LCFF Budget Overview for Parents

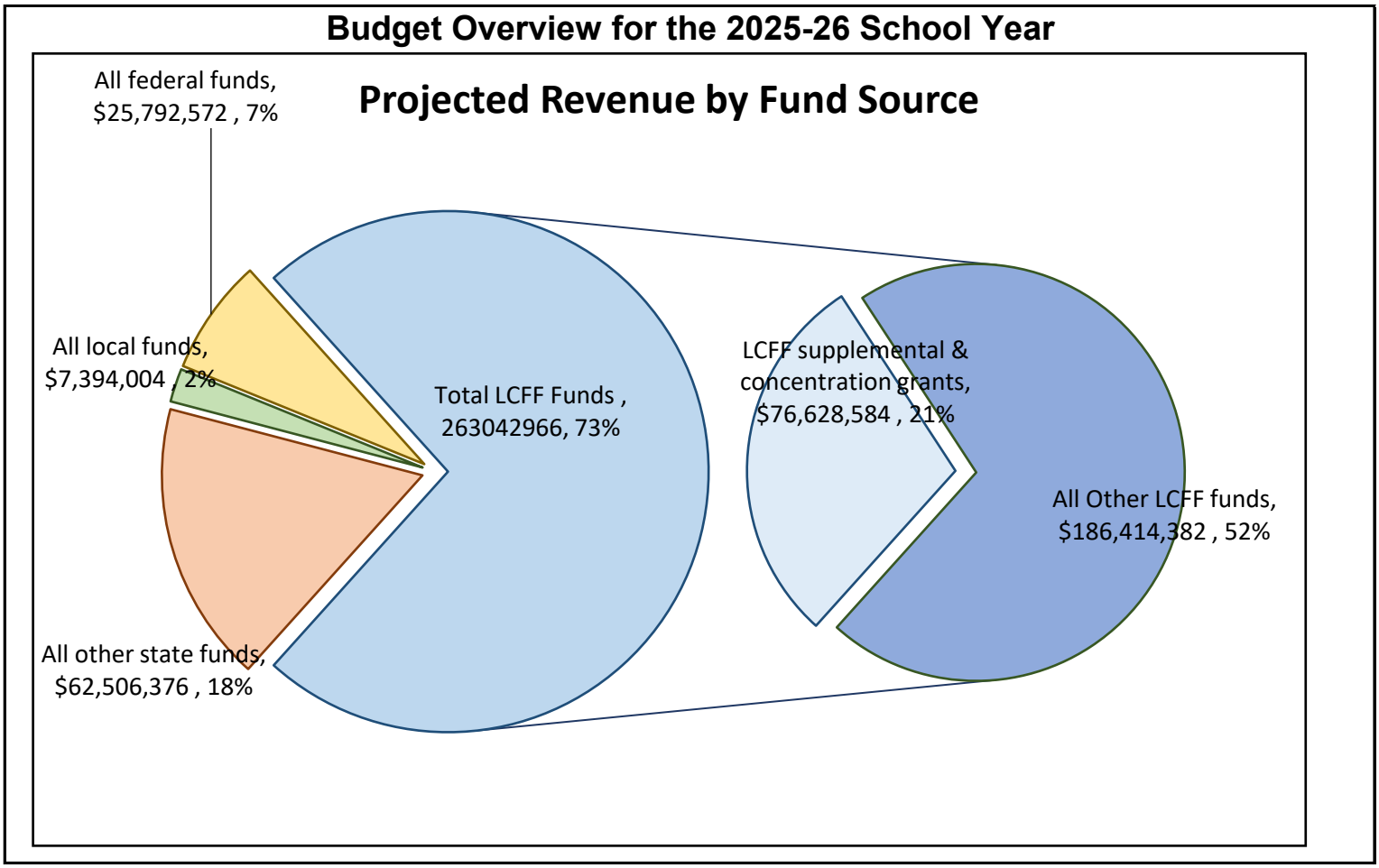
Local Educational Agency (LEA) Name: Compton USD

CDS Code: 19734370000000

School Year: 2025-26

LEA contact information: Shannon Soto, Ed.D.

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).

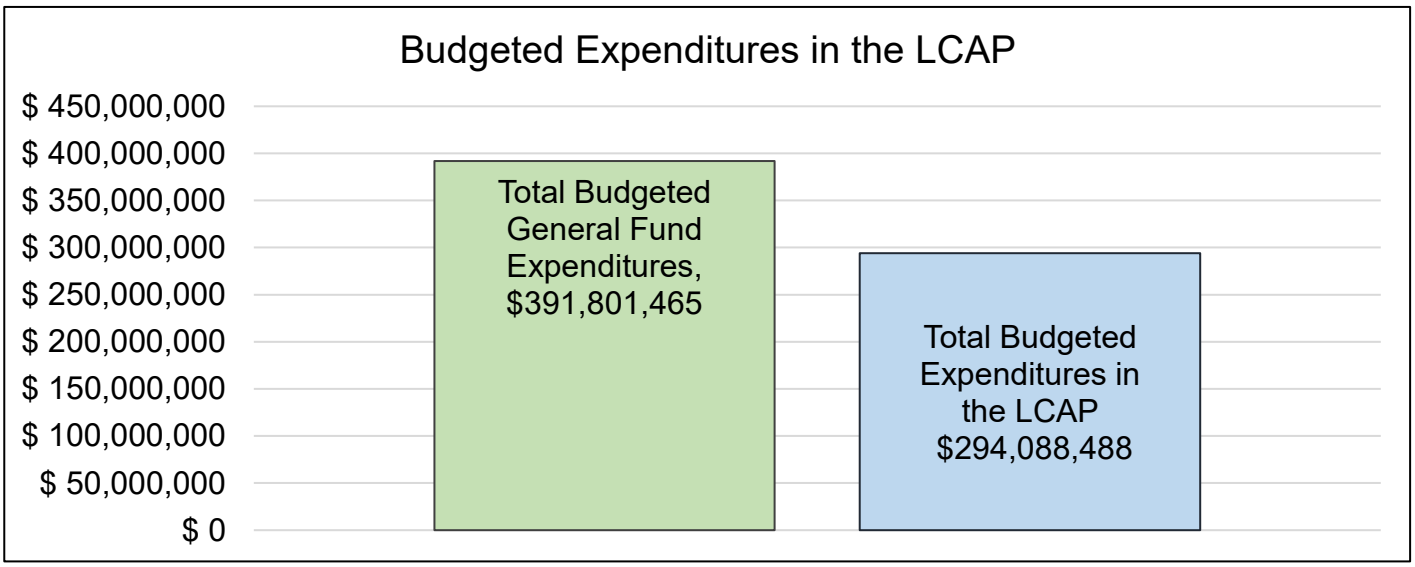


This chart shows the total general purpose revenue Compton USD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compton USD is $358,735,918.00, of which $263,042,966.00 is Local Control Funding Formula (LCFF), $62,506,376.00 is other state funds, $7,394,004.00 is local funds, and $25,792,572.00 is federal funds. Of the $263,042,966.00 in LCFF Funds, $76,628,584.00 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 2025-26. 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 $391,801,465.00 for the 2025-26 school year. Of that amount, $294,088,488.00 is tied to actions/services in the LCAP and $97,712,977.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

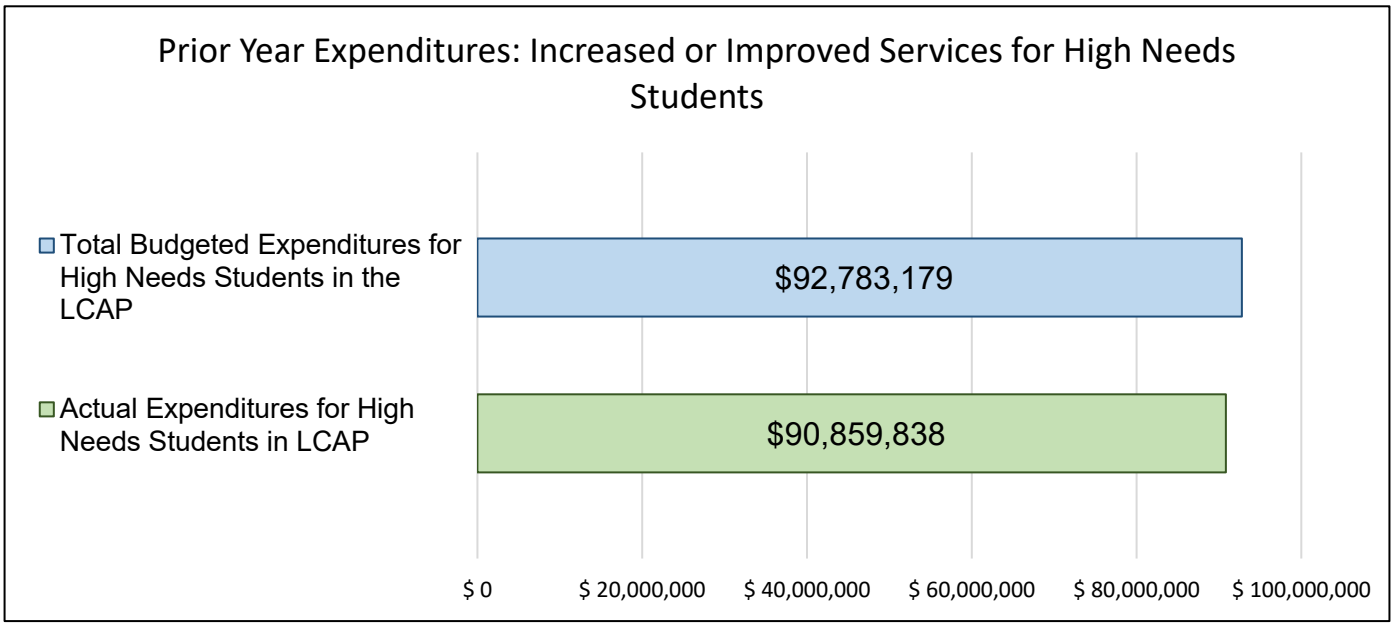
General Fund budget expenditures not included in the Local Control Accountability Plan (LCAP) include routine on-going operational expenditures in the areas of Special education, Adult Education Child Development and facility maintenance in addition to capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Compton USD is projecting it will receive $76,628,584.00 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 $92,783,179.00 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 2024-25



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 2024-25, Compton USD's LCAP budgeted $92,783,179.00 for planned actions to increase or improve services for high needs students. Compton USD actually spent $90,859,838.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $1,923,341.00 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 unfilled vacancies, mostly in the areas of classified support staff, and some limitations with professional development In addition, CUSD utilized one-time funds as a funding source in lieu of supplemental and concentration funds. As a result, the actual expenditues 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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2023-2024 DataQuest data, Compton Unified School District serves 16,738 TK-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 identifies a steady decline in student enrollment. Last school year, the student population was 16,738. Our most recent internal data as of March 5, 2025, shows an overall student enrollment of 16,423. Based on the most recent data available, the two major ethnic subgroups in CUSD are Hispanic or Latino (84.6%), and African-American (13.8%) while additional ethnicities comprise 1.6% of the student population. Our database shows that in this current year 2024-2025, CUSD has 3,645 ELs (22.3%), 234 foster children (1.4%), 396 homeless children (2.4%), and 93.7% of students qualify for free/reduced price meals (15,391). 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 both 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. As a result, it appears to be paying off as CUSD is ranked #1 in the state when compared to similar districts in size and demographics in both High School graduation rates, and in preparing students to become College & Career via the CCI. Specifically, CUSD has a 93% graduation rate and 50% of students are College & Career Prepared, the highest marks the district has achieved thus far. Similarly, when compared to other local and similar districts, CUSD boasts higher percentages of students being admitted to both the UC and CSU systems. To ensure that our students are exposed to rigor and are prepared for life after high school, a total of 112 College Courses are offered across our high schools, along with 26 different Advanced Placement (AP). Students are supported

to increase their success in AP courses via the 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. In addition, CUSD has expanded our College Course offerings by building Early College Satellites at each of our comprehensive high schools, while continuing our 3-year Bachelor's degree program at Dominguez High School. Also, we have expanded our college course offerings to the vast majority of 9th graders at both Centennial and Compton High Schools, as we look to offer our "College for All" program where all students graduate having taken college courses. Finally, CUSD has partnered with various college advising programs to ensure that our, mostly, first generation college-going applicants receive appropriate support, which includes: 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), USC College Advising Corps and Gear Up (California State University Dominguez Hills & University of California Irvine).

The development of Compton Early College has been one of our greatest achievements in the past few years. 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 33rd in California, and has become a 2024 California Distinguished School together with Willowbrook Middle School, Bunche Middle School, Davis Middle School, and Whaley Middle School. In addition, Willowbrook Middle School was invited this school year to apply for National Blue Ribbon School, and we feel optimistic that they will receive this prestigious honor.

Compton Unified has also been fortunate enough to have been the recipient of four GEAR UP grants that focus on college readiness. These grants currently service all high school students at our three high schools grades 9, 10 and 12th. 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, the award letter review process, and scholarship search.

As a result of all of its various programming and services the College and Career department has recently received several national and state awards the past year highlighting their work. For instance Compton Unified School District recently won the 2024 Power of Hope Award, recognized by The National Postsecondary Strategy Institute (NPSI) and Reach Higher as one of only four districts nationally that earned the award. Similarly, the department was named the 2025 Magna Award Grand Prize Winner by the National School Boards Association. Furthermore, the College and Career department also received a state Golden Bell Award, the only district to receive this award in its category statewide. Finally, 2 of our 4 High Schools have received an Exemplary Dual Enrollment Award from the state and 2 out of our 4 High Schools were recognized as AP Honor School recipients from the College Board the past two years.

In 2024-25, CUSD continued to develop and enhance its CTE pathways, preparing students for a variety of postsecondary options. These pathways equip students for both college and entry into the workforce, particularly in high-wage, high-skill, and high-demand careers. A newly developed Construction Pathway began at Compton High School through a partnership with the Western States Regional Council of Carpenters. The pathway includes a registered pre-apprenticeship program that will prepare students to continue into the Carpenters' Union after graduation. Each high school chartered a chapter for SkillsUSA, elected chapter officers, and held their first local SkillsUSA competitions to prepare for the SkillsUSA Regional Championships. Nine Compton Unified School District SkillsUSA students advanced from the Regional Championships to the State Competition in Ontario, California in the following competitions: Audio Production, T-Shirt Design, Outstanding Chapter, and First Aid/CPR. Additionally,17 Compton Unified School District SkillsUSA students attended the State Skills and Leadership Conference as voting delegates and 2 students campaigned to run for officer positions. One student was elected to be the Region 3 Vice President for SkillsUSA for the state of California. One group of students won gold medals in the Audio Production competition and one student won a gold medal in the First Aid/CPR competition and will be advancing to the National Skills and Leadership Conference in Atlanta, Georgia in June 2025. Eighteen Cesar Chavez Continuation High School students successfully began their first dual enrollment CTE course in welding in Spring 2025. CTE learning space upgrades are providing CUSD students with simulated work environments that meet industry standards. CTE teachers across all pathways have collaborated with industry and postsecondary partners to develop real-world, hands-on experiences for students that cover the entire work-based learning continuum. This includes creating registered pre-apprenticeship programs that prepare students to enter registered apprenticeship programs upon graduation.

The goal of Compton Unified School District is to provide all students with a quality educational experience in formats that meet the needs of the community. Whether it is by offering Dual Immersion Programs in elementary schools (Emerson, Kennedy, Dickison), Mandarin in high school, or by providing different school models (K-8 vs. traditional 6-8), CUSD is working to offer a variety of educational experiences and choices for its students. Our district also features quality Science Technology Engineering and Math (STEM) programs at all school sites from Kindergarten through high school, including award-winning robotics, engineering, and computer science. 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. Our district is 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 and Middle School Meet the Masters curriculum, or our more recent partnership with The Juilliard School, Compton Unified unleashes the power of art to transform our students' lives. Additionally, Compton Unified School District has been awarded the Save the Music Grant, a significant milestone in our commitment to fostering musical education. This grant, dedicated to supporting music programs, provides essential funding for instruments, training, and certifications for our dedicated music teachers. Building on this success, we extended this opportunity to McKinley Elementary School and Compton High School this year, ensuring that more students have access to quality musical education. Furthermore, Compton USD is proud to be the home of 3 of only 27 Turnaround Arts schools in California, a program that helps schools integrate arts into every student's curriculum. Finally, Education Through Music Los Angeles and Young Musicians Foundation provide music as a core subject on eleven CUSD elementary school campuses. Some of our partners in the industry include: the LA County Museum of Art, ConnectEd, 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

Something important for this LCAP cycle is the fact that our district has numerous schools receiving equity multiplier funding. For 2025-2026, Cesar Chavez Continuation High School, Compton Community Day High School, Compton Community Day Middle School, Compton STEP, Compton Virtual Academy, Thurgood Marshall, and Enterprise Middle School were identified. Walton Middle School was also identified; however, the school closed this year, and the state of California was notified so that funds are not released.

Equity Multiplier funding will enable these schools to implement targeted interventions and resources aimed at addressing educational disparities and promoting equity. With this support, we anticipate significant progress in closing achievement gaps and enhancing educational outcomes for all students. The equity multiplier funding will allow for increased professional development, additional academic support programs, and the integration of social-emotional learning initiatives, all of which are critical for fostering an inclusive and supportive educational environment. By leveraging these funds, our district is committed to ensuring that every student has access to the opportunities and support they need to succeed.

As we continue to build on our successes, Compton Unified School District remains steadfast in its commitment to providing a high-quality, comprehensive education for all students. Our focus on academic excellence, college and career readiness, and enriching educational experiences has established us as a leader in the greater Los Angeles area. By fostering a culture of innovation and inclusivity, we are preparing our students to meet the demands of the 21st century. With ongoing support from our dedicated educators, administrators, and community partners, CUSD is poised to set new standards in urban education, ensuring that every student has the opportunity to achieve their highest potential. Together, we will continue to elevate our district, making Compton a model for educational success and equity.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SECTION 1: 2024 CAASPP ANALYSIS

In the area of ELA, our most recent CAASPP results from 2024 indicate that students' test scores increased from 40.57% in 2023 to 43.02% in 2024, maintaining a yellow performance level on the California Dashboard. This improvement speaks volumes about the effectiveness of our district's learning loss recovery efforts. In fact, when compared with neighboring districts and the state, Compton Unified demonstrated greater growth in literacy: California (+0.74%), Long Beach (+1.37%), Lynwood (+1.04%), Paramount (+0.85%), and LAUSD (+1.89%), while Compton Unified outpaced them all with a gain of +2.45%.

By grade level, Grade 11 showed the most significant progress. Proficiency rates in Grade 11 rose from 41.52% in the 2023 CAASPP to 51.14% in 2024—a 7.0% gain. These results can be attributed to the district's strategic focus on upper grade levels, which included analyzing key indicators such as chronic absenteeism, academic performance, and graduation rates; streamlining instructional practices; and strengthening the secondary curriculum division.
While progress in the elementary grades has been more modest, the trends are still positive. Grade 3 saw a gain of 6.28%, Grade 4 improved by 0.68%, Grade 5 increased by 1.50%, and Grade 6 showed a gain of 4.32%. However, Grades 7 and 8 experienced a decline. Despite these dips, we are encouraged by the overall progress and remain committed to building on our instructional resources while advancing our talent acquisition strategies in the years ahead.

Looking at the 2024 ELA CAASPP results by student group, we see that our English Learners continue to perform significantly below other student groups, with only 12.02%

meeting or exceeding standards. Among ELs, Long-Term English Learners (4.98%) and Newcomers (4.57%) had the lowest outcomes. Students with Disabilities (11.47%), Foster Youth (26.67%), and Homeless students (35.00%) also scored well below the district average of 43.02%. African-American students had a proficiency rate of 35.65%, which remains significantly lower than their Hispanic peers, who scored 44.28%. Additionally, Socioeconomically Disadvantaged (SED) students scored 42.38%, while Non-SED students achieved a much higher rate of 52.26%. These persistent gaps reinforce the importance of the actions outlined in our LCAP, which were designed to provide targeted support for these groups. We are looking forward to the 2025 CAASPP results, which will provide a clearer picture of the impact of the instructional and support strategies implemented throughout the 2024–2025 school year.

In the realm of Mathematics, we saw the most significant growth, and we were able to maintain yellow level. CAASPP results indicate that our students' test scores increased from 31.74%% in 2023 to 34.66% in 2024, that is a 2.92% growth. On the contrary, the growth was smaller amongst neighboring districts, the county, and the state of California: California (0.92%), Long Beach (1.89%), Lynwood (1.36%), Paramount (0.98%), and LAUSD (2.33%).

