support that our College and Career Department team offers our schools in closely monitoring the progress of our low-income, English Learners, and Foster Youth students. The implementation of this action over the past few years has resulted in better results for our unduplicated student populations (Low-Income, ELs, Foster Youth) as measured by various CA Dashboard indicators. Similarly, we have seen a 12% increase for EL students in graduating in comparison to 2021. However, during this same time period, we have seen a 5% decrease of Foster Youth graduating from High School. This is partly due to the few number of Foster Youth identified, with 23/34 graduating. Lastly, both EL and Foster Youth students have also increased their A-G completion rates by 9% and 11% respectively since last year.

#### ---College & Career Support and Guidance for Unduplicated Students and their Families (Action 3.3)

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

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

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

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

#### ---Promote College & Career Culture for Unduplicated Students (Action 3.4)

When students have school, parental and community support, college is seen as the norm: higher education is the expectation rather than the exception. A college-

going culture helps all students set and achieve high goals and generates other important values, such as appreciation of academics, desire to succeed, and drive to attend college and become a lifelong learner. These values are especially important for our low-income students and other unduplicated students, many of whom may not be considering college. In fact, many of our unduplicated students come from families in which no one has attended college before.

When meeting with our different parent groups, and consulting with teachers and administrators throughout the district, they all agree about the importance of promoting and fostering a college and career culture in our schools, starting at a very early age. Therefore, the College & Career Department will offer districtwide opportunities and events for our high school low-income students, foster youth, English Learners and their families to create a college going culture. These will include, for example, CUSD Decision Day, college fairs, college field trips, conferences, and other enrichment opportunities. Vertical articulation K-12 will guarantee that our K-8 low-income students already develop a desire to pursue college and/or a career.

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

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

#### \*\*\*GOAL 4\*\*\*

##### ---Attendance Monitoring and Re-engagement strategies (Action 4.1)

Current attendance data shows that many of our low-income students continue to present high levels of chronic absenteeism (26.24% as of 5.26.23). But the high absentee rates also reflect broader problems — lack of access to transportation, families' needs for the support of their children for babysitting or other duties, absence or loss of parents and caregivers, economic upheaval faced by many families, some experts say, the lack of connection that some students and families feel to their schools that only became exacerbated after the pandemic. In our ongoing conversations with our site principals, teachers, and counselors, they have expressed their concerns regarding the engagement level and consistent participation of these students.

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

Our ability to effectively monitor and improve attendance will help mitigate the learning loss suffered by our low income students during the pandemic. Indicators of the success of this measure will include attendance rates, chronic absenteeism rates, school connectedness responses from the California Healthy Kids Survey (or a similar instrument), and increase in student performance as measured by our common assessments throughout the school year.

The early implementation of this measure over time has enabled our district to communicate the importance of daily attendance among students and families and a few of our schools have successfully addressed cases of chronic absenteeism, which has led to higher degrees of academic achievement.

##### ---Behavior Management (Action 4.3)

Recent evidence (Harris, 2006) suggests that the complex web of social relationships students experience—with peers, adults in the school, and family members—exerts a much greater influence on their behavior than researchers had previously assumed. Socioeconomic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine school performance. The social-emotional challenges that our low-income students may experience have even worsened after the pandemic. Many teachers and administrators that we spoke to this year say that the pandemic led to multiple behavioral issues for all age groups, from falling behind in class, to mental health problems, increased violence and suicide attempts.

It is important for school administrators to understand, however, that keeping schools safe and eliminating fighting on campus is of utmost importance. We cannot afford to take chances or allow empathy to confuse us and create a dangerous environment. Therefore, during the third year of implementation of this LCAP cycle, Pupil Services and schools will systematize a strong implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully- prevention strategies and software (BRIM) in order to provide a safe, positive and secure learning environment for our staff and low-income students in Compton Unified. At the high school level we will continue with our partnership with The Best Man Company, led by Dr. Jesse Jackson III. Throughout the school year Dr. Jackson will provide the necessary support, and guidance for preventing and properly legislating fighting out of our buildings.

The implementation of these practices discussed above will result in an improvement of students' social-emotional skills and competencies, as measured by Panorama. As a result of this, we believe that these practices will have a direct result in improving school climate as measured by the number of school suspensions and expulsions, as well as in the areas of school connectedness, safety and emotional support in the California Healthy Kids Survey (or similar tool). Finally, we expect to see a decrease in the number of referrals to the District Administrative Hearing Panel (DAHP) and to the District Guidance Review Committee (DGRC).

#### ---Expansion of Wellness Centers (Action 4.5)

Although, as educators, we understand that feelings of inadequacy and social emotional distress are the hallmarks of the teenage years, the pandemic has accentuated feelings of isolation and hopelessness. Our site principals, teachers, school counselors, and therapists have expressed the many social-emotional challenges that many of our low-income, English learners, and Foster Youth students in our community continue to face after the pandemic. Unfortunately, this year we have continued to experience a surge in student anxiety and depression. The number of referrals shows mental health needs are rising, and our teachers, administrators and mental health counselors are already strapped and overwhelmed.

In response to these challenges, it is crucial that we provide safe spaces for our most vulnerable populations to be able to cope with overwhelming feelings of distress that may impede their normal development. Therefore, we have determined that Pupil Services will continue to maintain the Wellness Centers at each high school and continue to expand them to some middle and elementary schools. These Wellness Centers are being staffed with highly qualified personnel, provided by our health partners, who have been trained to deal with mental health crises, suicidal ideations and post-traumatic stress, which disproportionately impacts our most vulnerable student populations. Through these centers, schools will offer psychological services, basic medical care and other services to help our low-income families navigate trauma and other challenges associated with their life conditions. In addition, the Wellness Centers will provide the opportunity for mentoring services that will assist these students with the daily rigors of life.

As a result of an effective implementation and expansion of our wellness centers, we expect to see that our youth enjoy improved social skills, attitudes and behaviors as measured by the Panorama Student Survey. We also expect to see that students receiving services recover more quickly from any traumatic experiences that they may have experienced. Finally, we also expect to see an improvement in student behavior (as measured by a decline in discipline referrals), attendance (as measured by a decline in chronic absenteeism), and academic performance (as measured by progress on common assessments).