Looking at different grade levels, we can see significant progress in six of the seven grade levels assessed in Math from 2023 to 2024. Third-grade students continued to show strong performance, increasing from 45.48% proficiency in 2023 to 51.38% in 2024—a gain of 5.90%. Grade 5 improved from 30.76% to 32.69% (+1.93%), and grade 6 saw a notable rise from 30.28% to 34.55% (+4.27%). Grade 7 moved from 31.11% to 34.12% (+3.01%), and grade 8 made a substantial gain from 26.15% to 31.50%, marking a 5.35% increase. Eleventh-grade students also improved, rising from 16.76% to 19.83%, for a gain of 3.07%. The only grade level that declined was grade 4, dropping from 39.27% in 2023 to 36.70% in 2024 (-2.57%). Despite this slight dip, the overall trend remains positive, with districtwide gains driven by strategic investments in curriculum, intervention systems, and differentiated supports. These improvements reflect our ongoing efforts to ensure access to high-quality instruction and targeted academic interventions aligned with student needs. Our success over time can be attributed to the acquisition of new programs, the creation of supplemental materials, and the implementation of robust intervention systems, among other measures.

Looking at the 2024 Math CAASPP results by student group, our English Learners continue to show significant performance gaps, with only 15.30% meeting or exceeding standards. Among them, Long-Term English Learners (3.36%) and Newcomers (9.21%) had the lowest levels of proficiency. Students with Disabilities performed the lowest of all student groups at 10.72%, followed by Foster Youth (21.92%) and Homeless students (27.50%), all of which remain well below the district average of 34.66%. African-American students had a proficiency rate of 27.61%, significantly behind their Hispanic peers at 35.78%. Socioeconomically Disadvantaged students (34.12%) also continued to lag behind Non-SED students, who scored 40%. These achievement gaps highlight the critical need for the continued implementation of targeted supports embedded within the LCAP. As we continue to monitor academic progress, we look forward to analyzing the 2025 Math CAASPP results, which will offer deeper insight into the impact of actions implemented during the 2024–2025 school year.

SECTION 2: 2024 CALIFORNIA DASHBOARD ANALYSIS

ENGLISH LANGUAGE ARTS

According to the California Dashboard, Compton Unified maintained an overall “Yellow” performance level in English Language Arts for 2023–2024. However, the district made notable progress by reducing its Distance from Standard (DFS) from -26 to -19.5. Five student groups were in the Yellow level: English Learners (ELs), Foster Youth (FY), Socioeconomically Disadvantaged (SED), African American (AA), and Hispanic (HI) students. Both English Learners and Foster Youth improved by one performance level compared to the 2023 Dashboard. Although African American, Socioeconomically Disadvantaged, and Hispanic students remained in the Yellow level, all three groups demonstrated growth by narrowing their DFS. Three student groups were identified at the Orange level: Students with Disabilities (who improved from Red to Orange), Homeless students (who maintained Orange), and Pacific Islanders, the only group to decline in performance, dropping from Yellow to Orange. The only district-level group placed in the Red level was Long-Term English Learners, who were not assigned a color on the 2023 Dashboard.
Students with Disabilities (SWD) continue to face the most significant challenges, though some progress was made. The number of schools with SWD performing at the Red level decreased from eleven in 2023 to seven in 2024. At the elementary level, Longfellow and Tibby improved to the Orange level, while Foster and McKinley were not assigned a color due to having fewer than 30 students in the cohort. Clinton, Emerson, and Jefferson remained in the Red level, and Kelly and Rosecrans newly entered the Red band. At the middle school level, Whaley improved to Orange, while Walton did not receive a color in 2024 due to cohort size. Unfortunately, Bunche and Enterprise fell to the Red level. At the high school level, Compton High School, the only site previously in Red, improved to Orange in 2024.

To address the urgent literacy needs of students with disabilities—particularly at schools that remained or newly fell into the Red level in 2024—Action 1.17 (not contributing) will continue in the LCAP. In addition, support will be maintained at schools that exited Red in 2024 as a preventive measure. This action, titled "Enhanced Literacy and Math Support for Students with Disabilities," focuses on delivering specialized, evidence-based interventions in phonics, fluency, vocabulary, comprehension, and writing. Instruction will be provided through both push-in and pull-out models by curriculum specialists and trained tutors. Assistive technology tools—including software and devices designed for

diverse learners—will be integrated to improve access and engagement. Ongoing progress monitoring and data analysis will guide instructional adjustments, ensuring that students receive responsive, data-informed support. The ultimate goal is to close literacy gaps and create an inclusive academic environment where students with disabilities gain the skills, confidence, and support needed to thrive in English Language Arts and beyond.

While students with disabilities remain the group most significantly impacted by literacy challenges, English Learners also continue to face persistent struggles. According to the 2024 California Dashboard, four schools still have EL student groups performing at the Red level, a slight improvement from five schools in 2023. Notably, Kennedy and Rosecrans improved from Red to Yellow, while Emerson remained in the Red band. Although Walton exited the Red level, ELs at Enterprise continue to struggle, and both Whaley and Bunche newly entered the Red level for this student group. A key change to the Dashboard in 2023–2024 was the addition of Long-Term English Learners (LTELs) as a distinct student group. Districtwide, LTELs were placed in the Red level, and this group also performed in the Red tier at Bunche, Davis, and Whaley middle schools.

To address these challenges, Compton Unified will continue implementing a series of targeted actions through our LCAP designed to improve outcomes for English Learners and LTELs districtwide. This includes Action 5.1 and Action 5.2, which provide professional development on research-based instructional practices tailored to the academic and language needs of both ELs and LTELs. Additionally, Action5.4 and Action 5.5 support direct academic interventions and structured support programs for elementary English Learners, at-risk ELs, and LTELs through personalized before- and after-school instruction, summer school access, and tutoring services provided by bilingual instructional assistants. These supports are further strengthened by Action 5.10, which ensures robust progress monitoring and individualized goal-setting for LTELs. The EL Department will be intentional in prioritizing implementation at the five schools identified with Red-level EL or LTEL performance, ensuring that these sites receive the resources and attention necessary to accelerate growth and close literacy gaps for English Learners.
Our LCAP includes specific actions designed to support low-income students who continue to face challenges in English Language Arts. Action 1.8 and Action 1.9 aim to provide academic interventions and differentiated instruction to meet the needs of Socioeconomically Disadvantaged students. In 2024, Cesar Chavez Continuation High School was the only school in the district with low-income students performing at the Red level, indicating an urgent need for intensified support. Encouragingly, Walton Middle School demonstrated significant progress and moved from a lower performance band into the Yellow tier. In the 2025–2026 school year, we will closely monitor the implementation of these actions at both Cesar Chavez and Walton, not only to address current performance gaps but also as a proactive measure to sustain improvement and prevent regression. Services at both sites will be delivered with a high degree of intentionality to ensure that interventions are effective and responsive to the specific needs of these students.

The 2024 California Dashboard showed that African American students at Emerson, King, and Enterprise were facing significant challenges in literacy compared to other student groups. However, it also showed that Dominguez High School made notable progress, with African American students exiting the Red tier and advancing to the Yellow level. To address these disparities, Action 5.12—Academic Interventions for African-American Students—will continue to be integrated into our Local Control and Accountability Plan (LCAP). This action provides targeted literacy interventions and academic support at schools like Emerson, King, and Enterprise, where African American students require intensive assistance. At Dominguez, support for African American students will continue as a preventive measure to sustain the gains made in 2024. The focused implementation of Action 5.12 ensures that African American students at the identified schools receive the necessary resources, instruction, and opportunities to strengthen their literacy skills and succeed academically.

MATHEMATICS

In the area of Mathematics, Compton Unified maintained an overall performance at the “Yellow” level in 2023–2024 California Dashboard, consistent with the prior year. However, the district demonstrated progress by reducing the Distance from Standard (DFS) from -56.5 to -46.9. A total of seven student groups were in the Yellow performance band, including English Learners (ELs), Foster Youth (FY), Homeless students (HOM), Socioeconomically Disadvantaged students (SED), African American students (AA), Hispanic students (HI), and Pacific Islanders (PI). Notably, both Foster Youth and Homeless students improved from the Red tier in the previous year, reflecting gains in math academic performance. Students with Disabilities (SWD) remained in the Orange tier, while Long-Term English Learners (LTELs) were the only group in the Red category. This marks the first year that LTELs were reported as a standalone group on the California Dashboard, and we will later discuss how we will address the needs of this student group as a whole.

At the site level, both Enterprise Middle School and Dominguez High School were identified last year as facing significant challenges in mathematics, as indicated by their overall Red designation on the 2023 California Dashboard. In 2024, however, Dominguez High School demonstrated substantial improvement, with the school and all of its student groups previously in Red successfully exiting the lowest performance band. Unfortunately, Enterprise Middle School remained in the Red tier. This site continues to serve multiple student groups requiring intensive support, including English Learners, African American students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and even Hispanic students. In addition, Cesar Chavez Continuation High School, also fell under the Red tier, as well as its Socioeconomically Disadvantaged (SED) and Hispanic (HI) student groups.

To address these persistent challenges, LCAP Action 1.11, Targeted Math Support for High-Needs Schools, will continue in the plan to ensure focused attention on Enterprise and Cesar Chavez during the upcoming school year, while maintaining robust support at Dominguez to prevent any regression. Although non-contributing, this action involves the implementation of targeted interventions and tailored strategies aligned to the unique needs of each school and its student populations, with the goal of improving mathematics outcomes and promoting overall academic success.

Among all student groups, Students with Disabilities (SWD) continue to face the most significant challenges in Mathematics, with five schools falling into the Red tier on the 2024 California Dashboard—a notable improvement from eight schools in 2023. This year's data show that three elementary schools—Emerson, Laurel, and Tibby—and two middle schools—Walton and Enterprise—were in the lowest performance band. Of these, only Emerson and Walton were already in the Red tier the prior year; Laurel, Tibby, and Enterprise declined in performance and entered the Red tier in 2024. In contrast, Jefferson, Longfellow, McKinley, and Compton High School demonstrated improvement by moving from Red to Orange. Foster Elementary did not receive a color designation due to having fewer than 30 SWD in the cohort; however, the school showed substantial growth, reducing its DFS from -110.3 to -84. In order to address this need, Action 1.17 was already incorporated into our LCAP this school year. This action involves the development and implementation of specialized math interventions tailored to address the needs of students with disabilities across the district, and in particular those schools with specific student groups identified as "red" on the California Dashboard. These interventions will continue to target key mathematical concepts and skills, including numeracy, problem-solving, mathematical reasoning, and fluency. Delivered through a combination of push-in and pull-out models, trained curriculum specialists, and tutors will collaborate to provide personalized support both during the instructional day as well as after school and on Saturdays.

The 2024 Dashboard shows that Long-Term English Learners (LTELs) also face significant challenges in mathematics, with a districtwide Distance from Standard (DFS) of -157.8. At Bunche Middle School, Whaley Middle School, and Compton High School, LTELs were placed in the Red tier, signaling an urgent need for targeted support. For English Learners overall, Dominguez High School, Walton Middle School, and Whaley Middle School demonstrated encouraging progress by exiting the Red tier in 2024. However, English Learners at Enterprise Middle School remained in the Red tier for a second consecutive year, while Compton High School experienced a decline in performance, with its EL population newly falling into the Red tier in 2024. To address these persistent gaps in mathematics, LCAP Actions 5.4 and 5.5—focused on Academic Interventions and Supports for English Learners and Long-Term English Learners, respectively—will continue to be implemented districtwide, with intentional focus on the schools where students placed in the Red tier in either 2023 or 2024. We must remember that these actions are not only designed to accelerate progress, but also to prevent regression over the full course of the three-year LCAP cycle, ensuring sustained improvement and equitable access to high-quality academic support.

Lastly, African-American students at Whaley and Enterprise will receive focused support through Action 5.11, Academic Interventions for African-American Students, due to their Red designation on the Dashboard. This action will also extend support to African-American students at several other schools based on their Orange status—such as Centennial High School, Bunche Middle School, and Dominguez High School—or because their Distance from Standard (DFS) remains significantly low despite the group being too small to receive a color designation, as is the case at Compton High School.

CHRONIC ABSENTEEISM

Chronic absenteeism remains a pervasive issue across schools in California, affecting multiple student groups. However, our district has made substantial progress in reducing rates over the past three years. In 2022, the chronic absenteeism rate was 28.9%, which dropped to 23.6% in 2023—a 5.3 percentage point improvement. In 2024, the rate declined even further to 15.2%. Based on current trends and continued intervention efforts, we anticipate that the 2025 California Dashboard will reflect a rate below 10%, moving the district into Green status.

According to the 2024 California Dashboard:
-->From a total of 50 student groups across schools in the Red tier, we reduced it to a total of 10.
-->The two district student groups, Homeless (H) students and Students of Multiple Races (MR), designated as "red" in 2023, exited the lowest performance band. However, Pacific Islanders fell under the lowest tier in 2024.
-->Kelly, Kennedy, McNair, and Rosecrans Elementary Schools all exited "red" status in 2024, and only Dickison Elementary placed in the lowest tier.
-->Walton Middle School will be closing in 2025–2026; therefore, there will not be a need to address the Red status of its ELs, AA, and SWD in chronic absenteeism.
-->The schools and student groups that will require intensive support with chronic absenteeism per the 2024 California Dashboard will be Emerson (LTELs and AA students), Dickinson (SED, Hispanic, and AA students), and Longfellow (SWD).

This data reflects remarkable districtwide progress in reducing chronic absenteeism, with an 80% decrease in Red-tier designations within just one year. While these gains are promising, the data also highlight the ongoing need for focused, sustained intervention—particularly at schools and for student groups that remain in the lowest performance

level. To address these disparities, Action 4.1 will continue to support unduplicated student groups—including English Learners and Socioeconomically Disadvantaged students at Dickison, as well as Long-Term English Learners at Emerson—through tiered strategies designed to remove barriers to regular attendance. In parallel, Action 4.2 will provide targeted support for Pacific Islanders across the district, Students with Disabilities at Longfellow and African-American and Hispanic students at Dickison through the implementation of a Chronic Absenteeism Task Force.

Although these actions will initially prioritize specific district student groups, schools, and student groups within a school, identified in the Red tier in 2024, their implementation will naturally extend to support other schools or groups at risk of regression. This proactive approach ensures that improvement is not only achieved but also maintained, minimizing the risk of setbacks and promoting systemic, long-term gains in attendance across the district.

SUSPENSIONS

Regarding suspension rates, our district reached the Green level on the 2024 California Dashboard, with only 1.9% of students suspended at least one day—an improvement from the Yellow level in 2023. An analysis of the 2023 Dashboard showed that most student groups performed at the Yellow level, with African-American and Foster Youth students in the Orange tier. In 2024, districtwide progress continued, with Foster Youth, Socioeconomically Disadvantaged (SED), and Hispanic students now performing in the Green tier. English Learners (ELs) and Students with Disabilities (SWD) moved to the Yellow tier, while Long-Term English Learners (LTELs), Homeless (HOM), African-American (AA), and Pacific Islander (PI) students remained in or moved into the Orange tier, signaling the need for continued, targeted support.

While all of our elementary and middle schools have successfully maintained low suspension rates, several high schools continue to require significant support. Compton High School stands out, as English Learners, Long-Term English Learners, and African-American students were flagged as Red on the 2024 California Dashboard, indicating a critical need for intervention. Although the Foster Youth group at Compton High did not receive a color designation due to an insufficient cohort size, their needs remain a priority.

At Cesar Chavez Continuation High School, African-American students experienced very high suspension rates in 2024. However, a major success was the dramatic improvement for Students with Disabilities, who rose from Red to Blue—a notable achievement that deserves celebration.

Centennial High School also demonstrated progress, with African-American students improving from Red to Yellow in suspension rates. Conversely, Dominguez High School saw a concerning regression, with African-American students falling from a higher tier to Red in 2024, highlighting the need for renewed focus and support in this area.

While Goal 4 in our LCAP already provides actions to address school climate, we have added an Action 4.16 titled 'Addressing School and Student Group Suspension Disparities', specifically targeting intensive support at these three schools to better meet the needs of these specific student groups. It's important to note that the scope of work and target schools and student groups may vary from year to year based on the results reported by the California Dashboard.

GRADUATION RATES

In terms of graduation rates, Compton Unified is at the “Green” level with a rate of 92.9%. ELs and LTELs are leading graduation rates with Blue status. African-American, Hispanics, Socioeconomically Disadvantaged Students, Students with Disabilities, and Homeless are in the “green” level, while Foster Youth (79.6%) are the only student group in the Orange level. To address this need, we created Action 3.7, the Foster Youth Graduation Support Initiative, in our LCAP. This initiative includes targeted interventions such as academic counseling, personalized academic plans, Project SELF tutoring services, mentorship programs, and access to social-emotional support resources. By tailoring support services to meet the unique needs of Foster Youth students, we aim to mitigate the barriers they face and empower them to overcome obstacles to academic achievement.

Although the California Dashboard shows that previously underperforming student groups at Marshall Independent Studies (Hispanic and Socioeconomically Disadvantaged students) and Compton High School (Students with Disabilities) improved to the Green tier in 2024, the district is committed to maintaining these supports as a proactive and preventive measure. We recognize that while meaningful progress has been made, these student groups remain vulnerable to setbacks. Therefore, Action 3.6 remains in place to ensure continuity of services, close monitoring of graduation trends, and prompt intervention if early signs of regression emerge.

By continuing to provide enhanced academic counseling, individualized graduation plans, access to credit recovery (before/after school and on Saturdays), tutoring, mentorship, and increased socio-emotional support, the district is working to sustain these gains and promote long-term, equitable graduation outcomes.

ELPI

Regarding the English Learner Progress Indicator (ELPI), several schools in our district did not demonstrate adequate growth, resulting in their English Learners being placed in the Red tier on the 2024 California Dashboard. However, it is important to recognize the progress made: while 10 schools were identified in the Red tier in 2023, that number was reduced by 50% in 2024. The schools that successfully exited the Red tier include Anderson, Bursch, Emerson, Foster, Jefferson, Laurel, Dominguez, Mayo, and McNair. Despite these gains, Compton High School remained in the Red tier, and Centennial, Dickinson, Enterprise, and King experienced a decline, falling into the lowest performance band.

To strategically support English Learners districtwide—especially in schools still requiring intensive intervention—we will continue implementing a comprehensive set of actions outlined in the LCAP (Actions 5.1 through 5.6). These actions encompass professional development, instructional support, progress monitoring, and expanded access to designated and integrated ELD. Throughout the school year, the district will closely monitor the implementation and impact of these services to ensure accountability and drive continued improvement in English Learner outcomes.

COLLEGE AND CAREER INDICATOR

In the area of the College and Career Indicator (CCI), the two schools that had the lowest overall performance in 2023—Cesar Chavez Continuation High School and Thurgood Marshall—both showed notable improvement in 2024, rising to the Orange and Yellow tiers respectively. Importantly, no schools in the district were identified in the Red tier for CCI in 2024.

A closer analysis of each school reveals that Cesar Chavez had several student groups in the Orange performance band, including Socioeconomically Disadvantaged (SED) students, Long-term English Learners (LTELs), English Learners (ELs), and Hispanic students. At Thurgood Marshall, most student groups did not receive a performance color due to small cohort sizes.

Despite the progress, both alternative schools remain areas of focus, and ongoing vigilance is critical to prevent regression. To support sustained improvement and equitable postsecondary readiness for all students, Goal 6 of the LCAP includes a comprehensive set of actions (Actions 6.1 through 6.10) specifically designed to meet the needs of students at these schools. These actions will be monitored closely to ensure effective implementation and continued growth.