The needs imposed by the effects of the pandemic accelerated the expansion of our wellness centers over time, and we will now be increasing services to additional campuses to ensure that every teenager is able to reach out for help and receive the support they need. It is imperative that we have a system of mental health support so that vulnerable unduplicated students who may not otherwise have access to these services are able to develop healthily during these critical formative years.

#### ---Trauma Training (Action 4.6)

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

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

By supporting our unduplicated students and their families, dealing with trauma we will endorse students' coping skills and lasting resilience, which will lead to significant improvement in behavior, fewer suspensions, fewer expulsions, and ultimately, a significant improvement in academic achievement as measured by our

common and diagnostic assessments. In addition, trauma-informed practices will promote student connectedness, and a feeling of physical, social, and emotional safety in students as measured by the California Healthy Kids Survey.

#### ---Social-Emotional Learning (Action 4.7)

Many of our low-income children in Compton are exposed to trauma as a result of lack of appropriate income, housing, healthy food choices and acts of violence related to community events. This increased risk for socio-emotional problems was accentuated throughout the pandemic and beyond with the effects of the COVID-19 pandemic, and it may contribute to disparities in wellbeing and academic achievement. Input from our educators and parents as well as the results from our LCAP survey highlight the need to increase services in this area.

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

The implementation of these services for our low income students will result in an improvement of school connectedness as measured by attendance rates, dropout rates, and suspension and expulsion rates. The impact of this action will also be reflected on the California Healthy Kids Survey where we will look at the percentage of students who feel that they have caring adults at school and the percentage of students who perceive their school to be safe or very safe.

#### ---Parent Involvement (Action 4.10)

Researchers continue to find evidence that higher levels of involvement by parents are related to academic success for students (Epstein, 2001). Therefore, unduplicated children, with less involved parents, often experience fewer of the academic benefits than children coming from higher income homes. Our educators in Compton Unified truly understand and advocate for the need to increase and improve parent participation opportunities in schools as an effective way to better support our unduplicated students at all levels. In fact, 90% of the teachers and staff members completing our CHKS survey this year indicated that the school encourages parents to be active partners in educating the child.

As a result of this need, Compton Unified, in collaboration with all the schools and site Community Relations Specialists and outside organizations (e.g. PIQUE, Drug-Free World, The Therapeutic Play Foundation Inc., etc.) will increase parent education workshops, classes, and/or conferences to better equip families with the information, knowledge, and skills necessary to support our unduplicated students in the educational process. These opportunities for parent involvement will cover topics such as: Supporting Students at Home Academically, Common Core Content, Mindfulness, Suicide Prevention, Anxiety, Drug-Prevention, Positive Parentings, and Mental Health Supports. They will be offered at different times of the day to better accommodate the needs of families.

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

#### \*\*\*GOAL 5\*\*\*

#### ---Professional Development on Research Based Practices for ELs (Action 5.1)

As a result of the pandemic, both quantitative and qualitative data indicate that English learners' language skills were significantly compromised. An instructional focus on the academic and language needs of these students continues to be necessary in order to address their learning loss, and ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines.

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



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

---Training Specific to the Needs of English Learners (Action 5.3)

In order to close the achievement gap, it is essential that teachers are especially prepared to meet the needs of English learners. In the Compton Unified School District, the need to focus on culturally responsive teaching and academic vocabulary was identified after analyzing performance data from multiple measures (e.g. i-Ready, Common Assessment, IABs, FIABs, ICA) and classroom observations.

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

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

---Biliteracy/Multiliteracy Programs (Action 5.6)

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

The 2022-2023 school year marks the eighth year of the district's Spanish Immersion Program. Compton Unified School District currently has three Spanish Dual Immersion Programs at Dickison Elementary, Emerson Elementary, and Kennedy Elementary schools. Students enter the program with many different levels of Spanish fluency. Some students are native Spanish speakers, others have had exposure to Spanish in preschool or with a parent or guardian, and others have had very little or no exposure to Spanish when they begin the program. The native Spanish speakers benefit from learning to read and write in their native language, deepening their Spanish skills. The non-native Spanish speakers benefit from becoming fluent in Spanish. Starting next school year, the Middle School World Language program will begin in the 8th grade and offer Spanish as an elective. Course offerings include Spanish for Native and Non-Native Speakers. Some students will still be able to complete two years of Spanish at the end of 8th grade since they were in Spanish this current year in the 7th grade. By doing so, they will be able to matriculate to more advanced levels of Spanish at the high school or learn a third language.

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

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

In the 2023-2024 school year we plan to increase or improve services for our unduplicated students by a minimum of 46.97%. This section provides a description of how services provided for unduplicated pupils will be increased or improved by at least the percentage required.

\*\*\*LOW-INCOME STUDENTS\*\*\*

Supplemental and concentration funding will be used during the last year of implementation of the LCAP to increase and/or improve services for our Low-Income students in a variety of ways. Action 1.2, for example, is meant to increase learning time for our low-income students. By still maintaining 183 instructional days, versus 180, we will be increasing time on task for our low-income students. Additional instructional days will allow for more enrichment opportunities, intervention time, and more time for low-income students to absorb content and develop skills. This action will also allow more time for data analysis and teacher collaboration on how to close the achievement gap for these students.

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

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

During the 2023-2024 school year, we will also increase health and fitness services (Action 1.20) for our low-income students by establishing partnerships with different organizations (e.g. Wanda's Wellness or CF Fitness), implementing fitness classes (yoga, dancing, virtual physical activity programs, workout wheels), and promoting sports after school. In addition, the implementation of after-school homework clubs (Action 1.22) will help increase the quantity and quality of services that low-income students receive. By participating in these clubs, low-income students will receive the necessary supervision, guidance and assistance with homework, which they would not otherwise receive.