RED PERFORMANCE ON THE 2023 DASHBOARD

(1) ENGLISH LANGUAGE ARTS (ELA) -RED Performance
> District-wide: Students with Disabilities (SWD)
> Schools: None
> Groups within a School:
--> English Learners (ELs): Emerson, Kennedy, Rosecrans (elementary); Enterprise, Walton (middle)
--> Students with Disabilities: Clinton, Emerson, Foster, Jefferson, Longfellow, McKinley, Tibby (Elementary); Walton, Davis, Whaley (Middle); Compton (high)
--> Socioeconomically Disadvantaged (SED): Walton (middle)
--> African-American Students: Dominguez (high)

(2) MATHEMATICS-"RED" Performance
> District-wide: None
> Schools:
--> Elementary Schools: None
--> Middle Schools: Enterprise
--> High Schools: Dominguez
> Groups within a School:
--> English Learners (ELs): Enterprise, Walton, Whaley (middle); Dominguez (high)

--> African-American Students: Enterprise (middle), Dominguez (high)
--> Socioeconomically Disadvantaged (SED): Enterprise (middle), Dominguez (high)
--> Students with Disabilities: Emerson, Foster, Jefferson, Longfellow, Mckinley (elementary); Walton, Whaley (middle); Compton (high)
--> Hispanic: Dominguez (high)

(3) CHRONIC ABSENTEEISM -"RED" Performance
> District: Homeless, Multiple Races
> Schools:
--> Elementary Schools: Kelly, Bunche, Kennedy, McNair, Rosecrans, Washington
--> Middle Schools: Bunche, Enterprise
> Groups within a School:
--> English Learners: Kelly, Bunche ES, Kennedy, McNair, Rosecrans, Washington (elementary)
--> Socioeconomically Disadvantaged (SED): Emerson, Kelly, Bunche, Kennedy, McNair, Rosecrans, Washington (elementary); Bunche and Enterprise (middle)
--> Students with Disabilities (SWD): Kelly, Kennedy, McNair, Rosecrans, Washington, Emerson, Mayo, McKinley (elementary); Walton, and Enterprise (middle)
--> African American: Emerson, Foster, Kelly, Bunche, Kennedy, McNair, Rosecrans (ES), Enterprise (MS)
--> Hispanic: Kelly, Bunche, Kennedy, McNair, Rosecrans, Washington (ES); Bunche, Enterprise (middle)

(4) SUSPENSION RATES -"RED" Performance
> District: None
> Schools: None
> Groups within the School:
--> English Learners (ELs): Compton High School
--> Foster Youth (FY): Compton High School
--> African-American Students: Compton High School, Cesar Chavez Continuation High School, Centennial High School
--> Students with Disabilities (SWD): Cesar Chavez Continuation High School

(5) GRADUATION RATES -"RED" Performance
> District: Foster Youth
> Schools: Thurgood Marshall
> Groups within School:
--> Students with Disabilities: Compton High
--> Socioeconomically Disadvantaged: Marshall
--> Hispanic Students: Marshall

(6) ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -"RED" Performance
> District: N/A
> Schools/ELs:
--> Elementary Schools: Anderson, Bursch, Emerson, Foster, Jefferson, Laurel, Mayo, McNair
High Schools: Compton High School, Dominguez High School

(7) COLLEGE AND CAREER INDICATOR (CCI) -"RED" Performance
>Schools:
--> Cesar Chavez and Thurgood Marshall
> Groups within School:
--> Socioeconomically Disadvantaged: Cesar Chavez and Thurgood Marshall
--> Hispanic: Cesar Chavez and Thurgood Marshall

--> English Learners: Cesar Chavez
--> African American: Cesar Chavez

SECTION 3: LEARNING RECOVERY EMERGENCY BLOCK GRANT

The district will have unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-2026 school year.

The actions below will be funded in part with unexpended Learning Recovery Emergency Block Grant (LREBG) funds in 2025–26. These actions were selected based on alignment with EC Section 32526(c)(2), which permits expenditures for learning recovery initiatives that support pupil learning and well-being, and based on areas of student and school need identified through the district's needs assessment in accordance with EC Section 32526(d).

GOAL 1 -ACADEMIC ACHIEVEMENT

**Action 1.8 – Targeted Classroom Interventions for Low-Income Students
Funding: $420,000
Rationale:

EC 32526(c)(2) Alignment: This action provides supplemental support and intervention to accelerate learning recovery for students disproportionately impacted by the pandemic. This is closely aligned to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment (EC 32526(d): The 2024 California School Dashboard indicates that low-income students (designated as Socioeconomically Disadvantaged, or SED) are underperforming in both English Language Arts and Mathematics across multiple district schools. Specifically, 10 schools report SED student performance in the Red or Orange levels for ELA, and 10 schools report the same for Math. These data confirm that SED students are experiencing significant academic gaps. To address this urgent need, this action provides consistent, embedded instructional support during the school day by funding classroom-level interventions at school sites.

This action is directly expected to support the academic recovery of the identified SED students and accelerate learning by embedding targeted intervention within the regular instructional day. By funding supplemental interventionists, this action allows for differentiated support tailored to students' specific academic needs in real time. It reduces student pullout from core instruction and instead provides push-in assistance that strengthens foundational skills, promotes engagement, and supports grade-level proficiency.

**Action 1.9 – Addressing the Gaps in Literacy Skills for Unduplicated Students
Funding: $350,000
Rationale:

EC 32526(c)(2) Alignment: This action offers supplemental instruction and support from tutors to accelerate learning in literacy for our unduplicated student groups, particularly in the elementary levels (K-3). This is aligned to EC Section 32526(c)(2)(B.iii).

Needs Assessment Alignment (EC 32526(d)): According to the 2024 California School Dashboard, unduplicated students—including ELs, FY, and SED—continue to perform significantly below standard in English Language Arts across multiple school sites. Red and Orange performance levels were reported for SED and/or ELs/LTELs at 27 schools. While the number of FY students by school is small and a color is not assigned on the Dashboard, they are still performing -48.8 DFS as a district. These data confirm the urgent need for targeted reading interventions that address foundational literacy skills.

This action directly advances the district's goal of closing persistent literacy gaps by providing strategic, evidence-based reading interventions embedded within the school day. This targeted support ensures equitable access to critical academic recovery resources for our unduplicated student groups, particularly ELs, FY, and SED in early grades and at the identified schools. By focusing on foundational literacy skills, the action aims to accelerate reading proficiency, promote sustained academic growth, and ultimately improve long-term student outcomes across multiple school sites with demonstrated need.

**Action 1.10 – Math Intervention and Supports for Unduplicated Students

Funding: $625,000
Rationale:

EC 32526(c)(2) Alignment: This action provides small-group and individualized math interventions targeting low-income, English Learner, and foster youth students who are performing at very low or low levels. This is closely aligned to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment: The 2024 California School Dashboard indicates that unduplicated students continue to underperform in mathematics. Cesar Chavez and Enterprise middle school performed at the Red level, while Centennial, Dickinson, Emerson, Jefferson, Longfellow, King, McKinley, and Bunche Elementary were at the Orange (or low) level. When looking at SED students, we can see that they were rated Red at multiple schools, including Cesar Chavez and Enterprise MS. ELs and/or LTELs students also showed Red performance in Math at Compton HS, Enterprise, and Bunche MS. Regarding FY students, as a district group they performed -72.6 DFS. This pattern reflects systemic and persistent underperformance in math among these unduplicated students.

This action is expected to provide targeted, supplemental academic support—such as high-dosage tutoring, small group instruction, and intervention services—designed to accelerate math learning and close equity gaps amongst our unduplicated students. Funding from the Learning Recovery Emergency Block Grant (LREBG) will support implementation, ensuring that students most impacted by the pandemic and historical disparities receive prioritized assistance.

**Action 1.11 – Targeted Math Support for High-Needs Schools
Funding: $375,000
Rationale:

EC 32526(c)(2) Alignment: This action specifically supports tutoring or other one-on-one or small group learning support provided by certificated or classified staff for schools that have high needs in the area of Mathematics (Red on the California Dashboard). This is closely aligned to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment: The 2024 California School Dashboard indicates that some schools like Cesar Chavez or Enterprise, performed at the Red level. Similarly, some student groups also performed at the lowest level: English Learners at Compton High and Enterprise show persistent challenges, particularly among Long-Term English Learners at Bunche Middle and Compton High. Socioeconomically Disadvantaged students at Chavez and Enterprise continue to demonstrate below-standard performance levels. Students with Disabilities face widespread performance gaps across multiple sites, including Bunche MS, Clinton, Emerson, Enterprise, and Tibby. African American students at Enterprise and Whaley, as well as Hispanic/Latino students at Chavez and Enterprise, also show significant needs in math, highlighting the urgency for targeted support and interventions across these high-needs schools to accelerate math learning and close the equity gap.

This action is expected to address the identified needs by providing focused math interventions, including small-group instruction and targeted tutoring, at schools and for student groups identified through the needs assessment. The allocated funds will support evidence-based strategies designed to accelerate math achievement for students disproportionately impacted by learning disruptions.

**Action 1.13 – Before/After School Extended Learning Opportunities for Low-Income Students
Funding: $373,110
Rationale:

EC 32526(c)(2) Alignment: Provides extended instructional learning time and acceleration for our low-income students. This is closely aligned to EC Section 32526(c)(2)(A).

Needs Assessment Alignment: The California Dashboard indicates a clear need for support in literacy and mathematics for Socioeconomically Disadvantaged (SED) students, particularly at Cesar Chavez and Enterprise, which received red performance levels. Additional schools and programs—such as STEP, Virtual Academy, Home Hospital, and Community Day—also face significant challenges, though they did not receive Dashboard colors due to low student participation. Parent and teacher input further identified increased instructional time and improved access to resources as critical factors for improving student performance.

This action is expected to increase targeted instructional support, expanding access to academic interventions, and ensuring resource equity for our SED students at the identified schools in the needs assessment. By offering before- and after-school academic programs, students receive additional time to build foundational skills in reading and mathematics, reinforce classroom learning, and receive personalized attention in a smaller setting. These extended learning opportunities are designed to close achievement gaps, enhance student confidence, and support learning recovery by addressing unfinished learning caused by previous disruptions.

**Action 1.15 – Targeted Interventions for Foster Youth
Funding: $150,500
Rationale:

EC 32526(c)(2) Alignment: Offers extended learning opportunities for FY students, which may include interventions, tutoring, and credit recovery classes that will be offered before and after school, as well as on Saturdays. This is closely aligned to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment: Foster youth continue to demonstrate urgent need based on both internal data and school-level California School Dashboard indicators (-48.8 DFS in ELA and -72.6 DFS in Math). While foster youth subgroups often lack sufficient enrollment to generate public Dashboard scores, internal analysis reveals inconsistent academic progress, and limited access to individualized support. Action 1.15 responds to these gaps by offering targeted, relationship-based support that helps foster youth stay engaged in school, recover from disrupted learning, and receive the consistent attention needed to thrive academically and emotionally.

This action is expected to address the identified needs by providing foster youth with dedicated, wraparound academic support that includes tutoring, extended learning time, and personalized interventions. This action should help mitigate the effects of school mobility, trauma, and inconsistent academic experiences. These supports promote learning recovery, improve academic outcomes in ELA and Math, and ensure foster youth remain on track for graduation and long-term success.

**Action 1.16 – Supporting Academic Achievement for Students Facing Housing Insecurity
Funding: $95,500
Rationale:

EC 32526(c)(2) Alignment: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, as well integrated services and supports.This is closely aligned to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment: The 2024 California Dashboard data highlights that homeless students are performing significantly below standard in ELA (–64.2 DFS, Orange) and Math (-79 DFS, Yellow). These indicators demonstrate that this student group is academically at risk and requires focused interventions to recover from learning disruptions.

This action is expected to provide targeted academic support through tutoring, and small-group instruction to address learning gaps among students experiencing housing insecurity. By coordinating services and offering personalized instructional support, the action promotes educational stability and continuity for homeless students, helping to mitigate the adverse effects of housing instability on academic performance. Ultimately, this action supports learning recovery, improved achievement in ELA and Math, and greater equity in educational outcomes for one of the district’s most vulnerable student groups.

**Action 1.17 – Enhance Literacy and Math Support for Students with Disabilities
Funding: $150,000
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted support to improve outcomes in reading and math for students with IEPs.This is closely aligned to EC Section 32526(c)(2)(B.i).

Needs Assessment Alignment: According to the 2024 California Dashboard, Students with Disabilities in Compton Unified remain significantly below standard in both ELA and Math: ELA: Orange performance band with a Distance from Standard (DFS) of -101.4 districtwide. Math: Orange performance band with a DFS of -123, indicating a deep need for sustained academic intervention. Additionally, multiple school sites report Students with Disabilities in the Red or Orange performance range, including Bunche MS, Clinton, Emerson, Enterprise, and Tibby. These patterns demonstrate persistent underachievement and signal an urgent need for expanded academic supports and targeted instruction for SWDs.

This action is expected to address these needs by providing focused literacy and math interventions, specialized instructional support, and progress monitoring tailored to the

needs of Students with Disabilities.The goal is to accelerate academic growth and close persistent gaps in performance for this student group.

GOAL 2: CORE SERVICES

**Action 2.9 – Access to Supplementary Standards-Aligned Instructional Materials
Funding: $450,000
Rationale:

EC 32526(c)(2) Alignment: This action ensures all students, particularly unduplicated students, have access to high-quality materials for intervention and acceleration. In alignment with EC Section 32526(c)(2)(B.ii), the action supports the purchase of standards-aligned curriculum to address learning gaps.

Needs Assessment Alignment: Site-level reviews revealed a need to expand on supplementary intervention materials to address any gaps in literacy and mathematics across the schools and/or student groups.

This action is expected to address these needs by providing timely, targeted instructional resources that support differentiated instruction and personalized learning. By equipping our classrooms with high-quality, standards-aligned materials for intervention and acceleration, this action enables more responsive instruction that meets students where they are. These supplementary resources help close learning gaps in literacy and mathematics, particularly for students who require additional scaffolding, and directly contribute to improved academic outcomes and learning recovery.

**Action 2.10 – Instructional Support Resources for Educators
Funding: $150,500
Rationale:

EC 32526(c)(2) Alignment: This action supports the use of funds for materials to enhance differentiated instruction and intervention strategies designed to accelerate academic proficiency and/or English Language proficiency across all grade levels. This is closely aligned to EC Section 32526(c)(2)(B.ii)

Needs Assessment Alignment: Teacher surveys and instructional walk data revealed a need for targeted support in implementing intervention programs.

This action is expected to address these needs by equipping educators with practical tools, professional learning, and resources to more effectively deliver interventions aligned to student needs. These supports include evidence-based instructional materials, scaffolding tools, and data-informed planning resources that help teachers differentiate instruction and respond to academic gaps in real time.

**Action 2.11 – Enhancing Learning Through Computer-Based Programs and Applications
Funding: $355,000
Rationale:

EC 32526(c)(2) Alignment: This action supports digital tools for individualized instruction and learning recovery in both literacy and mathematics. This is in alignment with EC Section 32526(c)(2)(B.ii).

Needs Assessment Alignment: Student achievement data from CAASPP, ELPAC, the California Dashboard, and internal assessments such as STAR360 reveal persistent performance gaps, particularly among unduplicated students and Students with Disabilities. These gaps highlight the need for flexible, personalized learning tools to provide targeted reinforcement and acceleration.

This action is expected to address those needs by expanding access to adaptive, computer-based programs that offer real-time feedback, scaffolded practice, and differentiated pathways for students at all performance levels. The action strengthens intervention efforts and increases instructional coherence across classrooms, helping schools accelerate learning recovery and close equity gaps through engaging, standards-aligned digital platforms.

GOAL 3: COLLEGE AND CAREER READINESS

**Action 3.2 – College and Career Support Staff for Unduplicated Students
Funding: $75,000
Rationale:

EC 32526(c)(2) Alignment: This action supports credit-deficient students in meeting graduation or grade promotion requirements and improving college eligibility. This is aligned to EC Section 32526(c)(D).

Needs Assessment Alignment: The California Dashboard shows that our unduplicated students have lower graduation and college and career preparedness rates. For example, while graduation rates for all students is 92.9%, for ELs is 91.1 and for Foster Youth (79.2 -Yellow). The College and Career Indicator (CCI) shows 49.5% for All students; however, it's lower for SED (40.2%), FY (13 -Orange), and ELs (26.5% -Yellow). Internal data and stakeholder feedback indicate that unduplicated students have lower college application and enrollment rates.

The action is expected to address the identified areas of need by providing consistent, targeted support to close opportunity gaps for SED, FYs and ELs, and ensure equitable access to postsecondary pathways. It does so by expanding access to instruction, credit recovery, and college and career readiness initiatives—including academic counseling, dual enrollment opportunities, and career exploration—for students disproportionately impacted by the pandemic. These services are designed to re-engage underperforming students, support on-time graduation, and equip them with the skills and planning necessary for success beyond high school.

**Action 3.6 – Targeted Graduation Support Program
Funding: $50,000
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted credit recovery and case management to ensure on-time graduation for at-risk students. It supports both credit recovery and pupil learning recovery strategies.This is aligned to EC Section 32526(c)(D).

Needs Assessment Alignment: Graduation rate data showed a need for interventions among students who are credit-deficient, in particular at schools like Chavez (86.8%) or Marshall (84.1%). At these schools there is a clear gap when compared to the overall student population. This action is expected to address those needs by offering personalized case management, credit recovery options, and targeted academic support to students identified as off-track for graduation.

The action is expected to address the identified areas of need by promoting equitable access to intervention services and ensuring that at-risk students—particularly those who are off-track for graduation—receive the personalized academic guidance, credit recovery options, and instructional support necessary to meet graduation requirements. This includes targeted interventions aligned with diagnostic data, support for course completion, and post-secondary transition planning.

GOAL 4: SCHOOL CLIMATE

**Action 4.1 – Attendance Monitoring and Re-engagement Strategies
Funding: $150,500
Rationale:

EC 32526(c)(2) Alignment: This action supports the implementation of early warning systems, staff outreach, and re-engagement strategies to reduce chronic absenteeism, particularly among unduplicated students. This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: Dashboard and internal data show elevated rates of chronic absenteeism among low-income students (15.6%), foster youth (15.3%), and English Learners (14.5%). This action addresses an urgent need to keep these high-risk students connected to school.

This action is expected to strengthen student academic outcomes by addressing chronic absenteeism as a key barrier to learning. By improving attendance, this action

ultimately contributes to learning recovery through increased instructional time and stronger school engagement. Dedicated personnel monitor attendance data, identify at-risk students, and provide early, targeted interventions to prevent disengagement—ensuring that more students remain connected to school and on track for academic success.

**Action 4.2 – Chronic Absenteeism Task Force
Funding: $75,000
Rationale:

EC 32526(c)(2) Alignment: This action supports pupil learning recovery by increasing instructional time through re-engagement and improved attendance. This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: Districtwide data identifies chronic absenteeism as a significant barrier to academic success, with certain student groups disproportionately affected. While the overall chronic absenteeism rate is 15.2% according to the California Dashboard, rates are notably higher among African American students (19.8%), Students with Disabilities (20.9%), Multi-Racial students (21.1% – Orange), and Pacific Islander students (37.9% – Red).

This action is expected to improve student learning outcomes by addressing one of the most critical barriers to academic achievement: chronic absenteeism. By supporting a centralized Chronic Absenteeism Task Force, this action promotes systemic accountability and ensures targeted, data-informed interventions. The Task Force analyzes district-wide attendance trends, provides technical assistance to schools, and coordinates outreach strategies such as home visits and incentive programs to reduce absenteeism and re-engage students in consistent learning.

**Action 4.4 – Comprehensive Counseling and Mental Health Services
Funding: $125,000
Rationale:

EC 32526(c)(2) Alignment: This action supports social-emotional well-being, a key allowable use of LREBG, by addressing mental health needs that directly impact academic recovery.

Needs Assessment Alignment: Suspension rates often reflect underlying needs for stronger mental health support. Districtwide data shows that while no student groups or schools received a Red designation for suspensions, several student groups remain in the Orange performance level, including Long-Term English Learners (4.6%), Homeless students (3.9%), African American students (4.3%), Pacific Islanders (6.8%), and White students (3.3%). At the school level, five schools—Chavez, Compton High, Dominguez High, McKinley, and Marshall—are also in the Orange range. Notably, Compton High has multiple student groups in Red, including English Learners, Long-Term English Learners, and African American students. Chavez and Dominguez also show Red performance for African American students. Additional groups in the Orange category across schools include Students with Disabilities and Hispanic students, underscoring the need for targeted support. Surveys and site input further reveal rising behavioral and emotional challenges, particularly among low-income students.

This action is intended to strengthen learning recovery by ensuring students have access to comprehensive mental health services that address the social-emotional barriers interfering with academic success. By expanding school-based counseling, crisis response, and referrals, the action supports students' emotional well-being—creating the conditions necessary for increased engagement, improved attendance, and sustained academic progress.

**Action 4.5 – Expansion of Wellness Centers
Funding: $245,500
Rationale:

EC 32526(c)(2) Alignment: This action directly supports student engagement, mental health, and well-being—key areas of LREBG allowable use under EC Section 32526(c)(C).

Needs Assessment Alignment: Feedback from families and school sites highlights a strong need for increased wraparound supports, particularly for unduplicated students. Data shows that English Learners and Long-Term English Learners at Compton High are in Red for suspensions, while Homeless students districtwide are in Orange—underscoring

urgent mental health needs. Expanding Wellness Centers at schools like Compton High and Chavez will help address these disparities by providing targeted, school-based supports. This action closes gaps in access to whole-child services that promote academic persistence by funding the continued growth of district Wellness Centers.

These hubs offer integrated physical, emotional, and academic support, including access to therapists, mentoring, basic health care, and student-led wellness initiatives. By addressing the holistic needs of students, these services remove barriers to learning and create the conditions necessary for academic success. When students feel safe, supported, and healthy, they are better able to focus, attend school consistently, and engage meaningfully in instruction—leading to improved academic achievement and long-term educational outcomes.