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

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

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

### \*\*\*ENGLISH LEARNERS\*\*\*

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

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

We will also increase the quantity of services for English Learners by providing supplemental support for them. For example, at-risk and Long-Term English Learners (LTEL) will receive before and after school interventions (Action 5.4). We will also organize summer school activities for English Learners, and implement personalized data chats and goal setting with them (Action 5.11). Bilingual Instructional Assistants and college tutors will offer academic and linguistic support in all content areas, and our EL Journalism Program for at-risk LTELs will be offered as an after school opportunity for these students to develop the four language domains in an engaging

way. These specific interventions and supports for English learners are designed to improve outcomes in the areas of reclassification, and proficiency in literacy and mathematics. In addition, our district will also increase language services for ELs by providing opportunities for bilingualism/multilingualism (e.g. Dual Immersion) (Action 5.6). Schools will provide students enrolled in the Dual Immersion the necessary supplementary materials that will help them achieve proficiency in the target language. Intervention support and parent outreach will be offered through bilingual college tutors and/or instructional assistants.

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

### \*\*\*FOSTER YOUTH\*\*\*

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

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

### \*\*\*LOW-INCOME, FOSTER YOUTH, AND ENGLISH LEARNERS\*\*\*

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

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

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

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

Action 1.19 aims to increase and improve services in the area of visual and performing arts for Low-Income students and English Learners beyond the regular art instruction that they already receive as part of their grade-level curriculum. These students will benefit from appropriately-trained staff who will provide them with an

equitable and well-rounded art education, develop their language skills, and encourage them to pursue careers in the creative sector.

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

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

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

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

After consultation with our educational partners, including certificated and classified staff, parents groups, administrators, and bargaining units, Compton Unified has identified several staffing positions for which we may use our concentration grant add-on funding. These positions are currently in alignment with our LCAP goals and actions:

**Goal 1:**

Increase support from Curriculum Specialists, who will mainly focus on the areas of math and literacy. These Curriculum Specialists will train and coach teachers in best research-based instructional strategies, and provide direct services and interventions to unduplicated students following both a push-in and/or a pull-out model. (Action 1.8)

Provide support from Instructional Assistants to unduplicated student groups, including low-income, English Learners, foster youth, and students at risk of homelessness. Instructional assistants will also support other student groups including African-American students, and students with disabilities. (Action 1.10).  
Provide struggling students additional support from intervention teachers and/or intervention substitutes in the areas of reading and mathematics (Action 1.10)

Increase the number of California State University Dominguez Hills (CSUDH) Project Reach and Project RISE Tutors as well as college tutors from other institutions such as My Tutor Partners, who will closely collaborate with classroom teachers to increase daily small-group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in K-2 classrooms. (Action 1.11)

Provide schools with support from custodial and security staff after school, on Saturdays, and during summer school (as articulated, for example, in actions 1.17, 1.19, 1.20, 1.22) in order to guarantee that our campuses are safe and all classrooms and restrooms are well-maintained during the time that we offer extended interventions and enrichment opportunities for our unduplicated students.

**Goal 3:**

Provide additional counseling services at the high school level to assist unduplicated students and their families with college readiness (Action 3.3.)

**Goal 4:**

Equip our Wellness Centers with additional social workers to provide direct support to students across the district. Social workers will offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups. (Action 4. 5)

Provide counselors/counseling services at different levels, including elementary schools, to help implement Multi-Tiered System of Support interventions, and attend to the social-emotional and behavioral needs of our students. (Action 4. 5)

**Goal 5:**

Increase the number of Bilingual Instructional Assistants or college tutors to support the language and academic needs of our different English learner typologies, including newcomers, English Learners, and Long-Term English Learners (Action 5.2)

All proposed expenditures and or potential hires will need to be presented for approval to the CUSD Board of Trustees. We will continue to work in concert with our different educational partners to ensure that all decisions are made taking into consideration their input and in the best interest of the students of Compton Unified.

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

# Action Tables

## 2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$254,620,145.00	\$9,680,038.00	\$236,400.00	\$16,028,011.00	\$280,564,594.00	\$177,239,933.00	\$103,324,661.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Maintain Class Size in TK-3	All	\$6,175,733.00	\$0.00	\$0.00	\$537,020.00	\$6,712,753.00
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Low Income	\$11,760,809.00	\$0.00	\$0.00	\$0.00	\$11,760,809.00
1	3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	All	\$163,709.00	\$0.00	\$0.00	\$0.00	\$163,709.00
1	4	Developing Supplementary Instructional Resources for Educators	All	\$167,140.00	\$0.00	\$0.00	\$0.00	\$167,140.00
1	5	Content-Specific Staff Professional Development	All	\$420,352.00	\$0.00	\$0.00	\$105,088.00	\$525,440.00
1	6	Teacher Planning and Collaboration Time	Foster Youth, English learner (EL), Low Income	\$1,995,880.00	\$0.00	\$0.00	\$0.00	\$1,995,880.00
1	7	Improving Learning Through Access to Computer-Based Programs	Low Income	\$1,928,106.00	\$0.00	\$0.00	\$0.00	\$1,928,106.00
1	8	Improving Teacher Efficacy through Instructional Coaching	Foster Youth, Low Income, English learner (EL)	\$4,062,913.00	\$0.00	\$0.00	\$0.00	\$4,062,913.00
1	9	Improving the Learning Process through Instructional Technology	Low Income, Foster Youth, English learner (EL)	\$5,323,728.00	\$94,762.00	\$0.00	\$0.00	\$5,418,490.00
1	10	Targeted Classroom	Low Income, English	\$6,422,810.00	\$0.00	\$0.00	\$0.00	\$6,422,810.00

		Interventions for Unduplicated Students	learner (EL), Foster Youth					
1	11	Addressing the Gaps in Foundational Literacy Skills	Low Income, Foster Youth, English learner (EL)	\$2,561,172.00	\$0.00	\$0.00	\$0.00	\$2,561,172.00
1	12	Before/After School Interventions and Saturday School	English learner (EL), Foster Youth, Low Income	\$4,181,218.00	\$0.00	\$0.00	\$0.00	\$4,181,218.00
1	13	Summer School Program	All	\$7,193,789.00	\$634,744.00	\$0.00	\$634,745.00	\$8,463,278.00
1	14	Building Learning Experiences and Enrichment Opportunities for Students	Low Income	\$2,511,396.00	\$0.00	\$0.00	\$0.00	\$2,511,396.00
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Low Income	\$5,406,926.00	\$0.00	\$0.00	\$0.00	\$5,406,926.00
1	16	Support and Monitoring the Needs of Foster Youth	Foster Youth	\$1,949,422.00	\$0.00	\$0.00	\$0.00	\$1,949,422.00
1	17	Targeted Interventions for Foster Youth	Foster Youth	\$2,058,143.00	\$0.00	\$0.00	\$0.00	\$2,058,143.00
1	18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	Homeless	\$2,136,998.00	\$5,000.00	\$0.00	\$35,000.00	\$2,176,998.00
1	19	Extended Visual and Performing Arts Opportunities	English learner (EL), Low Income	\$4,186,819.00	\$0.00	\$0.00	\$0.00	\$4,186,819.00
1	20	Extended Health and Fitness Opportunities	Low Income	\$3,666,083.00	\$0.00	\$0.00	\$0.00	\$3,666,083.00
1	21	After-School ASES Program	All	\$1,579,779.00	\$0.00	\$175,531.00	\$0.00	\$1,755,310.00
1	22	After-School Homework Clubs	Low Income	\$1,511,552.00	\$0.00	\$0.00	\$0.00	\$1,511,552.00
1	23	Services for Gifted and Talented Students (GATE)	All	\$640,553.00	\$62,212.00	\$0.00	\$0.00	\$702,765.00
1	24	Early Childhood Program	All	\$878,076.00	\$0.00	\$0.00	\$731,544.00	\$1,609,620.00
1	25	Special Education Inclusion Training	Student with Disabilities (SWD)	\$20,360.00	\$0.00	\$0.00	\$20,360.00	\$40,720.00
				\$170,505.00	\$0.00	\$0.00	\$18,945.00	\$189,450.00



1	26	Developing Cultural Proficiency	All					
2	1	Core Services	All	\$60,630,652.00	\$7,584,674.00	\$46,744.00	\$7,584,674.00	\$75,846,744.00
2	2	Facilities in Good Repair	All	\$10,478,411.00	\$1,164,267.00	\$0.00	\$0.00	\$11,642,678.00
2	3	Safe and Secure Campuses	All	\$8,449,925.00	\$0.00	\$0.00	\$0.00	\$8,449,925.00
2	4	Implement COVID-19 Safety Plan	All	\$6,057,321.00	\$0.00	\$0.00	\$61,185.00	\$6,118,506.00
2	5	Appropriately Assigned Teachers	All	\$48,544,101.00	\$0.00	\$0.00	\$5,393,789.00	\$53,937,890.00
2	6	New Teacher Induction Program and Supports (TIPS)	All	\$93,800.00	\$0.00	\$0.00	\$0.00	\$93,800.00
2	7	Peer Assistance and Review Program (PAR)	All	\$94,850.00	\$0.00	\$0.00	\$0.00	\$94,850.00
2	8	Access to Core Textbooks in all content areas	All	\$6,211,693.00	\$0.00	\$0.00	\$690,188.00	\$6,901,881.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Low Income	\$8,916,711.00	\$0.00	\$0.00	\$0.00	\$8,916,711.00
2	10	Access to Internet and/or Devices	Low Income	\$8,881,500.00	\$0.00	\$0.00	\$0.00	\$8,881,500.00
2	11	Professional Development for Department Teams	All	\$452,770.00	\$0.00	\$0.00	\$50,307.00	\$503,077.00
3	1	Access to Rigorous Courses for All Students	English learner (EL), Foster Youth, Low Income	\$1,432,907.00	\$0.00	\$0.00	\$0.00	\$1,432,907.00
3	2	College and Career Support Staff for Unduplicated Students	Low Income, Foster Youth, English learner (EL)	\$811,674.00	\$0.00	\$0.00	\$0.00	\$811,674.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	English learner (EL), Foster Youth, Low Income	\$1,618,139.00	\$0.00	\$0.00	\$0.00	\$1,618,139.00
3	4	Promote College and Career Culture for Unduplicated Students	Low Income, Foster Youth, English learner (EL)	\$661,712.00	\$0.00	\$0.00	\$62,412.00	\$724,124.00



3	5	College and Career Professional Development	All	\$254,885.00	\$0.00	\$0.00	\$0.00	\$254,885.00
3	6	Support for Foster Youth/Homeless	Foster Youth	\$1,559,843.00	\$0.00	\$0.00	\$0.00	\$1,559,843.00
3	7	CTE Program Articulation with Community Colleges.	All	\$311,488.00	\$0.00	\$0.00	\$0.00	\$311,488.00
3	8	Increase Work-Based Learning Opportunities for CTE Students	All	\$15,361.00	\$130,000.00	\$0.00	\$0.00	\$145,361.00
3	9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	All	\$34,332.00	\$2,141.00	\$0.00	\$4,052.00	\$40,525.00
4	1	Attendance Monitoring and Re-engagement strategies	Low Income	\$448,246.00	\$0.00	\$0.00	\$0.00	\$448,246.00
4	2	Recognition Programs and Awards	All	\$15,842.00	\$2,238.00	\$125.00	\$4,175.00	\$22,380.00
4	3	Behavior Management	Low Income	\$632,082.00	\$0.00	\$0.00	\$0.00	\$632,082.00
4	4	Counseling Services	All	\$280,916.00	\$0.00	\$0.00	\$0.00	\$280,916.00
4	5	Expansion of Wellness Centers	Foster Youth, English learner (EL), Low Income	\$456,468.00	\$0.00	\$0.00	\$0.00	\$456,468.00
4	6	Trauma Training	Foster Youth, English learner (EL), Low Income	\$117,900.00	\$0.00	\$0.00	\$0.00	\$117,900.00
4	7	Social-Emotional Learning	Low Income	\$216,344.00	\$0.00	\$0.00	\$0.00	\$216,344.00
4	8	Team Joy and Fun	All	\$100,000.00	\$0.00	\$14,000.00	\$0.00	\$114,000.00
4	9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	All	\$210,600.00	\$0.00	\$0.00	\$23,400.00	\$234,000.00
4	10	Parent Involvement	Foster Youth, English learner (EL), Low Income	\$442,701.00	\$0.00	\$0.00	\$0.00	\$442,701.00
4	11	Promoting Parent Voice and Advocacy	All	\$52,380.00	\$0.00	\$0.00	\$0.00	\$52,380.00