**Action 4.6 – Equity-Centered Trauma-Informed Training
Funding: $71,671
Rationale:

EC 32526(c)(2) Alignment: This action supports students' social-emotional well-being by equipping staff to recognize and respond to trauma in ways that reduce barriers to learning.This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: School leaders and survey data consistently point to the need for more trauma-sensitive environments to support students affected by poverty, community violence, and displacement. California Dashboard data reinforces this, with elevated suspension rates among Long-Term English Learners (4.6%), Homeless students (3.9%), and African American students (4.3%)—all in the Orange performance level. Several schools, including Compton High, Chavez, and Dominguez, also show Red-level suspension rates for key student groups, highlighting the urgent need for trauma-informed, healing-centered engagement strategies.
This action is expected to address these needs by providing staff with the tools and training necessary to create inclusive, trauma-responsive classrooms that foster student engagement and reduce exclusionary discipline practices. This action directly targets school climate conditions that contribute to inequities in discipline and attendance, ensuring that vulnerable student groups receive empathetic, culturally competent support that promotes connection, safety, and academic success.

**Action 4.10 – Building Effective Intervention Teams for Student Success
Funding: $80,000
Rationale:

EC 32526(c)(2) Alignment: This action funds the development and support of Multi-Tiered Systems of Support (MTSS) teams at school sites to monitor student progress and coordinate timely academic, behavioral, and attendance interventions. This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: Stakeholder feedback and school site data emphasize the urgent need for coordinated, data-driven supports for struggling students. California Dashboard results show that Long-Term English Learners, Homeless youth, Students with Disabilities, and African American students are consistently in Red or Orange performance levels across English Language Arts, Math, Chronic Absenteeism, and Suspension. For example, LTELs are in the Red for ELA (-104 DFS) and Math (-157.8 DFS) districtwide, while Homeless students are in the Orange for both ELA (-64.2 DFS) and Suspension (3.9%). Schools such as Chavez, Enterprise, Bunche MS, and Compton High exhibit high needs across multiple indicators.

This action is expected to strengthen Multi-Tiered Systems of Support (MTSS) at school sites to ensure that interventions are timely, data-driven, and equitable. It funds the development and ongoing support of MTSS teams that monitor student progress and coordinate targeted responses across academics, behavior, and attendance. By using real-time data to identify and support students with emerging or persistent needs, this action helps address academic and engagement gaps, particularly among historically underserved groups.

**Action 4.15 – Disproportionate Discipline Reduction Strategies for African-American Students
Funding: $50,000
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted training and coaching for school staff in culturally responsive discipline, restorative practices, and implicit bias mitigation to reduce exclusionary discipline practices that disproportionately affect African-American students. This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: California Dashboard suspension data reveal significant disparities: African-American students are in the Orange performance band districtwide (4.3%) and in the Red at schools including Chavez, Compton High, and Dominguez High. Additionally, they are in Orange at multiple other campuses such as Anderson, Emerson, McKinley, Roosevelt, Rosecrans, and Washington. These patterns of disproportionality demand intentional, systemic change.

This action directly addresses stakeholder concerns and performance data by embedding equity-driven practices that reduce exclusionary discipline and keep students meaningfully engaged in learning. It strengthens pupil engagement and school climate by targeting disciplinary practices that lead to disengagement and instructional loss, with a focus on student well-being and inclusive learning environments. By building staff capacity to implement equity-centered behavioral responses, this action fosters safe, supportive classrooms and removes barriers to success for historically underserved students.

**Action 4.16 – Addressing School and Student Group Suspension Disparities
Funding: $86,668
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted support to school sites and student groups disproportionately impacted by suspensions through prevention strategies, tiered behavioral interventions, and restorative practices. This is aligned to EC Section 32526(c)(C).

Needs Assessment Alignment: Suspension data reveal significant disparities among student groups, particularly for students with disabilities, African-American students, and LTELs, who appear in the Orange performance level districtwide. At the school level, subgroups such as ELs, LTELs, SWDs, and AA students are rated Red or Orange at multiple sites, including Compton High, Dominguez, Chavez, Anderson, and Roosevelt. These patterns highlight an urgent need for targeted, data-informed interventions to address inequitable disciplinary outcomes and improve support for vulnerable students.

This action is expected to address these needs by equipping schools with the resources and training to implement restorative and tiered behavioral supports that reduce exclusionary discipline, improve student engagement, and foster equitable outcomes. This action strengthens school culture and climate to minimize disparities in suspensions and maximize instructional time for all students, particularly those from historically underserved groups.

GOAL 5: EQUITY FOR ELs and AFRICAN AMERICNA STUDENTS

**Action 5.1 – Professional Development on Research-Based Practices for ELs
Funding: $150,000
Rationale:

EC 32526(c)(2) Alignment: This action provides sustained, expert-led professional development for teachers on the English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. This is aligned to EC Section 32526(c)(2)(B.vi).

Needs Assessment Alignment: Districtwide performance data highlight a critical need to strengthen instruction for English Learners. According to the 2024 CAASPP results, only 12.02% of English Learners met or exceeded standards in English Language Arts (ELA), and just 15.30% did so in Mathematics. The 2024 California Dashboard further confirms these trends, showing English Learners in the Red performance level at several schools. In ELA, ELs at Bunche Middle School, Emerson Elementary, and Enterprise Middle School fell into the Red band. In Math, ELs at both Compton High School and Enterprise Middle School also scored in the Red level. Additionally, ELs at eight other schools placed in the Orange level for ELA, while twelve schools reported Orange-level performance in Math—underscoring a widespread and urgent academic need across the district.

This action is expected to address these needs by equipping educators with effective, research-based instructional strategies tailored specifically for English Learners. By improving teachers' capacity to scaffold and differentiate instruction, the action supports increased EL engagement and achievement.

**Action 5.2 – Professional Development Focused on Long-Term English Learners (LTELs)
Funding: $130,100
Rationale:

EC 32526(c)(2) Alignment: This action delivers targeted professional development for teachers to improve outcomes for LTELs by unpacking the English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. This is aligned to EC Section 32526(c)(2)(B.vi)

Needs Assessment Alignment: LTELs represent one of the most academically at-risk subgroups in the district. According to the2024 CAASPP results, only 4.98% of LTELs met standards in ELA and 3.36% in Math. On the 2024 Dashboard, LTELs are in the Red performance level districtwide for both ELA (-104 DFS) and Math (-157.8 DFS). School-level data show LTELs in Red or Orange at sites such as Bunche MS, Davis, Compton HS, and Dominguez. These trends confirm that LTELs face unique instructional challenges that require differentiated, research-based professional development to close persistent gaps and support language acquisition and academic achievement.

This action is expected to address these needs by providing educators with specialized training focused on the unique challenges faced by LTEL students. Through targeted professional development on integrated content and language instruction, teachers will be better equipped to accelerate LTELs' language proficiency and academic progress.

**Action 5.4 – Academic Interventions and Support Programs for Elementary English Learners and At-Risk ELs
Funding: $329,750
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted, in-class academic interventions for ELs in early grades, supported by college tutors trained to reinforce literacy and foundational skills. This is aligned to EC Section 32526(c)(2)(B.i).

Needs Assessment Alignment: Districtwide performance data reveal that English Learners continue to face significant academic challenges. Based on the 2024 CAASPP results, fewer than 13% of ELs met or exceeded standards in ELA, and only 15% did so in Math. This underachievement is reinforced by the 2024 California Dashboard, where multiple schools reported ELs in the lowest performance bands. Specifically, ELs at schools like Bunche MS, Emerson ES, and Enterprise MS were identified in the Red level for ELA, while Compton High and Enterprise MS also showed Red-level performance in Math. Moreover, ELs at numerous additional sites appeared in the Orange performance band for both subjects.

This action is intended to provide early, sustained academic support for ELs and at-risk English Learners through small-group instruction and supplemental intervention during the school day. It directly addresses foundational skill gaps in literacy while building language proficiency in a supportive, integrated setting. By investing in early interventions, the district aims to prevent long-term academic deficits and accelerate learning recovery for one of its most vulnerable student populations.

**Action 5.5 – Academic Interventions and Supports for Long-Term English Learners
Funding: $150,000
Rationale:

EC 32526(c)(2) Alignment: This action provides targeted academic and language interventions designed specifically for Long-Term English Learners (LTELs), including integrated language development within content instruction and extended learning opportunities.This is alined to EC Section 32526(c)(2)(B.i)

Needs Assessment Alignment: Long-Term English Learners (LTELs) continue to experience deeply entrenched academic disparities. The2024 CAASPP results show that fewer than 5% of LTELs met grade-level standards in ELA, and just over 3% did so in Math—highlighting a critical need for targeted instructional strategies. On the 2024 California Dashboard, LTELs were placed in the Red performance level across the district, with a Distance from Standard of -104 in ELA and -157.8 in Math. Site-level data further reflect this pattern, with LTELs in the Red or Orange bands at several schools including Bunche MS, Davis MS, Compton HS, and Dominguez HS. These data make clear that LTELs require specialized, research-informed professional development that integrates both language and content to accelerate growth and improve long-term outcomes.

This action is expected to provide supplemental, differentiated instruction tailored to students who have not yet achieved English proficiency, directly addressing learning recovery and persistent equity gaps. The action is meant to strengthen targeted academic supports that promote language acquisition and content mastery, helping LTELs close achievement gaps and succeed in rigorous coursework.

**Action 5.10 – Data Monitoring and Progress Tracking of LTELs

Funding: $25,000
Rationale:

EC 32526(c)(2) Alignment: This action supports the implementation of progress monitoring systems that personalize instruction and accelerate learning for LTELs. It's aligned to EC Section 32526(c)(2), section E.

Needs Assessment Alignment: Long-Term English Learners (LTELs) are among the most academically vulnerable student groups in the district. According to2024 CAASPP results, only 4.98% of LTELs met standards in ELA and 3.36% in Math. The 2024 California Dashboard places LTELs in the Red performance level districtwide for both ELA (-104 DFS) and Math (-157.8 DFS). Site-level data show LTELs scoring in the Red or Orange bands at schools such as Bunche MS, Davis, Compton HS, and Dominguez. These data highlight deep, persistent achievement gaps and the need for targeted instructional responses. Educational partners also cited limited insight into LTEL progress and reclassification readiness.

This action is expected to enhance the district's capacity to track academic and language development through formative assessments, data dashboards, and ongoing data reviews—ensuring timely interventions and targeted support for students who have not yet reached English proficiency.

**Action 5.11 – Data-Driven Instruction and Monitoring of African-American Students
Funding: $25,000
Rationale:

EC 32526(c)(2) Alignment: This action supports the development of a data system to monitor academic trends for African-American students and guide instructional decisions. It's aligned to EC Section 32526(c)(2), section E.

Needs Assessment Alignment: African-American students continue to experience persistent academic disparities across the district. According to the2024 CAASPP results, only 35.65% of African-American students met or exceeded standards in English Language Arts (ELA), and just 27.61% did so in Mathematics—well below the district wide averages of 43.02% and 34.66%, respectively. The California Dashboard further confirms this trend, with African-American student performance in the Red or Orange levels at numerous school sites. In ELA, African-American students are in the Red performance band at Emerson, Enterprise, and King, and in the Orange band at Bursch, Longfellow, Bunche ES, Tibby, and Whaley. In Math, performance remains equally concerning, with Red-level scores at Enterprise and Whaley, and Orange-level scores at Bunche MS, Centennial, Emerson, Laurel, Longfellow, Dominguez, King, McKinley, and Bunche ES. These patterns reveal districtwide inequities that cannot be addressed without disaggregated, actionable data. Educational partners identified the need for better tools to track and respond to the academic progress of African-American students.

This action directly addresses those concerns by establishing data systems to identify trends, inform instruction, and ensure early, targeted interventions. Strengthening school-level monitoring enables a more responsive and equitable instructional environment for African-American learners.

**Action 5.12 – Academic Interventions for African-American Students
Funding: $215,000
Rationale:

EC 32526(c)(2) Alignment: This action funds tutoring, mentoring, and targeted academic interventions to support African-American students performing below grade level. This is alined to EC Section 32526(c)(2) (B.i)

Needs Assessment Alignment: African-American students face ongoing academic disparities districtwide, with only 35.65% meeting ELA standards and 27.61% in Math in 2024, both below district averages. The California Dashboard shows many schools with African-American students performing in the Red or Orange bands across ELA and Math.

This action directly addresses these gaps by providing targeted tutoring, mentoring, and academic interventions designed to accelerate learning and support skill mastery for African-American students performing below grade level. By focusing resources on supplemental instruction and personalized academic support, the action aims to improve proficiency rates and reduce disparities.

**Action 5.15 – African-American Student Mentorship Program
Funding: $32,166
Rationale:

EC 32526(c)(2) Alignment: This action establishes a mentorship initiative for African-American students to foster school connectedness, confidence, and academic motivation.This is aligned to EC Section 32526(c)(2)(C).

Needs Assessment Alignment: African-American students in Compton Unified face persistent academic and attendance challenges. In the 2024 CAASPP results, only 35.65% met or exceeded ELA standards and 27.61% did so in Math—both below district averages. The California Dashboard shows African-American students in the Red or Orange performance bands for ELA and Math at multiple schools, including Emerson, Enterprise, King, Bunche ES, and Longfellow. Chronic absenteeism is also a concern, with Red or Orange indicators at sites such as Dickinson, Emerson, Walton, and King. Suspension rates are in the Orange range districtwide (4.3%) for this group. These patterns reflect significant equity gaps that require targeted academic interventions, mentoring, and culturally responsive support. Staff feedback highlights the need for strategies that reduce disengagement and promote achievement among African-American youth.

By embedding culturally responsive practices into tutoring and mentoring, this action will ensure supports are meaningful and effective—directly addressing the opportunity and performance gaps identified by both data and educational partner input.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable. Compton Unified does not qualify for technical assistance.

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.

There are no schools identified for 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.

No schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
DELAC	February 12, 2025 (9:00 a.m. - 11:00 p.m.): Educational Services presented the 2024–2025 LCAP Mid-Year Update and solicited feedback for the development of the 2025–2026 LCAP. May 2, 2025 (4:00 p.m.- 6:00 p.m.): A second session was held with members of DELAC and with other committee members at Davis Middle School to gather additional input. Survey results and the LCAP annual update on the goals, actions, and metrics was presented. May 19, 2025 (9:00 a.m.-11:00 p.m.): The final draft of the 2024–2025 LCAP was presented for DELAC input and recommendations.
Board of Trustees	February 18, 2025 (6:00 p.m.): The Chief Academic Officer presented the 2024–2025 LCAP Mid-Year Update to the Board. June 10, 2025 (6:00 p.m.): A public hearing was held as the final draft of the 2025–2026 LCAP was presented. June 24, 2025 (6:00 p.m.): The Board approved the adopted 2025–2026 LCAP.
DAC/PAC	February 13, 2025 (3:30 p.m. - 5:00 p.m.): Educational Services presented the Mid-Year Update and collected input for the 2025–2026 LCAP. May 2, 2025 (4:00 p.m.- 6:00 p.m.): A second session was held with members of DAC/PAC and with other committee members at Davis Middle School to gather additional input. May 19, 2025 (3:30 p.m. - 5:00 p.m.): The final LCAP draft was presented for final input and recommendations.
DBPAC	February 12, 2025 (3:30-5:00): Educational Services presented the 2024–2025 LCAP Mid-Year Update and solicited feedback for the development of the 2025–2026 LCAP . May 2, 2025 (4:00 p.m.- 6:00 p.m.).: A second session was held for members of DBPAC and with other committee members at Davis Middle School to gather additional input. May 27, 2025 (3:30-5:00): The final draft of the LCAP was presented for review and recommendations.
Teachers/Staff/Students/Parents Surveys	February – March 2025: Surveys were administered to various educational partners: -> Certificated staff, counselors, and classified personnel completed LCAP Staff Surveys and the California School Staff Survey (CSSS). ->Students in grades 5, 7, 9, and 11 completed the California Healthy Kids Survey (CHKS). ->Parents completed the California School Parent Survey (CSPS). Additionally, all three groups participated in an Effectiveness of Services Survey, with questions aligned to specific LCAP actions. Input from these surveys was instrumental in determining which services to maintain, modify, or discontinue in the new LCAP cycle.
Site Principals and Administrators	May 6, 2025 – Management Operational Meeting: District leadership presented the LCAP Mid-Year Update and solicited recommendations from site and department administrators for the 2025–2026 LCAP.
School Presentations to Teachers and Staff	May 7, 2025 - May 16 2025: Schools engaged their staff and school communities in reviewing LCAP priorities using district-provided tools. Recommendations collected through a survey at the site level were submitted to Educational Services for analysis and inclusion.
Bargaining Units	May 2, 2025 (4:00-6:00): Bargaining unit presidents and/or representatives were invited to a session with other committee members (DELAC, DAC/PAC, DBPAC) at Davis Middle School to gather input. Survey results and the LCAP annual update on the goals, actions,

	and metrics was presented. May 23, 2025 (3:00-5:30): The final draft of the LCAP was presented for review and recommendations.
Equity Multiplier Educational Partners	During the month of May, Equity Multiplier School Principals met with their staff to solicit input regarding equity multiplier funds. For Cesar Chavez, Thurgood Marshall, Virtual Academy, Home Hospital, and STEP their goal was to reflect on the progress made during the school year and strategize best strategies for a deeper and more effective implementation for the 25-26 school year. Records of these reflections were later shared and discussed with Educational Services. Enterprise Middle School is a newly identified Equity Multiplier Funds school. Site leadership met with Educational Services to discuss the goal of these funds. A similar process occurred, and on May 21st, the Enterprise faculty met with their site leadership to strategize how to best utilize these funds and create the necessary actions. Records of these meeting and actions were later shared and discussed with Educational Services.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As part of the annual LCAP review process, the district gathered input from a broad range of educational partners, including DELAC, DAC/PAC, DBPAC, and bargaining units. We also engaged site principals, collected feedback from certificated and classified staff through surveys, and met with representatives from each Equity Multiplier school. Across these meetings and feedback sessions, common themes emerged that shaped refinements to the Year 2 LCAP. Educational partners expressed strong support for continuing core initiatives, while also calling for more effective implementation, greater access, and increased responsiveness to community needs. This input directly informed updates across all LCAP goals to better align with educational partners' priorities and promote equitable outcomes for all students.

DELAC
Parents expressed broad support for the continuation of several core district actions, including academic interventions, enrichment, summer programs, arts/music, bilingual education, school security, and class size reduction. However, they emphasized the importance of more effective implementation, qualified staff, and greater responsiveness to family input. Key Priorities:

--->Staffing Gaps Impacting Enrichment and Instruction (Action 2.14): Concerns were raised about a lack of qualified staff to teach specialized programs like Robotics and Coding, as well as frequent teacher absences that go uncovered or are filled by untrained substitutes.
--->Parent Engagement & Communication (Actions 4.11, 4.12): Parents and CRSs cited low attendance at workshops and suggested improved engagement strategies, including more in-person opportunities, flexible formats (virtual and in-person), continued use of familiar platforms like Zoom, and recognition of CRSs for outreach efforts.
--->Mental Health Awareness (Action 4.4): Parents expressed strong support for mental health services and recommended increasing communication with students through grade-level assemblies and regular wellness sessions.
--->Student Showcases for Arts and Music (Action 4.18): Parents praised existing enrichment offerings and recommended more opportunities for students to publicly demonstrate their learning through performances and exhibitions.
--->English Classes and Bilingual Family Support (Actions 4.11, 5.9): Parents affirmed support for bilingual programs and strongly recommended providing ESL classes for parents to better support student achievement.
--->Increased EL Support at the Secondary Level (Action 5.5): Specific requests were made to expand targeted English Learner support at middle and high schools, including Compton Early College.

DAC/PAC
During the DAC meeting, parents from multiple elementary schools shared thoughtful suggestions across LCAP Goals 1–5. Their input focused on increasing access to academic, enrichment, and wellness opportunities—especially for younger students. Below is a summary of their comments, organized by LCAP goal. Key Priorities:

--->Expanded Enrichment for Elementary Students (Actions 1.12, 1.20, 1.24): Parents strongly advocated for more academic and extracurricular programs for elementary students, including summer school, robotics/Lego League, and fitness-based after school options.
--->Student Safety and Crossing Guards (Action 2.13): Families expressed urgent concerns about student safety, requesting crossing guards at high-traffic areas near schools like Mayo Elementary to ensure safer arrival and dismissal.
--->Equitable Access to Advanced Programs (Actions 3.2, 3.3): Parents called for expanded access to CTE, AP, and other advanced academic programs, emphasizing the importance of ensuring equitable participation across all student groups, supported by adequate counseling and tutoring.

--->Early College and Career Exploration in Elementary (Action 3.6): There was a strong recommendation to introduce college and career readiness activities—such as career days and college fairs—for younger students to begin early awareness.
--->Wellness Support in Elementary Schools (Action 4.5): Families praised current wellness centers but requested expanded access at the elementary level, including more therapists, distress rooms, and regular staffing in wellness rooms.
--->Student Incentives and Recognition (Action 4.9): Parents recommended allocating more funding toward student incentives and recognition programs to support motivation, engagement, and a positive school climate.