4	12	Wellness Initiative Support Team for African-American Students	African-American	\$39,285.00	\$0.00	\$0.00	\$4,365.00	\$43,650.00
4	13	STEPP Program	Student with Disabilities (SWD), All	\$93,120.00	\$0.00	\$0.00	\$0.00	\$93,120.00
4	14	Counseling Services for Special Education Students	Student with Disabilities (SWD)	\$67,900.00	\$0.00	\$0.00	\$0.00	\$67,900.00
5	1	Professional Development on Research-Based Practices for ELs	English learner (EL)	\$775,267.00	\$0.00	\$0.00	\$0.00	\$775,267.00
5	2	Newcomer Services	English learner (EL)	\$1,265,281.00	\$0.00	\$0.00	\$0.00	\$1,265,281.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	English learner (EL)	\$482,652.00	\$0.00	\$0.00	\$0.00	\$482,652.00
5	4	Specific Interventions and Supports for English Learners	English learner (EL)	\$1,790,908.00	\$0.00	\$0.00	\$0.00	\$1,790,908.00
5	5	Academic English Mastery Program for Standard English Learners	African-American, Native Hawaiian or Pacific Islander, Hispanic or Latino	\$291,906.00	\$0.00	\$0.00	\$32,434.00	\$324,340.00
5	6	Biliteracy/Multiliteracy Programs	English learner (EL), Low Income	\$573,135.00	\$0.00	\$0.00	\$0.00	\$573,135.00
5	7	Spanish Club for English Only Students and Parents	African-American, Native Hawaiian or Pacific Islander, Hispanic or Latino	\$100,000.00	\$0.00	\$0.00	\$2,000.00	\$102,000.00
5	8	Translation Services	English learner (EL)	\$337,917.00	\$0.00	\$0.00	\$0.00	\$337,917.00
5	9	Workshops for Parents of English Learners	English learner (EL)	\$548,457.00	\$0.00	\$0.00	\$0.00	\$548,457.00
5	10	Workshops for Parents of African-American Students and Other SELs	Native Hawaiian or Pacific Islander, Hispanic or Latino, African-American	\$403,835.00	\$0.00	\$0.00	\$0.00	\$403,835.00
5	11	Personalization of Academic	English learner (EL)	\$290,957.00	\$0.00	\$0.00	\$32,328.00	\$323,285.00



# 2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$193,283,878.00	\$75,428,067.00	39.02%	7.95%	46.97%	\$91,787,778.00	0.00%	47.49%	<b>Total:</b>	\$91,787,778.00
								<b>LEA-wide Total:</b>	\$81,986,850.00
								<b>Limited Total:</b>	\$9,800,928.00
								<b>Schoolwide Total:</b>	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Yes	LEA-wide	Low Income	All Schools	\$11,760,809.00	0.00%
1	6	Teacher Planning and Collaboration Time	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$1,995,880.00	0.00%
1	7	Improving Learning Through Access to Computer-Based Programs	Yes	LEA-wide	Low Income	All Schools	\$1,928,106.00	0.00%
1	8	Improving Teacher Efficacy through Instructional Coaching	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$4,062,913.00	0.00%
1	9	Improving the Learning Process through Instructional Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,323,728.00	0.00%

1	10	Targeted Classroom Interventions for Unduplicated Students	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$6,422,810.00	0.00%
1	11	Addressing the Gaps in Foundational Literacy Skills	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,561,172.00	0.00%
1	12	Before/After School Interventions and Saturday School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,181,218.00	0.00%
1	14	Building Learning Experiences and Enrichment Opportunities for Students	Yes	LEA-wide	Low Income	All Schools	\$2,511,396.00	0.00%
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Yes	LEA-wide	Low Income	All Schools	\$5,406,926.00	0.00%
1	16	Support and Monitoring the Needs of Foster Youth	Yes	Limited	Foster Youth	All Schools	\$1,949,422.00	0.00%
1	17	Targeted Interventions for Foster Youth	Yes	Limited	Foster Youth	All Schools	\$2,058,143.00	0.00%
1	19	Extended Visual and Performing Arts Opportunities	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$4,186,819.00	0.00%
1	20	Extended Health and Fitness Opportunities	Yes	LEA-wide	Low Income	All Schools	\$3,666,083.00	0.00%
1	22	After-School Homework Clubs	Yes	LEA-wide	Low Income	All Schools	\$1,511,552.00	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	LEA-wide	Low Income	All Schools	\$8,916,711.00	0.00%
2	10	Access to Internet and/or Devices	Yes	LEA-wide	Low Income	All Schools	\$8,881,500.00	0.00%
3	1	Access to Rigorous Courses for All Students	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,432,907.00	0.00%
3	2	College and Career Support Staff for Unduplicated Students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$811,674.00	0.00%

3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,618,139.00	0.00%
3	4	Promote College and Career Culture for Unduplicated Students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$661,712.00	0.00%
3	6	Support for Foster Youth/Homeless	Yes	Limited	Foster Youth	All Schools	\$1,559,843.00	0.00%
4	1	Attendance Monitoring and Re-engagement strategies	Yes	LEA-wide	Low Income	All Schools	\$448,246.00	0.00%
4	3	Behavior Management	Yes	LEA-wide	Low Income	All Schools	\$632,082.00	0.00%
4	5	Expansion of Wellness Centers	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Schools, Compton High School, Centennial High School, Dominguez High School, Davis Middle School, Whaley Middle School, Bunche Middle School, Walton Middle School, Enterprise Middle School, McNair Elementary School, Bunche Elementary School, Foster Elementary School.	\$456,468.00	0.00%
4	6	Trauma Training	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$117,900.00	0.00%
4	7	Social-Emotional Learning	Yes	LEA-wide	Low Income	All Schools	\$216,344.00	0.00%
4	10	Parent Involvement	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$442,701.00	0.00%
5	1	Professional Development on Research-Based Practices for ELs	Yes	LEA-wide	English learner (EL)	All Schools	\$775,267.00	0.00%