BARGAINING UNITS
Members expressed appreciation for recent school safety improvements and recognized visible progress in several areas. They encouraged the district to continue funding initiatives that are working—especially in wellness and early intervention—but also called for greater alignment of resources with student needs, particularly in literacy, CTE, and primary-grade support. Key Priorities:

--->Autonomous Time for Teachers (Action 1.4): There was a call for more dedicated time for teachers to plan and grade independently, supporting instructional quality and reducing burnout.
--->Early Intervention and Primary Grade Support (Action 1.9): Union members emphasized the need for greater investment in K–3 interventions, including tutoring and instructional supports, to address foundational needs and reduce overidentification for RSP/SPED services.
--->Literacy Through Novels (Action 2.9): Members suggested incorporating more novel-based instruction to foster deeper engagement with texts, promote reading enjoyment, and support rigorous standards-based literacy.
--->Decrease Screen Time in Early Grades (Action 2.11): Participants advocated for less reliance on digital learning tools in primary classrooms, favoring paper-and-pencil tasks to strengthen foundational learning.
--->Expanded CTE Access in Alternative Education (Action 3.8): Participants recommended increasing Career Technical Education offerings in alternative education settings to ensure equitable access to career pathways for all students.
--->Wellness Centers and Social-Emotional Support (Action 4.5): Participants praised existing wellness centers as effective and respectful spaces, recommending continued investment and increased staffing to expand support.
--->Parent Engagement and Family Education (Action 5.9): Bargaining unit members encouraged expanding parent workshops and offering free college-style courses to families, modeled after successful programs in other districts.

PRINCIPALS
We met with Principals on May 6th to review progress and gather feedback to inform updates to the Year 2 LCAP. During this session, principals shared valuable insights focused on sustaining and strengthening academic support and enrichment efforts.

Goal 1 – Academic Support and Enrichment:
--->Continue providing tutors and academic interventions, especially after school. (Action 1.9, 1.10, 5.4, 5.5, 5.12)
--->Maintain external enrichment partners (e.g., Lunch Bunch, Sports, Theatre).
--->Ensure STEAM Lab tech is available at all school sites. (Action 1.12)
--->Expand planning time, including additional Wednesdays for collaboration. (Action 1.4)
--->Continue Think Together Program, which was well-received. (Action 1.22)
--->Support early learners with improved speech intervention models.
--->Increase homework support during afterschool programs. (Action 1.23)

Goal 2 – Conditions of Learning:
--->Improve infrastructure, especially plumbing and restrooms.(Action 2.12)
--->Address classified staffing equity, including increasing classified staff hours.

Goal 3 – College and Career Readiness:
--->Improve CTE program marketing to increase awareness and participation.
--->Ensure counselors are available at K–8 schools to support student needs. (Action 4.8)

Goal 4 – Social-Emotional Wellness and School Culture:
--->Continue and expand therapy supports at school sites. (Action 4.4, 4.5)

--->Establish Quiet Rooms for SPED classrooms.
--->Develop "cool-out counters" within classrooms for emotional regulation.
--->Maintain engagement in all advisory and leadership committees. (Action 4.12)
--->socioemotional support for LTELs. (Action 5.5)

Goal 5 – Parent and Community Engagement:
--->Expand LTEL-specific support and PD for both teachers and parents. (Action 5.2)
--->Implement a more culturally responsive curriculum districtwide. (Action 5.3, 5.13)
--->Seal of Biliteracy and language pathway programs. (Action 5.7)
--->Tutoring and instructional assistant interventions. (Action 5.4, 5.5)
--->Parent workshops targeting English Learner and African-American families. (5.9 and 5.16)
--->Create a LAT Plan checklist that auto-populates from Aeries for easier monitoring. (Action 5.10)
--->Use scaffolding strategies for African-American students modeled after LTEL supports.
--->Increase translation services to support parent communication. (Action 5.8)
--->Develop a monitoring system for ELs, African-American students, and RFEPs to track progress and ensure support. (Action 5.10, 5.11)

TEACHERS
Analyzing the Effectiveness of Services Survey, we can see that teachers rated most existing services as "Effective", but they noted the need for more consistent implementation and access across all sites. Key Priorities:

--->Reimagined Assessment Practices: Teachers advocated for reducing standardized testing and replacing it with creative assessments (e.g., games, projects, interactive tools). (Action 1.1)
--->After-School and Enrichment Programs: Several teachers requested additional funding for tutoring, enrichment, and extracurricular programs to support academic achievement and student engagement. (Actions 1.13, 1.21, 1.23)
--->Support for Foster Youth and Homeless Students: Teachers expressed concern about under-supported student groups and suggested more targeted services and dedicated staff for these populations. (Actions 1.14, 1.15, 1.16)
--->AI Tools for Student Support: Interest in exploring technology-based supports like AI tutors or translation tools to enhance engagement and access.
--->Mental Health and Counseling Services: Teachers consistently emphasized the need for expanded access to school-based mental health professionals and counseling services. (Action 4.4 and 4.5)
--->Parent English Classes: Recommended to better equip families with limited English proficiency to support their children academically. (Action 5.9)

COUNSELORS
Analyzing the Effectiveness of Services Survey we can see that counselors generally viewed current services as "Effective", but indicated they are stretched thin and could be more impactful with better staffing and integrated systems. Key Priorities:

--->Collaborative Planning Time: They advocated for more structured time with teachers and administrators to review student data and coordinate interventions. (Action 1.4)
--->Social-Emotional Learning (SEL): Counselors highlighted the ongoing need for SEL supports embedded throughout the school day. (Action 4.7)
--->Mental Health Staff: They stressed the urgency of increasing the number of mental health providers and reducing counselor-to-student ratios. (Action 4.4)
--->Behavioral Support Staff or Liaisons: Counselors recommended on-site specialists to proactively address behavior, discipline, and socio-emotional concerns before they escalate. (Action 4.3 and 4.5)
--->Family Support Services: More resources for family engagement, wraparound services, and community-based partnerships were suggested. (Action 3.3, Action 4.11, Action 5.9)

CLASSIFIED STAFF
Analyzing the Effectiveness of Services Survey, we can see that classified staff largely viewed current services as "Effective", though some noted limited visibility into broader LCAP actions and suggested more inclusive decision-making opportunities. This is also in alignment with the input that Principals received during their LCAP presentations for their faculty and classified staff. Key Priorities:

--->After-School Programs: Reiterated the need for accessible, structured after-school care and enrichment for all grade levels. (Actions 1.21, 1.22 and 1.23)
--->Expanded Roles for Classified Staff: Interest in receiving training to better support instructional goals and participate in student wellness efforts. (Action 2.2)

--->Student Behavior and Supervision: Classified staff emphasized increased support for student supervision and behavior management. (Actions 2.13, 4.3)
--->Facilities and Cleanliness: Some staff raised concerns about the physical environment and requested more support for maintenance and campus safety. (Actions 2.12, 2.13)
--->Parent Outreach Tools: Suggested improved communication systems for parent outreach, particularly in multiple languages. (Actions 4.11, 4.12)

EQUITY MULTIPLIER SCHOOLS
The feedback provided by educational partners at Equity Multiplier school sites has played a crucial role in shaping the 2025–2026 CUSD LCAP. Their recommendations reflect the unique needs of their student populations and underscore the importance of targeted supports, enrichment opportunities, and family engagement. Below is a summary of site-specific input and its alignment with corresponding LCAP Goal 6 actions:

(1) Cesar Chavez Continuation High School

The actions identified last school year for Cesar Chavez are still relevant and necessary. However, the leadership and faculty at the school site provided very helpful recommendations as we prepare for the upcoming year.

Action 6.1: Comprehensive Tutoring and Mentoring Program
--->Provide compensation for teachers who tutor during 7th period, as most students leave after 6th.
--->Increase before-school tutoring to expand access for students who cannot stay after school.

Action 6.2: Enhanced College Counseling Services
--->Ensure that all three continuation high schools have access to a dedicated college center and counselor.
--->Develop a system-wide tracker for college applications, financial aid, and field trips.
--->Set the expectation that all students apply to college and participate in college-related activities.

Action 6.3: Professional Development for Educators
--->Send teachers from all continuation sites to the National Continuation School Conference.
--->Continue Wednesday PD sessions focused on social-emotional learning and trauma-informed practices.

Action 6.4: Parent Workshops
--->Model engagement strategies used at DHS to increase parent attendance, especially at recognition nights.
--->Continue community-building events like meet-and-greets to foster trust and relationships with families.

Action 6.5: Attendance Recovery Efforts
--->Reevaluate staffing—one attendance clerk for all three sites may not be sufficient.
--->Schedule regular attendance incentives to promote consistent attendance.
--->Conduct regular home visits to engage chronically absent students and their families.

Action 6.6: SEL and Trauma Support Program
--->Continue the 2nd period Student Success class to teach coping skills and address students' SEL needs.
--->Explore partnerships with Saint John's and other providers to expand trauma-informed services to all continuation sites.

(2) Thurgood Marshall

Action 6.7: Enhanced Virtual and/or In-Person Tutoring and Mentoring Programs
--->Promote tutoring services early and consistently, especially at the start of each semester, so that struggling learners access support before falling behind.
--->Integrate tutoring reminders into regular student check-ins and Edgenuity communications.

Action 6.8: In-Person and Virtual College Counseling Services
--->Create a system or shared tracker to ensure all students participate in: college field trips and exploration activities, and completion of college and financial aid applications
--->Set the expectation that college readiness steps are a standard part of the independent study experience.

Action 6.9: Professional Development for Virtual Instruction
--->Ensure Marshall teachers are included in site-based professional development sessions, especially those focused on virtual engagement strategies, and trauma-informed and SEL practices applicable to online learners

Action 6.10: Workshops for Marshall Families
--->Invite Marshall families to broader school site family engagement events, not just virtual workshops, to build a sense of community and belonging.
--->Customize some events to meet the unique needs of independent study parents, such as supporting asynchronous learning routines.

(3) Virtual Academy

Action 6.11: Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars
--->Provide early academic diagnostics to identify students for individualized tutoring by September, ensuring support is targeted and timely.
--->Ensure that supplementary materials are mailed or distributed monthly, with a system for follow-up by teachers to help families use them effectively at home.

Action 6.12: Engaging Parents in a Virtual Setting
--->Offer workshops at multiple times (day/evening) and record sessions to improve parent access and participation.
--->Use simple tech guides and live demonstrations during sessions to help parents confidently navigate Edgenuity and other online tools.

Action 6.13: Virtual Academy Teacher Planning, Collaboration, and Professional Development
--->Schedule monthly collaboration time for teachers to align pacing and adapt lessons across grade levels.
--->Prioritize PD focused on online engagement and student accountability strategies, especially for asynchronous learning.

Action 6.14: Enrichment Opportunities for Virtual Academy Students
--->Build a balanced enrichment calendar that ensures each grade level has at least one field trip aligned with academic content.
--->Communicate field trip plans well in advance and offer virtual alternatives for students who cannot attend in person.

(4) STEP Program

Action 6.15 Enhanced Individualized Behavioral and Academic Support for Compton STEP Students
--->Partner with community organizations or local businesses to fund or donate items for a student incentive-based school store and activity room upgrades.
--->Implement weekly structured time for Verizon Lab use, pairing it with academic interventions in math and English to boost core skill development.
--->Train staff in delivering consistent SEL curriculum, and involve families through monthly parent behavior workshops with practical home-school strategies.

Action 6.16: Expanded Counseling and Wellness Services for Compton STEP Students
--->Establish weekly boys' and girls' groups, facilitated by counselors, focused on social-emotional learning and peer relationship-building.
--->Expand calming room resources with fidget tools, noise-canceling headphones, and weighted supports, and consider developing a sensory garden as a therapeutic outdoor space.
--->Assign counselors with a consistent student caseload to foster trust and build stronger student-counselor relationships.

Action 6.17: Empowering Parent Engagement through Workshops and Resources for Compton STEP Families
--->Host bi-monthly in-person and virtual workshops with childcare and interpretation services to maximize family access and engagement.
--->Develop a "Parent Toolkit" with take-home resources, videos, and community contacts aligned with workshop topics for continued support.

Action 6.18: Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators
--->Create a weekly debrief protocol where staff can reflect on incidents in a safe, nonjudgmental setting, possibly supported by the school counselor or PBIS lead.
--->Expand PD to include trauma-informed and restorative practices, with refresher CPI training offered midyear to reinforce skills.

(5) Community Day Middle and High School
In Year 2 of implementation, Community Day Middle and High School will continue with the same core strategies outlined in the 2024–25 plan. To strengthen outcomes, faculty and staff met collaboratively to reflect on progress and share best practices. These discussions helped refine and reinforce implementation strategies to ensure a more effective

and comprehensive approach for the 2025–26 school year.

Action 6.19 – Comprehensive Academic Support Services
--->Launch early one-on-one tutoring and Saturday school.
--->Integrate hands-on projects in core subjects.
--->Use small group/cooperative learning.
--->Participate in STEAMFest, CTE events, and college field trips.
--->Provide quarterly academic/career counseling.
--->Quarterly academic newsletter with resources.

Action 6.20 – Holistic Health and Wellness Program
--->Continue weekly counseling and behavioral support.
--->Collaborate with social workers and probation staff.
--->Use Circles of Trust and trauma-informed group therapy.
--->Explore D.A.R.E. or similar programs.
--->Host a mental health fair for students and parents.
--->Align behavior supports with PBIS strategies.

Action 6.21 – Parental Engagement and Support Initiative
--->Hold weekly parent workshops on academics and mental health.
--->Host Orientation Night each semester.
--->Offer Literacy/Math Nights and joint tutoring sessions.
--->Send quarterly newsletters with strategies and resources.
--->use of the family support hotline and resource center.

(6) Enterprise Middle School (new Equity Multiplier School!)

The Enterprise middle School team met and provided very valuable input around which four (4) Equity Multiplier actions were created for the upcoming school year. Through this goal they aim to improve academic performance, mainly in the areas of literacy and math, as well as increasing student attendance and engagement.

Action 6.22: Provide targeted literacy intervention through after-school tutoring, reading intervention electives, teacher training, and science-of-reading-aligned programs.
--->Increase support in reading comprehension, vocabulary instruction, and access to science-of-reading-aligned curriculum and programs.
--->Need for after-school tutoring, skilled reading intervention teachers, and elective classes focused on fluency and comprehension.
--->Personalized learning tools and professional development in literacy strategies.

Action 6.23: Expand targeted math intervention through project-based learning, manipulatives, trained tutors, and advisory-based supports.
--->More project-based learning and hands-on instruction in math.
--->Provide students with manipulatives, PD on math talks, and access to math-focused technology and apps.
--->Additional support for trained math tutors and push-in/pull-out advisory interventions.

Action 6.24: Implement attendance recovery strategies and connectedness efforts through student goal-setting, incentives, mentoring, and extended day activities.
--->Address chronic absenteeism through regular student check-ins, incentives, and home visits.
--->Enhanced efforts to increase school connectedness, including mentoring programs, attendance teams, and structured Saturday activities.
--->Field trips and transportation support to improve attendance rates.

Action 6.24: Provide intensive writing support through a dedicated writing class, teacher PD, writing portfolios, and structured programs such as Step Up to Writing and Empowering Writers.
--->Need for dedicated writing instruction beyond ELA, with an emphasis on writing portfolios to track student growth.
--->Teacher PD on writing strategies, along with structured writing programs and curriculum support.
--->Empower students through rigorous and consistent writing practice across disciplines.

(7) Walton Middle School
We contacted CDE and explained that Walton MS closed at the end of this year. Therefore, equity multiplier funding will not be released.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive high-quality, standards-aligned instruction, effective academic interventions, and differentiated supports that will promote measurable growth towards meeting or exceeding standards in English Language Arts, Mathematics, Science, and other courses of study, as evidenced by state and local assessments, course grades, and progress monitoring tools, with focused attention on the needs of English Learners, Students with Disabilities, Foster Youth, and other historically underserved student groups.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

We identified this goal because we understand that high-quality instruction, effective interventions, and academic support are critical for fostering student growth and achievement in English Language Arts, Mathematics, Science, and all other content areas. By focusing on these areas, we aim to ensure that all students meet or exceed academic standards as evidenced by state and local assessments and course grades. This goal aligns with State Priorities 2, 4, 7, and 8, emphasizing the importance of implementing academic standards, student achievement, course access, and other outcomes.

To achieve Goal 1, our actions and metrics will create a comprehensive framework that supports student learning and progress. We will measure student performance on the CAASPP assessments in ELA and Math across various grade levels, ensuring we track progress towards meeting state standards. This data will help us identify areas where students need additional support and adjust our instructional strategies accordingly.

Additionally, we will monitor academic performance levels in ELA and Math through the California Dashboard, which will provide a broader view of school performance and help us target interventions where they are most needed. Implementing state-adopted academic standards will be another key focus, ensuring that our curriculum is aligned with the latest educational requirements and best practices.

We will also assess student performance in Science through the CAST assessment and track the percentage of students receiving D or F grades in core classes, allowing us to identify and address academic challenges early. Diagnostic assessments in ELA and Math, conducted in the fall, winter, and spring, will provide ongoing insights into student progress and help tailor interventions to individual needs.

To support these efforts, we will evaluate the effectiveness of district support in technology integration, enrichment opportunities and sports, homework centers, summer school programs, and extended fitness opportunities. These programs are designed to enhance student engagement, learning, attendance, and overall school connectedness. Additionally, we will assess the impact of professional development for teachers, ensuring they are equipped with research-based strategies to improve their instruction.

Lastly, we will measure the support provided by site Curriculum Specialists and Curriculum Administrators, focusing on coaching, training, technology integration, and ongoing support for teachers and students. This comprehensive approach will ensure that all students receive the high-quality instruction and academic support they need to succeed.