5	2	Newcomer Services	Yes	Limited	English learner (EL)	Specific Schools, Bunche Middle School and Dominguez High School	\$1,265,281.00	0.00%
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	Yes	LEA-wide	English learner (EL)	All Schools	\$482,652.00	0.00%
5	4	Specific Interventions and Supports for English Learners	Yes	Limited	English learner (EL)	All Schools	\$1,790,908.00	0.00%
5	6	Biliteracy/Multiliteracy Programs	Yes	LEA-wide	English learner (EL), Low Income	Specific Schools, Dual Immersion at Emerson ES, Kennedy ES, and Dickison ES. The Spanish Program is offered at all high schools, all middle schools, and 4 K-8 Schools (Roosevelt ES, Jefferson ES, Kelly ES, and Clinton)	\$573,135.00	0.00%
5	8	Translation Services	Yes	Limited	English learner (EL)	All Schools	\$337,917.00	0.00%
5	9	Workshops for Parents of English Learners	Yes	Limited	English learner (EL)	All Schools	\$548,457.00	0.00%
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Yes	Limited	English learner (EL)	All Schools	\$290,957.00	0.00%

# 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$342,240,855.56	\$266,643,598.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Maintain Class Size in TK-3	No	\$7,296,470.56	\$6,712,753.00
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Yes	\$11,696,531.00	\$10,760,809.00
1	3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	No	\$204,636.00	\$163,709.00
1	4	Developing Supplementary Instructional Resources for Educators	No	\$208,925.00	\$167,140.00
1	5	Content-Specific Staff Professional Development	No	\$1,751,468.00	\$525,440.00
1	6	Teacher Planning and Collaboration Time	Yes	\$1,995,880.00	\$1,756,374.00
1	7	Improving Learning Through Access to Computer-Based Programs	Yes	\$1,928,106.00	\$1,754,576.00
1	8	Improving Teacher Efficacy through Instructional Coaching	Yes	\$4,062,913.00	\$3,453,476.00
1	9	Improving the Learning Process through Instructional Technology	Yes	\$5,323,728.00	\$4,738,118.00
1	10	Targeted Classroom Interventions for Unduplicated Students	Yes	\$6,422,810.00	\$5,138,248.00
1	11	Addressing the Gaps in Foundational Literacy Skills	Yes	\$2,561,172.00	\$1,920,879.00
1	12	Before/After School	Yes	\$4,181,218.00	\$3,554,035.00



		Interventions and Saturday School			
1	13	Summer School Program	No	\$10,579,097.00	\$8,463,278.00
1	14	Building Learning Experiences and Enrichment Opportunities for Students	Yes	\$2,511,396.00	\$2,134,687.00
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Yes	\$5,406,926.00	\$4,595,887.00
1	16	Support and Monitoring the Needs of Foster Youth	Yes	\$2,058,143.00	\$1,749,422.00
1	17	Targeted Interventions for Foster Youth	Yes	\$2,058,143.00	\$1,605,352.00
1	18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	No	\$2,654,875.00	\$2,176,998.00
1	19	Extended Visual and Performing Arts Opportunities	Yes	\$4,186,819.00	\$3,558,796.00
1	20	Extended Health and Fitness Opportunities	Yes	\$3,666,083.00	\$2,932,866.00
1	21	After-School ASES Program	No	\$2,340,413.00	\$1,755,310.00
1	22	After-School Homework Clubs	Yes	\$1,511,552.00	\$1,284,819.00
1	23	Services for Gifted and Talented Students (GATE)	No	\$937,020.00	\$702,765.00
1	24	Early Childhood Program	No	\$2,012,025.00	\$1,609,620.00
1	25	Special Education Inclusion Training	No	\$50,900.00	\$40,720.00
1	26	Developing Cultural Proficiency	No	\$210,500.00	\$189,450.00
2	1	Core Services	No	\$84,274,160.00	\$75,846,744.00
2	2	Facilities in Good Repair	No	\$14,553,347.00	\$11,642,678.00
2	3	Safe and Secure Campuses	No	\$16,899,850.00	\$8,449,925.00
2	4	Implement COVID-19 Safety Plan	No	\$24,474,023.00	\$6,118,506.00
2	5	Appropriately Assigned Teachers	No	\$67,422,363.00	\$53,937,890.00
2	6	New Teacher Induction Program and Supports	No	\$134,000.00	\$93,800.00

		(TIPS)			
2	7	Peer Assistance and Review Program (PAR)	No	\$135,500.00	\$94,850.00
2	8	Access to Core Textbooks in all content areas	No	\$9,202,508.00	\$6,901,881.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	\$8,916,711.00	\$8,025,040.00
2	10	Access to Internet and/or Devices	Yes	\$8,881,500.00	\$6,927,570.00
2	11	Professional Development for Department Teams	No	\$1,006,154.00	\$503,077.00
3	1	Access to Rigorous Courses for All Students	Yes	\$1,450,479.00	\$1,232,907.00
3	2	College and Career Support Staff for Unduplicated Students	Yes	\$837,263.00	\$711,674.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Yes	\$1,668,399.00	\$1,418,139.00
3	4	Promote College and Career Culture for Unduplicated Students	Yes	\$734,263.00	\$624,124.00
3	5	College and Career Professional Development	No	\$463,427.00	\$254,885.00
3	6	Support for Foster Youth/Homeless	Yes	\$1,902,248.00	\$1,559,843.00
3	7	CTE Program Articulation with Community Colleges.	No	\$415,317.00	\$311,488.00
3	8	Increase Work-Based Learning Opportunities for CTE Students	No	\$207,658.00	\$145,361.00
3	9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	No	\$57,893.00	\$40,525.00
4	1	Attendance Monitoring and Re-engagement strategies	Yes	\$489,701.00	\$416,246.00
4	2	Recognition Programs and Awards	No	\$37,300.00	\$22,380.00