By integrating these actions and metrics, we will create a cohesive strategy that addresses the diverse needs of our student population, fostering an environment where all students can achieve academic excellence and meet or exceed state standards. This holistic approach will ensure that our educational practices are focused on continuous improvement and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Goal 1, Metric # 1 Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 40.57% SED: 39.96% AA: 32.62% Hispanics: 41.99% LEP: 8.25% LTELs: 5.6% Newcomers: 5.5% SWD: 11.3% FY: 27.27% Homeless: 26.02% (2023 CAASPP data)	All Students: 43.02% SED: 42.38% AA: 35.65% Hispanics: 44.28% LEP: 12.02% LTELs: 4.98% Newcomers: 4.57% SWD: 11.47% FY: 26.67% Homeless: 35.00% (2024 CAASPP data)		All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 15% LTEL: 15% Newcomers: 15% SWD: 20% FY: 40% Homeless: 40%	All Students: +2.45% SED: +2.42% AA: +3.03% Hispanics: +2.29% LEP: +3.77% LTELs: –0.62% Newcomers: –0.93% SWD: +0.17% FY: –0.60% Homeless: +8.98% (2024 CAASPP Data)

2	Goal 1, Metric # 2 Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 31.74% SED: 31.3% AA: 23.55% Hispanics: 33.05% LEP: 12.4% LTELs: 2.6% Newcomers: 10.99% SWD: 12.25% FY: 18.6% Homeless: 16.94% (2023 CAASPP data)	All Students: 34.66% SED: 34.12% AA: 27.61% Hispanics: 35.78% LEP: 15.30% LTELs: 3.36% Newcomers: 9.21% SWD: 10.72% FY: 21.92% Homeless: 27.50% (2024 CAASPP data)		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 15% LTEL: 15% Newcomers: 20% SWD: 20% FY: 30% Homeless: 30%	All Students: +2.92% SED: +2.82% AA: +4.06% Hispanics: +2.73% LEP: +2.90% LTELs: +0.76% Newcomers: –1.78% SWD: –1.53% FY: +3.32% Homeless: +10.56% (2024 CAASPP Data)

3	Goal 1, Metric #3 Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math) Data source: CAASPP	ENGLISH LANGUAGE ARTS (ELA) ALL students: 41.52% SED: 41.06% AA: 26.15% Hispanics: 43.90% LEP: 4.27% LTELs: 7.41% Newcomers: 0% SWD: 5.60% FY: Not reported Homeless: Not reported MATHEMATICS Math: 16.76% SED: 16.41% AA: 7.85% Hispanics: 18.30% LEP: 0% LTELs: 0% Newcomers: 0% SWD: 3.31% FY: Not reported Homeless: Not reported (Dashboard 2023)	ENGLISH LANGUAGE ARTS (ELA) ALL students: 51.14% SED: 50.53% AA: 36.80% Hispanics: 53.04% LEP: 7.06% LTELs: 5.88% Newcomers: Not reported SWD: 14.29% FY: 36.36% Homeless: Not reported MATHEMATICS All: 19.83% SED: 19.67% AA: 10.31% Hispanics: 20.97% LEP: 0.58% LTELs: 0% Newcomers: 7.69% SWD: 4.72% FY: Not reported Homeless: Not reported (Dashboard 2024)		ENGLISH LANGUAGE ARTS (ELA) ALL students: 60% SED: 60% AA: 60% Hispanics: 60% LEP: 15% LTELs: 25% Newcomers: 10% SWD: 20% FY: 60% Homeless: 60% MATHEMATICS Math: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 20% LTELs: 20% Newcomers: 10% SWD: 20% FY: 40% Homeless: 40%	ENGLISH LANGUAGE ARTS (ELA) ALL students: +9.62% SED: +9.47% AA: +10.65% Hispanics: +9.14% LEP: +2.79% LTELs: –1.53% Newcomers: Not reported SWD: +8.69% FY: Not comparable Homeless: Not comparable MATHEMATICS All: +3.07% SED: +3.26% AA: +2.46% Hispanics: +2.67% LEP: +0.58% LTELs: 0% Newcomers: +7.69% SWD: +1.41% FY: Not comparable Homeless: Not comparable (2024 CAASPP Data)
4	Goal 1. Metric #4 District Academic Performance Level in ELA Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Orange LTEL: N/A SWD: Red FY: Orange Homeless: Orange (Dashboard 2023)	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow LTELs: Red SWD: Orange FY: Yellow Homeless: Orange (Dashboard 2024)		All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islander: Green LEP: Green LTEL: Green SWD: Green FY: Green Homeless: Green	All Students: Yellow (No change) SED: Yellow (No change) AA: Yellow (No change) Hispanics: Yellow (No change) LEP: Yellow (+1 Level) LTELs: Red (Not reported in 2023) SWD: Orange (+1 Level) FY: Yellow (+1 Level) Homeless: Orange (No change) (Dashboard 2024)

5	Goal 1, Metric # 5 District Academic Performance Level in Math Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow LTELs: N/A SWD: Orange FY: Orange Homeless: Orange (Dashboard 2023)	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow LTELs: Red SWD: Orange FY: Yellow Homeless: Yellow (Dashboard 2024)		All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islander: Green LEP: Green LTEL: Green SWD: Green FY: Green Homeless: Green	All Students: Yellow (No change) SED: Yellow (No change) AA: Yellow (No change) Hispanics: Yellow (No change) LEP: Yellow (+1 Level) LTELs: Red (Not reported in 2023) SWD: Orange (+1 Level) FY: Yellow (+1 Level) Homeless: Orange (No change) (Dashboard 2024)
6	Goal 1, Metric # 6 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 and Internal Data	English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 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: 3 (Local Indicators and Internal Data for 2023).	English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 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: 4 (Local Indicators and Internal Data for 2024)		Progress implementing each of the following academic standards adopted by the State Board of Education for all students. English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 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 Health Education Content Standards: 5	English Language Arts: 5 (No change) English Language Development (ELD): 5 (No change) Mathematics: 5 (No change) History/Social Science: +2 Levels (5) Next Generation Science Standards (NGSS): +1 Level (5) Career Technical Education (CTE): 5 (No change) Physical Education: 5 (No change) World Language: 5 (No change) Visual and Performing Arts: +1 Level (5) (Local Indicators and Internal Data for 2024)

7	Goal 1, Metric # 7 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: 17. 30% SED: 16.89 % AA: 12.42% Hispanics: 18.19% LEP: 0.36% LTELs: 0.4% SWD: 3.91% FY: 7.69% (2023)	All Students: 18.06% SED: 17.43% AA: 11.46% Hispanics: 19.03% LEP: 1.19% LTELs: 0% SWD: 3.88% FY: 11.11% (2024 CAST Data)		All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 15% LTELs: 15% SWD: 20% FY: 20%	All Students: +0.76% SED: +0.54% AA: -0.96% Hispanics: +0.84% LEP: +0.83% LTELs: -0.4% SWD: -0.03% FY: +3.42% (2024 CAST Data)
8	Goal 1, Metric # 8 Percent of students in Tier I (at grade level) in the ELA Fall diagnostic assessment Data Source: STAR 360 Reading and STAR Early Literacy	All Students: 26.5% SED: 25.8% AA: 24.5% Hispanics: 26.8% LEP: 7.2% LTELs: 0.7% SWD: 10.1% FY: 20.0% Homeless: 12.6% (2023-2024. STAR 360 Reading) ========== K & PreSch: 90.91% K no PreSch: 72.73% K & TK: 100% K no TK: 72.73% (STAR Early Literacy Fall 2023-2024)	All Students: 29% SED: 28% AA: 27% Hispanics: 29% LEP: 3% LTELs: 4% SWD: 10% FY: 15% Homeless: 18% (2023-2024. STAR 360 Reading) ========== K & PreSch: 35.0% K no PreSch: 27.6% K & TK: 61.7% K no TK: 27.6% (STAR Early Literacy Fall 2024-2025)		All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 10% LTELs: 10% SWD: 10% FY: 20% Homeless: 20% (STAR 360 Reading Fall) ========== K & PreSch: 100% K no PreSch: 80% K & TK: 100% K no TK: 80% (STAR Early Literacy Fall)	All Students: +2.5% SED: +2.2% AA: +2.5% Hispanics: +2.2% LEP: -4.2% LTELs: +3.3% SWD: 0% FY: -5% Homeless: +5.4% STAR 360 Reading (2024-2025) ========== K & PreSch: -1.6% K no PreSch: +5.6% K & TK: +0.6% K no TK: +5.6% (STAR Early Literacy Fall)

9	Goal 1, Metric # 9 Percent of students in Tier I (at grade level) in the ELA winter diagnostic assessment Data Source: ELA STAR 360	All Students: 26.7% SED: 26.0% AA: 24.3% Hispanics: 27.0% LEP: 7.5% LTELs: 1.0% SWD: 11.3% FY: 18.7% Homeless: 13.6% (2023-2024)	All Students: 32% SED: 31% AA: 30% Hispanics: 32% LEP: 7% LTELs: 10% SWD: 13% FY: 16% Homeless: 19% (2024-2025)		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 15% LTELs: 15% SWD: 15% FY: 25% Homeless: 25%	All Students: +5.3% SED: +5.0% AA: +5.7% Hispanics: +5.0% LEP: -0.5% LTELs: +9.0% SWD: +1.7% FY: -2.7% Homeless: +5.4% (2024-2025)
10	Goal 1, Metric # 10 Percent of students in Tier I (at grade level) in the ELA spring diagnostic assessment Data Source: Reading STAR 360	All Students: 30.6% SED: 29.6% AA: 29.1% Hispanics: 30.8% LEP: 11.2% LTELs: 3.4% SWD: 14.3% FY: 18.6% Homeless: 15.9% (2023-2024)	All Students: 35% SED: 34% AA: 32% Hispanics: 34% LEP: 9% LTEL: % SWD: 17% FY: 21% Homeless: 23% (2024-2025)		All Students: 45% SED: 45% AA: 45% Hispanics: 45% LEP: 20% LTEL: 20% SWD: 20% FY: 30% Homeless: 30%	All Students: +4.4% SED: +4.4% AA: +2.9% Hispanics: +3.2% LEP: -2.2% LTELs: SWD: +2.7% FY: +2.4% Homeless: +7.1% (2024-2025)

11	Goal 1, Metric # 11 Percent of students in Tier I (at grade level) in the Math Fall diagnostic assessment Data Source: Math STAR 360 and STAR Early Numeracy	All Students: 22% SED: 21% AA: 16% Hispanics: 24% LEP: 6% LTELs: 1% SWD: 8% FY: 9% Homeless: 12% (Math STAR 360 Fall 2023 -2024) ========== K & PreSch: 36.6% K no PreSch: 22.0% K & TK: 61.1% K no TK: 22.0% (Math STAR 360 Fall 2023-2024)	All Students: 21% SED: 21% AA: 16% Hispanics: 22% LEP: 10% LTELs: 2% SWD: 9% FY: 14% Homeless: 10% (Math STAR 360 Fall 2024-2025) ========== K & PreSch: 38.56% K no PreSch: 31.84% K & TK: 66.52% K no TK: 31.84% (Math STAR 360 Fall 2024-2025)		All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 15% LTEL: 15% SWD: 15% FY: 20% Homeless: 20% (Math STAR 360 Fall) ========== K & PreSch: 60.48% K no PreSch: 53.85% K & TK: 80.00% K no TK: 53.85% (Math STAR 360 Fall)	All Students: -1% SED: 0% AA: 0% Hispanics: -2% LEP: +4% LTELs: +1% SWD: +1% FY: +5% Homeless: -2% (Math STAR 360 Fall 2024-2025) ========== K & PreSch: 1.96% K no PreSch: 9.84% K & TK: 61.42% K no TK: 9.84% (Math STAR 360 Fall 2024-2025)
12	Goal 1, Metric # 12 Percent of students Tier I (at grade level) in the Math winter diagnostic assessment Data Source: STAR 360	All Students: 24% SED: 23% AA: 19% Hispanics:25% LEP: 7% LTELs: 1% SWD: 10% FY: 17% Homeless: 12% (2023-2024. Math STAR 360 Winter)	All Students: 27% SED: 25% AA: 22% Hispanics: 27% LEP: 12% LTELs: 6% SWD: 13% FY: 16% Homeless: 19% (2024-2025)		All Students: 35% SED: 35% AA: 35% Hispanics: 25% LEP: 20% SWD: 20 % FY: 25% Homeless: 25%	All Students: +3% SED: +2% AA: +3% Hispanics: +2% LEP: +5% LTELs: +5% SWD: +3% FY: -1% Homeless: +7% (2024-2025. Math STAR 360 Winter)

13	Goal 1, Metric # 13 Percent of students in Tier I (at grade level) in the Math spring diagnostic assessment Data Source: STAR 360	All Students: 25% SED: 24% AA: 19% Hispanics: 26% LEP: 8% LTELs: 3% SWD: 11% FY: 25% Homeless: 18% (2023-2024. Math STAR 360 Spring)	All Students: 31% SED: 29% AA: 25% Hispanics: 31% LEP: 14% LTEL: 14% SWD: 16% FY: 16% Homeless: 19% (2024-2025. Math STAR 360 Spring)		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% LTEL: 25% SWD: 25% FY: 30% Homeless: 30%	All Students: +6% SED: +5% AA: +6% Hispanics: +5% LEP: +6% LTELs: +11% SWD: +5% FY: -9% Homeless: +1% (2024-2025. Math STAR 360 Spring)
14	Goal 1, Metric #14 The District effectively provides support to schools , teachers, and students in the area technology integration. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 80.6% Teachers: 68.1% (2023-2024)	Administrators: 94.2% Teachers: 89.6% (2024-2025)		Site Administrators: 80.6% Teachers: 68.1%	Site Administrators: +13.6% Teachers: +21.5% (2024-2025)

15	Goal 1, Metric #15 Enrichment opportunities at school help increase student engagement, learning, attendance, and school connectedness. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 93.7% Teachers: 91.2% Parents: 90.9% Students: 81.9% (2023-2024)	Administrators: 98.1% Teachers: 90.9% Parents: 89.6 Students: 85% (2024-2025)		Site Administrators: 95% Teachers: 95% Parents: 95% Students: 95%	Site Administrators: +4.4% Teachers: -0.3% Parents: -1.3% Students: +3.1% (2024-2025)
16	Goal 1, Metric #16 School homework centers are effective in providing assistance to students with the completion of homework assignments. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 68.5% Teachers: 73.7% (2023-2024)	Site Administrators: 79.2 % Teachers: 71 % (2024-2025)		Site Administrators: 80% Teachers: 80%	Site Administrators: +10.7% Teachers: -2.7% (2024-2025)

17	Goal 1, Metric #17 Summer school effectively provide students the opportunity to fill in gaps in learning, participate in enrichment opportunities, and recover high school credits. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 93.1% Teachers: 92.9% Students: 65% (2023-2024)	Site Administrators: 90.2% Teachers 94.3% Students: 83.5 (2024-2025)		Site Administrators: 95% Teachers: 95% Students: 80%	Site Administrators: -2.9% Teachers: +1.4% Students: +18.5% (2024-2025)
18	Goal 1, Metric #18 Extended fitness opportunities effectively support the development of our students' attitudes, skills, and knowledge in the areas of health and physical education. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 91.3% Teachers: 89.4% (2023-2024)	Site Administrators: 97.9% Teachers: 88.7% (2024-2025)		Site Administrators: 95% Teachers: 95%	Site Administrators: +6.6% Teachers: -0.7% (2024-2025)

19	Goal 1, Metric #19 CUSD professional development offerings effectively provide teachers with research-based strategies to incorporate as part of their daily instruction. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 97% Teachers: 80% (2023-2024)	Site Administrators: 86.5% Teachers: 78.8% (2024-2025)		Site Administrators: 100% Teachers: 100%	Site Administrators: -10.5% Teachers: -1.2% (2024-2025)

20	Goal 1, Metric #20 Curriculum Specialists and Curriculum Administrators effectively provide support to school sites and teachers in the areas of coaching, training, and technology integration. (Agree/Strongly Agree) Data Source: Effectiveness of Services Survey	Site Administrators: 97.2% Teachers: 79.7% (2023-2024)	Site Administrators: 98.2 % Teachers: 81.2% (2024-2025)		Site Administrators: 100% Teachers: 90%	Site Administrators: +1.0% Teachers: +1.5% (2024-2025)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of a Comprehensive District-wide Assessment System and Progress Monitoring (Action 1.1) was carried out fully and successfully across all school sites, aligning closely with the planned action. Teachers received targeted training to support the effective use of the Illuminate platform, and benchmark assessments have helped identify student learning gaps. Monthly data chats between site Principals and Educational Services staff, along with structured data-guided reflection time for teachers, ensured consistent monitoring of student progress. This collaborative, data-driven approach has strengthened instructional alignment and improved student outcomes over time.

Building on this foundation of data-informed instruction, the district also delivered robust content-specific professional development for our teaching staff (Action 1.2). These trainings were aligned with district curriculum and included support in Canvas, TCI history curriculum, Classtime, AP coursework, and more. Educators also participated in relevant conferences, contributing to professional growth and enhancing classroom instruction. Complementing this work, the Summer Professional Development Bootcamp (Action 1.3) provided additional opportunities for staff to build capacity ahead of the academic year. These sessions mirrored the topics and goals of ongoing professional development, ensuring continuity and sustained support for instructional practices. The high level of participation across sites was a strong indicator of success in both actions.

To support the effective use of these strategies, the district also emphasized teacher planning and collaboration (Action 1.4). Overall, the action was partially implemented across

school sites, with many schools establishing structured opportunities for teacher collaboration through Professional Learning Communities (PLCs), vertical and horizontal articulation, and grade-level meetings. However, the quality and consistency of implementation varied. While some schools created intentional schedules and systems for common planning time, others struggled to do so, particularly due to various constraints such as limited substitute availability. This made it difficult to provide release time during the instructional day as originally planned. Additionally, newer and less experienced site Principals were still building capacity around organizing effective collaboration structures, which presented another challenge. Feedback from the Effectiveness of Services survey echoed these concerns, indicating that some staff did not experience the intended depth or frequency of collaboration. Despite these barriers, schools that prioritized and facilitated regular collaboration saw more meaningful engagement among teachers, as well as greater sharing of instructional resources and strategies to support student learning.

The district also strengthened Teacher Efficacy through Instructional Coaching (Action 1.5). The overall implementation of this action was strong and closely aligned with the original plan. CUSD continued to support school sites with the deployment of dedicated Curriculum Specialists and content-expert Administrators in math and literacy. There were no substantive differences between the planned and actual implementation of this action. These specialists successfully provided targeted training and coaching to teachers, utilizing research-based instructional strategies tailored to meet the academic and language needs of low-income students and other unduplicated student groups. They also implemented direct student interventions through both push-in and pull-out models, as outlined in the plan. Furthermore, they collaborated with teachers and Educational Services to develop and refine curricular resources designed to improve services for English Learners, Foster Youth, and low-income students. This action has been a key success in strengthening instructional practices and improving academic outcomes for these priority student populations.

Instructional Technology Integration (Action 1.6) was fully implemented to address the needs of all student groups, with a focus on promoting equitable access to digital learning tools across core academic subjects. A key success was the district-wide rollout of the Canvas LMS, supported by the development and launch of district-standard courses through collaboration with course builders. In collaboration with Educational Services and as requested by school sites, comprehensive training and ongoing professional development equipped teachers to effectively integrate platforms such as Edpuzzle, Nearpod, Newsela, TCI, Amplify, and Formative into instruction, leading to increased teacher confidence and improved student engagement. However, a notable challenge was managing the scope and pace of professional learning needed to ensure consistent implementation across all sites. This challenge required Educational Services to provide sustained, differentiated support throughout the year—a shift from the original plan that anticipated a more streamlined onboarding process. Despite this adjustment, the action laid a strong foundation for technology-enabled, student-centered instruction districtwide.

Special Education Inclusion Training (Action 1.7) was partially implemented to address the needs of students with disabilities in the general education setting. A key success was the consistent participation of special education teachers, paraprofessionals, and administrators in monthly Professional Learning Communities (PLCs), where they received targeted training on differentiated instruction, compliant assessments, IEP development and implementation. These sessions helped improve staff capacity to support students with disabilities and strengthened collaboration within the SPED team. However, a notable challenge was the limited training provided to general education teachers on inclusion practices, limited staffing in the department and time constraints, which was a core component of the original plan. This year we hired a substantial amount of new special education teachers, and training them on the IEP process and instructional strategies absorbed much of our time. This gap in implementation resulted in a missed opportunity to build inclusive practices more broadly across classrooms and represents a substantive difference between planned and actual actions. As a result, the district will need to expand professional development efforts in the coming year to ensure that all educators are equipped to effectively support students with diverse learning needs in inclusive settings.

The implementation of Targeted Classroom Interventions for Low-Income Students (1.8) was fully carried out to address the specific needs of low-income students in literacy and math. A key success was the consistent, weekly delivery of interventions by Instructional Assistants and intervention teacher substitutes, which were closely aligned with the planned action. These staff members worked under the supervision of the homeroom teachers and received ongoing training, coaching, and support to ensure the interventions addressed the academic and language needs of these students. However, a notable challenge was the occasional disruption in intervention delivery when intervention substitutes were reassigned to cover teacher absences. This reassignment impacted the consistency of intervention support affecting the intended frequency and stability of interventions for the targeted student group. Despite this challenge, the overall implementation was successful in providing continued academic support to low-income students.

The action Addressing the Gaps in Literacy Skills for Unduplicated Students (1.9) was fully implemented to support the literacy development of unduplicated students across all grade spans. A key success was the structured and consistent delivery of targeted reading interventions by 45 Project Reach tutors and additional Think Together and My Tutor Partners ELA tutors. In elementary schools, Project Reach tutors provided daily small-group instruction in K–2 classrooms, focusing on foundational literacy skills such as concepts of print, fluency, phonemic awareness, and comprehension. Tutors working with students in upper elementary, middle, and high schools received training from Curriculum Specialists, Curriculum Administrators, and Educational Services to align their support with grade-level power standards. These interventions, delivered in collaboration with classroom teachers, helped address students' specific literacy needs. However, a notable challenge was the turnover and inconsistent attendance of some tutors, which occasionally interrupted the continuity of services and presented a barrier to sustained academic growth. At the high school level, most of our ELA tutors were not hired until the second semester of the school year, which posed a missed opportunity. Despite this, the overall implementation remained strong and has contributed positively to bridging literacy gaps among unduplicated students.

Math interventions and supports (Action 1.10) were fully implemented to address the needs of unduplicated students. A key success was the successful pairing of 42 tutors with classroom teachers across elementary schools to provide small-group math instruction in key areas such as multiplication, fractions, algebraic thinking and problem solving. Tutors received specialized training aligned with Common Core standards and district resources, and collaborated closely with teachers and site curriculum specialists to tailor instruction and monitor student progress. Tutors were given daily planning time to prepare lessons to support classroom instruction based on the district's math pacing guides. At the secondary level, more than 40 tutors were placed at traditional middle schools and high schools to ensure students received timely, just-in-time academic support.

While this action was fully implemented, tutor turnover occasionally disrupted the continuity of instruction, requiring frequent adjustments to tutoring schedules and caseloads. These staffing challenges led to inconsistencies in service delivery, particularly affecting the ability to maintain stable relationships and consistent instructional routines with students.

The action Targeted Math Support for High-Needs Schools (Action 1.11) was fully implemented. The goal was to address the needs of students identified as performing in the RED performance level for mathematics on the California School Dashboard. Based on the 2023 California Dashboard, the following schools were identified for intensive support, and these schools received some targeted support through tutors, instructional assistants, and intervention teacher(s). The schools and student groups in question were Emerson Elementary (SWD), Foster Elementary (SWD), Jefferson Elementary (SWD), Longfellow Elementary (SWD), Mckinley Elementary (SWD), Enterprise Middle (All, EL, SED, AA), Walton Middle (SWD, EL), Whaley Middle (SWD, EL), Compton High (SWD), Dominguez High (All, EL, SED, AA, HI). A key success was also the integration of district Curriculum Specialists and/or Curriculum Math Administrators at these sites, who provided direct services to students as well as oversight and guidance to ensure that interventions were both targeted and aligned with the curriculum. This layered support structure helped strengthen instructional coherence and support for the most at-promise student populations.

Action 1.12, STEM and Innovation Programs, was fully implemented to address the needs of all student groups, particularly those underrepresented in STEM fields, across the areas of science, technology, engineering, and math. A key success was the district's robust expansion of hands-on, real-world learning opportunities, including drone competitions at over 15 schools, FTC robotics for 150 students across six schools, and FLL robotics reaching 485 students in 18 schools. Additionally, the launch of Esports programs in 15 schools introduced students to digital collaboration and strategy, while the 9 Dots coding initiative enhanced computational thinking for over 6,000 students at 19 schools. Monthly professional development for STEAM Lab Technicians played a critical role in the implementation of innovative, tech-rich projects across 25 STEAM Labs and seven VILS Innovative Labs. A notable challenge was maintaining consistent levels of implementation across sites with varying levels of staff capacity and student access, which required additional coaching and differentiated support. While this required more intensive coordination than originally planned, it ultimately strengthened the district's capacity to deliver high-quality STEM experiences and contributed to a growing culture of innovation and career readiness.

This year, CUSD has actively and fully implemented Extended Learning Opportunities for Low-income Students (Action 1.13), providing after-school and Saturday interventions focused on math, literacy, and other core subjects. High school students have been given access to the Edgenuity online curriculum to support credit recovery and academic progress. These programs have been designed to extend learning beyond the traditional school day, addressing immediate academic needs while also fostering a greater sense of belonging and engagement among underserved students. Through these targeted interventions, CUSD remains committed to closing achievement gaps and ensuring

equitable access to academic success.

Foster Youth Support Services (Action # 1.14) was fully implemented to address the needs of foster youth in both academic and socioemotional areas. Our multidisciplinary team—including the Foster Youth Liaison, Clinical Social Worker, School Site Designees, and Community Relations Specialists—collaborated to provide targeted and personalized support. A key success was the consistent delivery of socioemotional check-ins and tailored academic interventions such as access to tutoring, summer school, AP courses, A-G aligned classes, and CTE pathways, which helped foster youth engage more meaningfully in their educational journey. However, a notable challenge was the initial coordination across departments to align data collection. This sometimes delayed support for students with emerging needs and highlighted the importance of continued refinement of our data systems. Despite this, the use of enhanced data tracking tools allowed us to monitor key indicators like attendance, suspensions, and dropout rates more effectively, helping us sustain a supportive and responsive environment for foster youth.

The Targeted Interventions for Foster Youth (Action 1.15) were fully implemented to address the academic needs of Foster Youth and Homeless students through extended day support programs. Schools offered after-school and Saturday tutoring based on referrals from the Foster Youth/McKinney-Vento Office, ensuring that students with the greatest needs received timely academic assistance. A key success of this initiative was the integration of credit recovery opportunities, both during and after school, which allowed students to make up failed courses and stay on track for graduation. Additionally, wraparound resources provided support not only academically but also socially and emotionally, addressing the holistic needs of students. However, a challenge arose in ensuring consistent participation in these extended day programs. Factors such as transportation issues and competing responsibilities sometimes limited the full impact of the interventions. Despite this, the combination of targeted academic support and comprehensive services contributed meaningfully to improving outcomes for this vulnerable student group.

Supporting the Academic Achievement of Students Facing Housing Insecurity (Action 1.16) was partially implemented to meet the needs of McKinney-Vento students. The district provided key supports, including tutoring during and after school, transportation assistance, and essential resources such as clothing vouchers and gift cards. Monitoring student progress and conducting regular graduation checks were integral to ensuring that students received the help they needed. Collaboration between Pupil Services and housing agencies helped families secure stable housing, further enhancing support for students. A notable success was the coordination between the Homeless Services Office and school sites, which helped ensure students had access to both academic and socioemotional resources. However, a challenge arose from the transient nature of housing insecurity, which made it difficult to maintain consistent participation in services. This inconsistency impacted the ability to provide sustained support for some students, limiting the full implementation of planned interventions across all sites.

Enhancing literacy and math support for students with disabilities (Action 1.17) was partially implemented with a targeted focus on delivering interventions to students at schools that had RED performance levels for students with disabilities on the 2023 California Dashboard. These schools included Clinton (ELA), Compton High (ELA and Math), Davis (ELA), Emerson (ELA and Math), Foster (ELA and Math), Jefferson (ELA and Math), Longfellow (ELA and Math), McKinley (ELA and Math), Tibby (ELA), Walton (ELA and Math), and Whaley (ELA and Math). A notable success was the increased awareness among school sites and stakeholders of the critical need to implement consistent, targeted reading and math interventions for students with disabilities. This awareness was supported by the use of special education service logs, progress monitoring data, and documentation from instructional assistants and tutors to track implementation and student growth.

However, the implementation of this action faced several challenges. A significant barrier was the difficulty in providing support outside the regular instructional day, especially for students who are bused to and from school and cannot consistently attend after-school or Saturday sessions. In many cases, students relied on district-provided transportation, limiting their access to extended learning opportunities beyond school hours. As a result, there is a continued need to strengthen and scale in-class supports using existing interventionists, instructional assistants, and tutors. Additionally, placing intervention staff in every special education setting proved difficult due to staffing limitations, leading to gaps in consistent support across classrooms. While these challenges impacted the consistency of intervention delivery, the action still contributed to meaningful progress for many students with disabilities and laid the groundwork for deeper support structures in the future.

Action 1.18: Enhancing Visual and Performing Arts Access for Low-Income Students was fully implemented to address the needs of K-12 students in arts education. Throughout

the year, Compton Unified School District prioritized arts education by offering a broad range of programs that fostered creativity, self-expression, and cultural awareness. A key success was the increased student engagement, which was reflected in improvements in attendance, enthusiasm, and participation. The integration of visual arts, music, theater, and dance into the curriculum contributed to positive impacts on academic performance and the development of social-emotional skills. Events such as student art exhibitions and the annual STEAMFest gave students a platform to showcase their creativity, boosting their confidence and enhancing school pride.

However, a notable challenge was the difficulty in fully integrating the arts within the curriculum. While teachers had the necessary resources and materials, there was variability in the extent to which the arts were woven into daily instruction. This inconsistency was due to the need for additional professional development to ensure that all educators were equipped to effectively integrate arts-based teaching strategies. Despite this challenge, the program has made significant progress, and the successes at model schools have provided valuable insights and a framework for scaling arts integration more equitably across the district in the future.

The GATE (Gifted and Talented Education) Program (Action 1.19) was widely implemented to address the needs of high-achieving students across Elementary and middle school grades. Throughout the year, Compton Unified School District (CUSD) expanded opportunities for gifted students through advanced coursework, specialized instruction, and extracurricular activities, such as the Academic Pentathlon, Math Field Day, district writing competitions, eSports events, and Drone competitions. Teachers were trained in strategies like Depth and Complexity Icons and Thinking Maps to better support GATE learners. As a result, 1,237 students were identified as GATE, with 527 in grades K-8. One of the key successes was the expanded identification of gifted students, particularly from underrepresented groups, through a more inclusive and multi-criteria process. This led to greater student engagement, critical thinking, and academic confidence, while enhanced communication efforts helped raise family awareness and participation.

However, a notable challenge was variability in teacher referrals, which led to inconsistent identification of GATE students across schools. While some educators received training in differentiated instruction and gifted education strategies, the availability of professional development varied, impacting consistent implementation. Additionally, disparities in school-level resources and staffing posed challenges in delivering a uniformly enriched experience for GATE students district-wide. Despite these challenges, the GATE program made significant progress in expanding access, improving awareness, and engaging students. Moving forward, the lessons learned will help inform efforts to address these inconsistencies and further strengthen the program's impact.

Expanding Physical Fitness Opportunities (Action 1.20) was partially implemented to address the needs of low-income students in physical education and overall wellness. Throughout the year, CUSD launched a variety of programs, such as the Athletes for Life after school sports clubs, tennis instruction through the Sloane Stephens Foundation, and the Harlem Lacrosse program. These initiatives provided students with opportunities to participate in structured athletic activities that promote physical health, teamwork, and school connectedness. The district also expanded its own sports offerings, including soccer, basketball, and volleyball, further increasing student participation and engagement. As a result, students experienced improved physical health, greater confidence, and stronger connections to their peers and mentors.

However, a notable challenge was ensuring consistent access to facilities and transportation for students across all participating schools. These issues impacted the scalability and participation in some programs, making it difficult to provide a seamless experience at all sites. While the programs were successful in promoting physical activity and wellness, these logistical barriers presented a challenge in fully implementing the action as originally planned. Despite these challenges, the initiatives contributed positively to students' overall development and success, and efforts to address access and participation issues will continue moving forward.

Action 1.21, Building Learning Experiences and Enrichment Opportunities for Students, was fully implemented to address the needs of low-income students in academic enrichment and real-world learning experiences. A key success was the broad student participation in academic competitions such as Academic Pentathlon, History Day, SkillsUSA, STEM fairs and competitions, and the Invention Convention, which fostered critical thinking, teamwork, and problem-solving skills. Additionally, after school clubs, field trips to science museums, cultural centers, historical sites, and camping expeditions offered hands-on learning that enhanced classroom instruction and promoted cultural awareness. The district also successfully launched the Lunch Bunch Cooking Class for TK–6 students, an afterschool program that taught basic culinary skills while building confidence, collaboration, and healthy habits. However, notable challenges included coordinating logistics and transportation for field trips and after school activities across multiple school sites, which occasionally limited access for some students and may represent a substantive difference from the original plan for district-wide implementation

without interruption. An additional challenge was navigating the newly implemented BEST system for submitting requisitions, which at times delayed program planning and resource procurement due to staff learning curves and system-related inefficiencies.

The After-School ASES and ASSETs Programs (Action 1.22) were fully implemented to address the needs of low-income and high-need students in academic support, enrichment, and personal development. One of the key successes was the delivery of consistent academic assistance and enrichment opportunities through the ASES and ASSETs programs, which provided students with dedicated time for homework completion, academic reinforcement, and engaging activities in STEM, arts, and recreation. Under the guidance of Think Together staff, students received the necessary resources and support to enhance their academic performance while also exploring personal interests and developing essential life skills. Another key success was the collaboration with Think Together to intentionally bridge the gap between afterschool and the regular school day by aligning instructional support, including the implementation of CAASPP Boot Camp sessions and the use of Freckle, an adaptive learning platform that reinforced academic content and test readiness during school and afterschool hours. However, a notable challenge was coordinating communication and alignment between school-day staff and after-school program facilitators to ensure continuity of academic support, which at times created minor gaps in academic reinforcement and program coordination.

The After-School Homework Support Program (Action 1.23) was partially implemented to assist low-income students with homework completion and academic support in subjects like math, reading, and writing. A key success was the steady increase in student participation and early signs of improved homework completion rates and academic performance. Qualified teachers and tutors worked with students in small groups, offering personalized support. However, challenges included difficulties recruiting enough teachers for after-school tutoring and transportation issues that prevented some students from attending. These barriers limited access for certain students and impacted the consistency of participation, deviating from the original plan for broad access to tutoring services.

Finally, the Summer School Program (Action 1.24) was fully implemented this past summer by Compton Unified School District (CUSD) to address the academic and socio-emotional needs of low-income students and other unduplicated student groups. The program, which included K-7, Grade 8 Summer Bridge, and high school students, focused on providing extended learning opportunities during the summer months. The curriculum emphasized core subjects like math and literacy, and also offered enrichment activities to support the holistic development of students. The program utilized small group instruction, which allowed for personalized learning experiences tailored to individual needs. Specialized resources and support services were made available to further aid students in overcoming learning loss and preparing for the upcoming school year. By focusing on personalized attention and targeted support, the initiative aimed to ensure that all students, especially those from underserved groups, had the skills and confidence to succeed academically. This was a key component in supporting the long-term academic success and emotional well-being of these students.

These actions highlight the district's commitment to addressing the needs of its most vulnerable students through targeted interventions, enrichment opportunities, and support services. While challenges persist, the successes demonstrate the impact of these initiatives in improving academic and socio-emotional outcomes.

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.

Goal 1 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
Across Goal 1, the majority of actions were fully implemented with expenditures closely aligned to budgeted allocations. The district prioritized academic interventions, extended learning opportunities, instructional technology, and staff professional development to support low-income students, English learners, and foster youth. Services were delivered consistently at both the school and district levels. Strategic use of college tutors, instructional aides, and site-based planning time ensured support reached students during and after school. The alignment of actual spending with the adopted plan reflects strong operational execution and responsiveness to student needs. Most actions, particularly those serving unduplicated students, demonstrated not only full implementation but high participation and effectiveness as indicated by utilization of nearly 100% of allocated funds.

2. Actions with Close or Full Alignment
Actions that reached or exceeded 90% expenditure demonstrated strong implementation with no material differences to report. These include: Action 1.1 (Assessment System), 1.2 (Content-Specific PD), 1.3 (Summer PD Bootcamp), 1.5 (Instructional Coaching), 1.6 (Ed Tech Support), 1.8 (Low-Income Student Interventions), 1.9 (Literacy Tutors), 1.10 (Math Tutors), 1.11 (High-Needs Math Support), 1.12 (STEM for Low-Income Students), 1.13 (Before/After School Support), 1.14 (Foster Youth Monitoring), 1.15 (Foster Youth Interventions), 1.16 (Support for Housing Insecurity), 1.17 (Support for Students with Disabilities), 1.18 (VAPA Access), 1.19 (GATE Services), 1.21 (Enrichment Opportunities), 1.22 (ASES/ASSETs), and 1.24 (Summer School). All of these actions met both implementation and spending goals, with estimated actual expenditures between 95% and 100%.

3. Actions with Material Differences
A small number of actions had material differences between budgeted and actual expenditures due to scheduling conflicts, staffing limitations, or lower-than-expected participation:
--> Action 1.4 – Supporting Teacher Planning and Collaboration (81%)
Some schools had difficulty scheduling collaborative time due to other site-level priorities or staffing shortages, leading to reduced use of allocated funds.
--> Action 1.7 – Special Education Inclusion Training (88%)
While the training was partially delivered, challenges with organizing site-based professional development sessions led to underspending of about $5,000.
--> Action 1.20 – Expanding Physical Fitness Opportunities (82%)
Delays in staffing and varied participation in fitness programs contributed to underuse of the budget at several schools.
--> Action 1.23 – After-School Homework Support (82%)
Participation in homework clubs was inconsistent across sites, and some schools reported challenges with recruiting staff to supervise the sessions, resulting in unspent funds.

4. Overall Summary
Of the $45,960,715 allocated for Goal 1, a total of $44,912,688 was expended—reflecting an overall implementation rate of 97.7%. Base Funds were spent at 99.9%, and Supplemental and Concentration Funds were spent at 97.5%. The small differences observed are attributable to operational variability rather than lack of implementation. Services were delivered as intended, and remaining funds will be reallocated in 2025–26 to strengthen and expand support in areas such as planning time, physical fitness, and after-school homework assistance.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1, which supports the use of online assessment platforms such as Illuminate to monitor student academic progress, has demonstrated strong effectiveness based on

stakeholder feedback. According to the most recent Effectiveness of Services Survey, 94.4% of administrators and 85.5% of teachers who responded strongly agreed or agreed that the district's online assessment platforms help educators create and administer diagnostic, formative, and summative assessments. These tools have enabled teachers to more efficiently gather and analyze student data, inform instruction, and provide timely interventions. The high level of agreement from both school leaders and teachers suggests that this action is contributing meaningfully to the district's efforts to improve academic outcomes through data-driven decision-making.

Professional Development for Certificated and Classified Staff (Action 1.2) and the Summer Professional Development Bootcamp (Action 1.3) were effectively implemented to enhance instructional practices and support academic achievement for our unduplicated student groups. To begin with, according to the Effectiveness of Services Survey, 86.5% of administrators and 78.8% of teachers agreed or strongly agreed that the professional development opportunities offered during the summer and throughout the school year were effective in equipping staff with research-based instructional strategies.

These professional learning efforts contributed to measurable academic progress among student groups as measured by the CAASPP assessment. From 2023 to 2024, socioeconomically disadvantaged (SED) students improved from 39.96% to 42.38% in ELA and from 31.3% to 34.12% in Math. English Learners also demonstrated meaningful growth, increasing from 8.25% to 12.02% in ELA and from 12.4% to 15.30% in Math. Foster Youth, as a districtwide group, experienced a slight decline in ELA performance (from 27.27% to 26.67%) but showed progress in Math, increasing from 18.6% to 21.92% (Metrics #1, #2).

At the high school level, 11th-grade SED students made significant progress, increasing from 41.06% to 50.53% in ELA and from 16.41% to 19.67% in Math (Metric #3). English Learners in grade 11 also showed improvement in ELA, rising from 4.27% to 7.06%, while Math performance remained very low, moving from 0% to 0.58%. For Foster Youth in grade 11, 2024 marked the first year with reportable ELA data, with 36.36% meeting or exceeding standards; no ELA or Math data was reported in 2023 due to the population being below the minimum threshold.

Overall, these outcomes highlight meaningful gains for key student groups while also pointing to areas—such as ELA for Foster Youth—that require continued attention and support.

Action 1.4 was effective in supporting teacher collaboration and instructional improvement. Effectiveness of Services Survey data shows that 89% of administrators and 76.4% of teachers agreed or strongly agreed that the district has provided meaningful collaborative opportunities this school year, including professional learning communities (PLCs), grade-level meetings, and the District Curriculum Council. These structures facilitated instructional planning, resource sharing, and the development of evidence-based strategies to meet diverse student needs.

Research supports a strong correlation between focused teacher collaboration and improved student outcomes, particularly when grounded in data and shared accountability. This action was effective in reducing achievement gaps for socioeconomically disadvantaged (SED) students, English Learners (ELs), and Foster Youth (FY) through targeted academic support and collaborative instructional practices. From CAASPP 2023 to 2024, SED students gained 2.42 percentage points in ELA and 2.82 points in Math. ELs improved by 3.77 points in ELA and 2.9 points in Math. Foster Youth also demonstrated academic growth, with a 3.32-point gain in Math, although there was a slight -0.6-point change in ELA (Metrics #1 and 2). In grade 11, the gap closed even more significantly: SED students improved by 9.47 points in ELA and 3.26 points in Math, while ELs gained 2.79 points in ELA and +0.58 in Math. For Foster Youth, no baseline data was reported for our district in 2023, and we only received data for ELA in 2024 (36.36%) (Metrics #3).

In the area of Science CAST Science results (Metric #7) reflect small but meaningful gains for key student groups. Socioeconomically disadvantaged (SED) students improved from 16.89% to 17.43%, a gain of 0.54 percentage points. English Learners (LEP) showed more notable growth, increasing from 0.36% to 1.19%, a 0.83 point gain. While modest, these improvements suggest early positive impacts of targeted instructional support in Science.

The overall implementation of the action to deploy Curriculum Specialists and content-expert Administrators in math and literacy was also effective (Action 1.5), with 98.2% of administrators and 81.2% of teachers agreeing or strongly agreeing that it positively impacted instructional practices (Metric #20). The Specialists provided targeted training,

coaching, and direct student interventions, aligning closely with the original plan. Their efforts helped strengthen instructional strategies and helped improve academic outcomes for Low-income students, English Learners, and Foster Youth as measured by CAASPP results (Metrics # 1, 2, 3). From 2023 to 2024, socioeconomically disadvantaged (SED) students improved from 39.96% to 42.38% in ELA and from 31.3% to 34.12% in Math. English Learners also demonstrated meaningful growth, increasing from 8.25% to 12.02% in ELA and from 12.4% to 15.30% in Math. Foster Youth, as a districtwide group, experienced a slight decline in ELA performance (from 27.27% to 26.67%) but showed progress in Math, increasing from 18.6% to 21.92% (Metrics #1, #2).

At the high school level, 11th-grade SED students made significant progress, increasing from 41.06% to 50.53% in ELA and from 16.41% to 19.67% in Math (Metric #3). English Learners in grade 11 also showed improvement in ELA, rising from 4.27% to 7.06%, while Math performance remained very low, moving from 0% to 0.58%. For Foster Youth in grade 11, 2024 marked the first year with reportable ELA data, with 36.36% meeting or exceeding standards; no ELA or Math data was reported in 2023 due to the population being below the minimum threshold.