4	3	Behavior Management	Yes	\$625,979.00	\$532,082.00
4	4	Counseling Services	No	\$468,194.00	\$280,916.00
4	5	Expansion of Wellness Centers	Yes	\$445,585.00	\$356,468.00
4	6	Trauma Training	Yes	\$134,875.00	\$107,900.00
4	7	Social-Emotional Learning	Yes	\$230,993.00	\$196,344.00
4	8	Team Joy and Fun	No	\$142,500.00	\$114,000.00
4	9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	No	\$292,500.00	\$234,000.00
4	10	Parent Involvement	Yes	\$403,178.00	\$342,701.00
4	11	Promoting Parent Voice and Advocacy	No	\$87,300.00	\$52,380.00
4	12	Wellness Initiative Support Team for African-American Students	No	\$72,750.00	\$43,650.00
4	13	STEPP Program	No	\$155,200.00	\$93,120.00
4	14	Counseling Services for Special Education Students	No	\$97,000.00	\$67,900.00
5	1	Professional Development on Research-Based Practices for ELs	Yes	\$794,432.00	\$675,267.00
5	2	Newcomer Services	Yes	\$1,135,625.00	\$965,281.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	Yes	\$478,315.00	\$382,652.00
5	4	Specific Interventions and Supports for English Learners	Yes	\$1,844,154.00	\$1,290,908.00
5	5	Academic English Mastery Program for Standard English Learners	No	\$463,343.00	\$324,340.00
5	6	Biliteracy/Multiliteracy Programs	Yes	\$533,050.00	\$373,135.00
5	7	Spanish Club for English Only Students and Parents	No	\$170,000.00	\$102,000.00
5	8	Translation Services	Yes	\$342,130.00	\$307,917.00
5	9	Workshops for Parents of	Yes	\$527,596.00	\$448,457.00

		English Learners			
5	10	Workshops for Parents of African-American Students and Other SELs	No	\$434,008.00	\$303,835.00
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Yes	\$380,335.00	\$323,285.00

# 2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$83,473,404.00	\$88,978,231.00	\$78,156,284.00	\$10,821,947.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Yes	\$11,696,531.00	\$10,760,809.00	0.00%	0.00%
1	6	Teacher Planning and Collaboration Time	Yes	\$1,995,880.00	\$1,756,374.00	0.00%	0.00%
1	7	Improving Learning Through Access to Computer-Based Programs	Yes	\$1,928,106.00	\$1,754,576.00	0.00%	0.00%
1	8	Improving Teacher Efficacy through Instructional Coaching	Yes	\$4,062,913.00	\$3,453,476.00	0.00%	0.00%
1	9	Improving the Learning Process through Instructional Technology	Yes	\$5,323,728.00	\$4,738,118.00	0.00%	0.00%
1	10	Targeted Classroom Interventions for Unduplicated Students	Yes	\$5,422,810.00	\$5,138,248.00	0.00%	0.00%
1	11	Addressing the Gaps in Foundational Literacy Skills	Yes	\$2,561,172.00	\$1,920,879.00	0.00%	0.00%
1	12	Before/After School Interventions and Saturday School	Yes	\$4,181,218.00	\$3,554,035.00	0.00%	0.00%

1	14	Building Learning Experiences and Enrichment Opportunities for Students	Yes	\$2,511,396.00	\$2,134,687.00	0.00%	0.00%
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Yes	\$5,406,926.00	\$4,595,887.00	0.00%	0.00%
1	16	Support and Monitoring the Needs of Foster Youth	Yes	\$2,058,143.00	\$1,749,422.00	0.00%	0.00%
1	17	Targeted Interventions for Foster Youth	Yes	\$2,058,143.00	\$1,605,352.00	0.00%	0.00%
1	19	Extended Visual and Performing Arts Opportunities	Yes	\$4,186,819.00	\$3,558,796.00	0.00%	0.00%
1	20	Extended Health and Fitness Opportunities	Yes	\$3,666,083.00	\$2,932,866.00	0.00%	0.00%
1	22	After-School Homework Clubs	Yes	\$1,511,552.00	\$1,284,819.00	0.00%	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	\$8,916,711.00	\$8,025,040.00	0.00%	0.00%
2	10	Access to Internet and/or Devices	Yes	\$8,881,500.00	\$6,927,570.00	0.00%	0.00%
3	1	Access to Rigorous Courses for All Students	Yes	\$1,450,479.00	\$1,232,907.00	0.00%	0.00%
3	2	College and Career Support Staff for Unduplicated Students	Yes	\$837,263.00	\$711,674.00	0.00%	0.00%
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Yes	\$1,668,399.00	\$1,418,139.00	0.00%	0.00%
3	4	Promote College and Career Culture for Unduplicated Students	Yes	\$734,263.00	\$624,124.00	0.00%	0.00%
3	6	Support for Foster Youth/Homeless	Yes	\$1,902,248.00	\$1,559,843.00	0.00%	0.00%
4	1	Attendance Monitoring and Re-engagement strategies	Yes	\$489,701.00	\$416,246.00	0.00%	0.00%
4	3	Behavior Management	Yes	\$625,979.00	\$532,082.00	0.00%	0.00%
4	5	Expansion of Wellness Centers	Yes	\$445,585.00	\$356,468.00	0.00%	0.00%
4	6	Trauma Training	Yes	\$134,875.00	\$107,900.00	0.00%	0.00%
4	7	Social-Emotional Learning	Yes	\$230,993.00	\$196,344.00	0.00%	0.00%

4	10	Parent Involvement	Yes	\$403,178.00	\$342,701.00	0.00%	0.00%
5	1	Professional Development on Research-Based Practices for ELs	Yes	\$794,432.00	\$675,267.00	0.00%	0.00%
5	2	Newcomer Services	Yes	\$635,625.00	\$965,281.00	0.00%	0.00%
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	Yes	\$478,315.00	\$382,652.00	0.00%	0.00%
5	4	Specific Interventions and Supports for English Learners	Yes	\$594,154.00	\$1,290,908.00	0.00%	0.00%
5	6	Biliteracy/Multiliteracy Programs	Yes	\$283,050.00	\$373,135.00	0.00%	0.00%
5	8	Translation Services	Yes	\$217,130.00	\$307,917.00	0.00%	0.00%
5	9	Workshops for Parents of English Learners	Yes	\$352,596.00	\$448,457.00	0.00%	0.00%
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Yes	\$330,335.00	\$323,285.00	0.00%	0.00%

# 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$189,798,553.00	\$83,473,404.00	5.15%	49.13%	\$78,156,284.00	0.00%	41.18%	\$15,088,984.96	7.95%

# Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$14,854,846.00	\$1,111,980.00	\$0.00	\$0.00	\$0.00	\$61,185.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Maintain Class Size in TK-3	\$537,020.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,712,753.00
1	2	Maintain Instructional Days (183) and/or Instructional Minutes		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,760,809.00
1	3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$163,709.00



1	4	Developing Supplementary Instructional Resources for Educators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$167,140.00
1	5	Content-Specific Staff Professional Development	\$0.00	\$105,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$525,440.00
1	6	Teacher Planning and Collaboration Time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,995,880.00
1	7	Improving Learning Through Access to Computer-Based Programs	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$1,928,106.00
1	8	Improving Teacher Efficacy through Instructional Coaching	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$4,062,913.00
1	9	Improving the Learning Process through Instructional Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,418,490.00
1	10	Targeted Classroom Interventions for Unduplicated Students		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,422,810.00
1	11	Addressing the Gaps in Foundational Literacy Skills		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,561,172.00

1	12	Before/After School Interventions and Saturday School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,181,218.00
1	13	Summer School Program	\$634,745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,463,278.00
1	14	Building Learning Experiences and Enrichment Opportunities for Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,511,396.00
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,406,926.00
1	16	Support and Monitoring the Needs of Foster Youth		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,949,422.00
1	17	Targeted Interventions for Foster Youth		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,058,143.00
1	18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,176,998.00
1	19	Extended Visual and Performing Arts Opportunities		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,186,819.00
1	20	Extended Health and	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,666,083.00

		Fitness Opportunities							
1	21	After-School ASES Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,755,310.00
1	22	After-School Homework Clubs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,511,552.00
1	23	Services for Gifted and Talented Students (GATE)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$702,765.00
1	24	Early Childhood Program	\$609,620.00	\$121,924.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,609,620.00
1	25	Special Education Inclusion Training	\$0.00	\$20,360.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,720.00
1	26	Developing Cultural Proficiency	\$18,945.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$189,450.00
2	1	Core Services	\$6,826,207.00	\$758,467.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,846,744.00
2	2	Facilities in Good Repair	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,642,678.00
2	3	Safe and Secure Campuses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,449,925.00
2	4	Implement COVID-19 Safety Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$61,185.00	\$6,118,506.00
2	5	Appropriately Assigned Teachers	\$5,393,789.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,937,890.00
2	6	New Teacher Induction Program and Supports (TIPS)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$93,800.00

2	7	Peer Assistance and Review Program (PAR)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$94,850.00
2	8	Access to Core Textbooks in all content areas	\$690,188.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,901,881.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,916,711.00
2	10	Access to Internet and/or Devices		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,881,500.00
2	11	Professional Development for Department Teams	\$0.00	\$50,307.00	\$0.00	\$0.00	\$0.00	\$0.00	\$503,077.00
3	1	Access to Rigorous Courses for All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,432,907.00
3	2	College and Career Support Staff for Unduplicated Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$811,674.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,618,139.00
3	4	Promote College and Career Culture	\$62,412.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$724,124.00

		for Unduplicated Students							
3	5	College and Career Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$254,885.00
3	6	Support for Foster Youth/Homeless		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,559,843.00
3	7	CTE Program Articulation with Community Colleges.		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$311,488.00
3	8	Increase Work-Based Learning Opportunities for CTE Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$145,361.00
3	9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	\$4,052.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,525.00
4	1	Attendance Monitoring and Re-engagement strategies		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$448,246.00
4	2	Recognition Programs and Awards	\$4,175.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,380.00
4	3	Behavior Management		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$632,082.00
4	4	Counseling Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$280,916.00

4	5	Expansion of Wellness Centers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$456,468.00
4	6	Trauma	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$117,900.00
4	7	Social-Emotional Learning	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$216,344.00
4	8	Team Joy and Fun	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$114,000.00
4	9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	\$0.00	\$23,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$234,000.00
4	10	Parent Involvement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$442,701.00
4	11	Promoting Parent Voice and Advocacy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,380.00
4	12	Wellness Initiative Support Team for African-American Students	\$4,365.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,650.00
4	13	STEPP Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$93,120.00
4	14	Counseling Services for Special Education Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$67,900.00
5	1	Professional Development on Research-Based Practices for ELs	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$775,267.00

5	2	Newcomer Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,265,281.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$482,652.00
5	4	Specific Interventions and Supports for English Learners		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,790,908.00
5	5	Academic English Mastery Program for Standard English Learners	\$0.00	\$32,434.00	\$0.00	\$0.00	\$0.00	\$0.00	\$324,340.00
5	6	Biliteracy/Multiliteracy Programs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$573,135.00
5	7	Spanish Club for English Only Students and Parents	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$102,000.00
5	8	Translation Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$337,917.00
5	9	Workshops for Parents of English Learners		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$548,457.00
5	10	Workshops for Parents of African-American Students and Other SELs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$403,835.00
			\$32,328.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$323,285.00

5	11	Personalization of Academic and Social-Emotional Learning of English Learners							
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# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

# Requirements and Instructions

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

## **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

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

## ***Focus Goal(s)***

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

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

## ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.



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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

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

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

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