Instructional Technology Integration (Action 1.6) was effective in advancing the district's goal of promoting equitable, technology-enabled learning. Classroom walkthroughs consistently demonstrated that teachers were actively utilizing a wide range of digital tools, such as Canvas, Edpuzzle, Nearpod, and Newsela, to enhance instruction and engage students. Usage data confirmed this, showing steady increases in teacher logins and student interactions across district-supported platforms. The impact of regular coaching sessions and targeted professional development opportunities was evident in improved teacher confidence and proficiency in integrating technology into their lessons. This progress underscores the district's commitment to fostering a digital learning environment that supports both teachers and students. The effectiveness of these efforts is further reflected in the Effectiveness of Services Survey, where 94.2% of administrators and 89.6% of teachers agreed that the instructional technology resources and training were beneficial in supporting their instructional practices and student learning.

Although the Special Education Inclusion Training training (Action 1.7) was limited, feedback from those who did participate was generally positive: 84.8% of administrators and 73.4% of certificated staff agreed that the inclusion strategies embedded in Special Education Department trainings equipped teachers with the knowledge and skills needed to support students with diverse learning needs. These results suggest that, where implemented, the training had a positive impact. However, to fully realize the goal of inclusive education, the district must broaden its professional development efforts to reach general education staff more comprehensively in the coming year.

The action on Targeted Classroom Interventions for Low-Income Students (Action 1.8) was effective. To begin with, 96.3% of the Administrators, 91.5% of the teachers, and 92.6% of the students completing the Effectiveness of Services Survey agreed or strongly agreed that the support provided by the Instructional Assistants and Intervention Teachers this school year has been very helpful to students, particularly in the areas of reading and/or mathematics. Through these supports, Low-Income students demonstrated consistent and meaningful academic progress from 2023 to 2024 across all three CAASPP metrics. In ELA (Metric #1), SED students improved from 39.96% meeting or exceeding standards in 2023 to 42.38% in 2024—an increase of 2.42 percentage points. In Math (Metric #2), performance rose from 31.3% to 34.12%, reflecting a 2.82-point gain. The most significant growth was observed in 11th-grade ELA (Metric #3), where SED students increased from 41.06% to 50.53%, achieving a 9.47-point improvement. In 11th-grade Math, proficiency rose from 16.41% to 19.67%, an increase of 3.26 points. These gains highlight the positive impact of targeted instructional strategies and supports aimed at closing achievement gaps for low-income students.

Addressing the Gaps in Literacy Skills for Unduplicated Students (Action 1.9) has proven effective. Overall Star Reading data revealed an increase in the percentage of students performing at a proficient level from 29% in the fall to 33% in the winter. Notably, the proportion of students performing at Level 1 decreased from 49% to 45% during the same period, indicating a positive trend in literacy development. Star Reading data for spring show 35% of the students showing proficiency. Additionally, a comparison of December 2023 and December 2024 Star CBM Winter assessment data reflects notable progress across multiple literacy indicators. Specifically, Kindergarten Letter Naming Fluency increased from 34% to 41%, and Kindergarten Letter Sound Fluency rose from 28% to 33%. First Grade Sight Word recognition improved from 31% to 39%, while First Grade Passage Oral Reading Fluency increased from 31% to 40%. Although Second Grade Passage Oral Reading Fluency remained steady at 36%, Third Grade demonstrated growth, with scores rising from 40% to 46%. Spring 2025 assessment data also demonstrate sustained literacy gains. Compared to spring 2024, kindergarten students demonstrated gains of 6 points in letter naming fluency, 8 points in letter sound fluency, and 8 points in sight word fluency. First-grade students increased 9 points in sight word fluency and 8

points in oral reading fluency. Second-grade students showed a 3-point gain in oral reading fluency. Third grade showed a 1-point drop in oral reading fluency.

Math Intervention and Supports for Unduplicated Students (Action 1.10) was effective. Evidence of the effectiveness of this action includes high levels of agreement from educational partners on the Effectiveness of Services Survey that we administered during the second semester of the school year: 100% of CUSD administrators, 90% of certificated staff, 87.5 of students, and 94.5% of parents reported that math tutors (interventionists) at the school sites effectively support student learning through targeted interventions in foundational math. Moreover, from 2023 to 2024, students identified as Low-Income, English Learners, and Foster Youth all demonstrated measurable progress in mathematics, based on CAASPP results for grades 3–8 and 11 (Metric #2). Low-Income students improved from 31.3% meeting or exceeding standards to 34.12%, reflecting a 2.82 percentage point increase. English Learners also made gains, increasing from 12.4% to 15.30%, a 2.9-point improvement. Foster Youth showed notable growth as well, rising from 18.6% to 21.92%, a 3.32 percentage point gain. These improvements underscore the positive impact of targeted instructional support and interventions in addressing academic needs across these historically underserved groups.

Action 1.11 has proven to be effective. A review of the 2023 and 2024 California Dashboard shows improvement in 9 of the 10 originally identified schools and in 15 of the 19 student groups that were previously in the RED performance level. This progress is reflected in either a change in performance color or a reduction in Distance from Standard (DFS).

Several schools demonstrated notable growth in math. For example, Foster Elementary's SWD group significantly reduced its DFS from -110.3 to -84, though no performance color was assigned due to enrollment size. Jefferson Elementary and Longfellow Elementary, both of which had SWD groups in RED in 2023, improved to ORANGE in 2024 with DFS reductions of 6.9 and 17.8 points respectively. Similarly, Whaley Middle's SWD group moved from RED to ORANGE and reduced DFS by 39 points, while its EL group improved from RED to YELLOW. McKinley Elementary's SWD group also significantly reduced its DFS from -138.8 to -117.5.

Dominguez High School experienced the most substantial improvement, moving all six of its RED student groups (All, EL, SED, AA, HI) out of the RED performance level. The overall school performance color rose to YELLOW, with subgroups advancing to ORANGE or YELLOW levels. Compton High School's SWD group improved from RED to ORANGE, and all EL and LTEL groups, although still in RED, made progress in reducing their DFS.

However, not all sites showed improvement. Enterprise Middle School, originally identified for having four student groups in RED in 2023, saw no improvement in 2024. Instead, the number of RED-designated student groups grew to six, highlighting a need for deeper intervention. Tibby Elementary (SWD) and Bunche Middle School (SWD and LTELS) were newly identified on the 2024 Dashboard, marking an area for intensified support in the coming year.

Overall, the implementation of Action 1.11 resulted in significant gains in math performance across a majority of previously identified RED schools and student groups. The success in moving student groups into higher performance levels and reducing DFS underscores the effectiveness of the targeted interventions. Nonetheless, the ongoing challenges at sites like Enterprise and newly identified Bunche point to the need for continued monitoring and differentiated support.

Action 1.12, STEM and Innovation Programs, were effective in making progress toward the goal of increasing student engagement, fostering critical thinking, and promoting innovation across all student groups, particularly those underrepresented in STEM fields. Evidence of its effectiveness includes high levels of agreement from educational partners: 94.2% of administrators, 89.6% of teachers, and 88.8% of students reported that STEM opportunities such as coding, robotics, eSports, and drone activities increased student engagement and connectedness, while also supporting the development of critical thinking and science literacy. These survey results, combined with the district's robust expansion of hands-on, real-world learning experiences and targeted professional development, affirm that this action has positively impacted school culture and student outcomes.

Action 1.13, Extended Learning Opportunities for Low-Income Students, was effective in making progress toward Goal 1. Evidence of effectiveness includes measurable academic gains among socioeconomically disadvantaged (SED) students in both English Language Arts (ELA) and Math based on 2024 CAASPP data.

In ELA, the percentage of SED students meeting or exceeding standards increased from 39.96% in 2023 to 42.38% in 2024, a growth of 2.42 percentage points. In Math, SED student performance improved from 31.3% to 34.12%, a gain of 2.82 points. The greatest improvement was seen in 11th grade ELA, where proficiency among SED students rose from 41.06% to 50.53%, a substantial increase of 9.47 percentage points. In 11th grade Math, SED students improved from 16.41% to 19.67%.

These gains indicate that the after-school and Saturday interventions, along with Edgenuity credit recovery support, were effective in boosting academic achievement for low-income students. The upward trend across all tested grade levels and content areas supports the conclusion that Action 1.13 contributed meaningfully to closing opportunity gaps and advancing equity.

Actions 1.14 and 1.15, Foster Youth Support Services and Targeted Interventions for Foster Youth, were partially effective in making progress toward Goal 1, as measured by CAASPP performance among Foster Youth. According to Goal 1, Metric #1, the percentage of Foster Youth who met or exceeded standards in ELA declined slightly from 27.27% in 2023 to 26.67% in 2024. However, in Math, performance improved from 18.6% to 21.92%, a gain of 3.32 percentage points, suggesting some positive academic impact of the extended learning and intervention services.

Metric #3, which focuses specifically on 11th-grade academic readiness, showed significant growth in ELA, with Foster Youth proficiency rising from unreported levels in 2023 to 36.36% in 2024. While Math results for 11th-grade Foster Youth remained unreported, the available ELA data suggests that targeted support—including tutoring, AP/A-G access, and credit recovery—had a more meaningful impact at the high school level.

Despite implementation challenges related to participation and coordination, the data indicates that the holistic support and academic interventions provided through these actions contributed to improvements in some academic areas for Foster Youth, particularly in Math overall and ELA at the high school level. Continued refinement in service coordination and data systems may further strengthen outcomes moving forward.

Action 1.16, Supporting Academic Achievement for Students Facing Housing Insecurity, was partially implemented, and the data suggests it was partially effective in improving academic outcomes for homeless students. Between 2023 and 2024, the percentage of homeless students meeting or exceeding standards in ELA increased from 26.02% to 35.00%, a gain of 8.98 percentage points (Goal 1, Metric #1). In Math, performance rose from 16.94% to 27.50%, a 10.56 point increase (Goal 1, Metric #2). These upward trends indicate that supports such as tutoring, transportation assistance, clothing vouchers, and collaboration with housing agencies had a meaningful impact on a segment of this student group.

However, homeless students continue to perform significantly below all students: in 2024, ELA proficiency for all students was 43.02%, compared to 35.00% for homeless students—an 8.02 percentage point gap. In Math, all students scored 34.66% proficient, while homeless students scored 27.50%, reflecting a 7.16 point gap.

While the district made key strides, inconsistent participation due to transiency and only partial implementation limited the action's overall effectiveness. These challenges also likely contributed to homeless students remaining in the "Yellow" performance band on the California Dashboard for both ELA and Math (Goal 1, Metrics #4 and #5). Sustained and expanded implementation will be necessary to close these persistent equity gaps.

In Math, Action 1.17 appears to have had a more consistently positive impact for students with disabilities, with many schools showing notable improvement. Foster Elementary saw a DFS reduction of more than 26 points, and McKinley reduced its DFS by over 21 points, signaling significant gains in performance even though performance color was not reported. Jefferson and Longfellow both moved from Red to Orange, reflecting progress of 7 and 18 points, respectively. At the secondary level, Walton Middle and Compton High each showed substantial improvement, with Walton gaining over 40 points and Compton High improving by nearly 18 points, both advancing from Red to Orange. Whaley Middle also made impressive gains, improving by nearly 40 points and shifting into the Orange performance band. While Emerson Elementary showed minimal DFS change, and newly identified schools such as Bunche MS, Tibby, and Enterprise MS entered at the Red level, the overall trend in Math reflects positive momentum. These gains suggest that

the targeted math supports and interventions under Action 1.17—possibly including specialized instructional strategies, increased intervention time, and better progress monitoring—are beginning to have a measurable impact for students with disabilities.

Action 1.18, Enhancing Visual and Performing Arts Access for Low-Income Students, was effective, based on improvements in key outcome metrics for socioeconomically disadvantaged (SED) students—specifically attendance rates and school connectedness, the two primary indicators identified to evaluate this action.

Between Spring 2024 and Spring 2025, SED student attendance improved from 92.9% to 95.03%, a notable increase that aligns with the district's goal of boosting engagement through expanded access to the arts (Goal 4, Metric #1). During the same period, the chronic absenteeism rate for SED students declined significantly, from 24.1% in 2023 to 11.7% in 2025 (Goal 4, Metric #2). These data points suggest a positive correlation between participation in visual and performing arts and improved attendance for low-income students.

Additionally, data from the California Healthy Kids Survey (CHKS) reflect increased feelings of school connectedness among SED students, another key metric for this action (Goal 4, Metric #7). For instance, the percentage of students in Grade 7 reporting school connectedness rose from 44% in 2024 to 50% in 2025, while Grade 11 increased from 34% to 42%. These gains suggest that expanded arts opportunities helped foster a stronger sense of belonging among low-income students.

Regarding Action 1.19, Expanding and Enhancing Gifted and Talented Education (GATE) Access, was effective in advancing equitable identification and support for gifted students across Compton Unified School District. The district expanded its GATE identification criteria to include six categories—intellectual ability, high academic achievement, specific academic ability, the arts, creativity, and leadership—ensuring a more inclusive process that captures a broader range of student strengths. As a result of this strategic approach, approximately 8% of students are now identified as GATE, exceeding the national average of 6%, and reflecting a commitment to equity and inclusion in gifted education. Perception data from the Effectiveness of Services Survey further validates the success of this action. When asked whether the K–8 academic and enrichment program for GATE students was effective—including professional development, curricular resources, field trips, and parent engagement—90.9% of administrators, 78.8% of certificated staff, and 90.7% of parents indicated they agreed or strongly agreed. This high level of satisfaction across educational partners highlights the program's positive impact and relevance to student needs.

Actions 1.20 and 1.21, Expanding Physical Fitness, Enrichment, and Real-World Learning Opportunities for Low-Income Students, were overall effective in promoting student engagement, school connectedness, and whole-child development. The Effectiveness of Services Survey results reflect strong support for these initiatives, with 85% of students, 98% of administrators, and 90.9% of teachers agreeing or strongly agreeing that the enrichment programs positively impacted student learning and growth, while 83.6% of students, 97.9% of administrators, and 88.7% of teachers affirmed the value of the physical fitness programs (Goal 1, Metric #18). According to the California Healthy Kids Survey (Goal 4, Metric #7), school connectedness rose across all grade levels from 2024 to 2025—including a 6-point gain in grade 7 (44% to 50%) and an 8-point gain in grade 11 (34% to 42%). These results affirm the effectiveness of the district's targeted investments in extended learning and enrichment to engage low-income students and support their success beyond the classroom.

Action 1.22 After-School ASES and ASSETs Programs were overall effective. Evidence of its effectiveness includes survey results showing that 78% of students, 91.1% of administrators, and 85.3% of teachers agreed or strongly agreed that the programs provided valuable academic support and enrichment opportunities for low-income and high-need students. While overall feedback indicates strong implementation and impact, the 13.1 percentage point gap between administrator (91.1%) and student (78%) responses suggests a need to further explore how students are experiencing the program day to day. Continued efforts to align program offerings with student interests and improve communication about the program's benefits may help strengthen engagement and student satisfaction.

The Afterschool Homework Support Program (Action 1.23) was overall effective. Survey results revealed that 76.9% of students, 79.2% of administrators, and 71% of teachers agreed or strongly agreed that the program provided valuable academic support. This perception is substantiated by improvements in academic outcomes for low-income students across several key metrics (Goal 1, Metrics 1, 2, 3, 7). On the CAASPP English Language Arts assessment, the percentage of socioeconomically disadvantaged (SED)

students meeting or exceeding standards increased from 39.96% in 2023 to 42.38% in 2024. In mathematics, SED student performance rose from 31.3% to 34.12% over the same period. Among 11th-grade SED students, ELA proficiency improved notably from 41.06% to 50.53%, while math scores increased from 16.41% to 19.67%. Gains were also seen on the CAST science assessment, where the percentage of SED students meeting standards rose slightly from 16.89% to 17.43%. These improvements indicate that the afterschool homework support program contributed meaningfully to academic progress among low-income students, aligning with district wide efforts to close achievement gaps and promote equitable learning outcomes.

Finally, Action 1.24, Targeted Summer School Program, was also effective in addressing both the academic and socio-emotional needs of low-income and unduplicated student groups. Survey results from Goal 1, Metric #17 demonstrate significant growth in the program's effectiveness in 2024–2025, with 90.2% of site administrators, 94.3% of teachers, and 83.5% of students agreeing or strongly agreeing that the program successfully filled learning gaps, provided enrichment opportunities, and supported credit recovery. This marks an improvement from the previous year's responses (93.1%, 92.9%, and 65%, respectively).

In addition to these positive perceptions, diagnostic data before and after the summer program revealed notable increases in both literacy and mathematics. These improvements suggest that the small group instruction and personalized support offered during the summer months helped students strengthen their foundational skills in core subjects. The combination of targeted academic instruction and enrichment activities not only supported the students' academic growth but also contributed to their overall emotional well-being, ultimately preparing them for greater success in the upcoming school year.

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

Following a year of ongoing reflection, in-depth data analysis, and thoughtful input from educational partners, several minor yet meaningful adjustments have been made to Goal 1 of our Local Control and Accountability Plan (LCAP) for the 2025–2026 school year. These adjustments include refinements to the goal description and selected actions, with the intention of better aligning our strategies to our values of equity, instructional quality, and student-centered support. While the expected outcomes and metrics remain unchanged, we reaffirm our commitment to ambitious academic growth for all students, particularly those from historically underserved groups. These updates reflect a continued focus on standards-aligned instruction, differentiated supports, and progress monitoring as we work toward ensuring high levels of learning in English Language Arts, Mathematics, Science, and other courses of study.

GOAL DESCRIPTION
After ongoing reflection, data analysis, and feedback from educational partners, some small changes have been made to the Goal 1 description for the 2025–2026 school year to more clearly reflect the district's priorities. The revised goal statement is shown below. Words or phrases in parentheses indicate additions or changes from the previous version:

"All students will receive high-quality, (standards-aligned) instruction, effective (academic) interventions, and (differentiated supports) that will (promote measurable) growth towards meeting or exceeding standards in English Language Arts, Mathematics, Science, (and other courses of study), as evidenced by state and local assessments, course grades, (and progress monitoring tools), with focused attention on the needs of (English Learners, Students with Disabilities, Foster Youth, and other historically underserved student groups)."

The suggested changes to the goal statement were made to more clearly reflect the district's commitment to equity, instructional rigor, and progress monitoring. The phrase "other courses of study" was added to ensure that the goal reflects the district's broader commitment to a well-rounded education beyond the core subjects of ELA, Math, and Science. This addition acknowledges the importance of providing high-quality instruction and support in areas such as History-Social Science, the Arts, Career Technical Education (CTE), and elective courses, which contribute to student engagement, college and career readiness, and overall academic success. Adding the phrase "standards-aligned instruction" reinforces that teaching must be grounded in California content standards, ensuring consistency and coherence across classrooms. Incorporating "differentiated supports" emphasizes the importance of tailoring interventions to meet diverse student needs, particularly those of English Learners, Students with Disabilities, and other

historically underserved groups. The inclusion of “progress monitoring tools” acknowledges the district’s expanded use of formative and summative assessment systems to inform instruction in real time, beyond just state test results and grades. Lastly, explicitly naming underserved student groups signals a strategic focus on addressing persistent achievement gaps, which aligns with reflections on prior practice and statewide priorities for educational equity.

EXPECTED OUTCOMES
There is one change that we propose for Goal 1, Metric # 8: Percent of students in Tier I (at grade level) in the ELA fall diagnostic assessment. Updated Targets for Kindergarten Students on STAR Early Literacy (Fall Assessment):
->Kindergarten with Preschool Experience: Reduced from 100% to 50%
->Kindergarten without Preschool Experience: Reduced from 80% to 40%
->Kindergarten with Transitional Kindergarten (TK) Experience: Reduced from 100% to 50%
->Kindergarten without TK Experience: Reduced from 80% to 40%

Rationale for Adjustments:
These revised targets aim to set realistic and developmentally appropriate expectations for early learners. The STAR Early Literacy assessment measures foundational skills such as phonemic awareness, phonics, vocabulary, and comprehension in students from pre-kindergarten through third grade . Recognizing that students enter kindergarten with varying levels of early literacy exposure, these adjusted benchmarks provide a more accurate reflection of students' starting points. This approach allows educators to tailor instruction effectively and monitor growth throughout the academic year.

We are not proposing any changes to the expected outcomes at this time. While we understand that it may be difficult to reach the desired outcomes for every metric or student group by 2027, we believe it is essential to keep expectations high. These outcomes reflect our commitment to equity, excellence, and the belief that all students are capable of growth and achievement.

Rather than adjusting targets downward, we will focus on becoming more intentional, strategic, and creative in our efforts to meet them. This includes refining our actions, using data more effectively, and providing differentiated supports based on student need.

We acknowledge that some progress may be incremental or uneven across groups, but holding steady on our expected outcomes provides a clear and consistent direction for improvement. It ensures transparency and reinforces our shared responsibility to pursue ambitious yet attainable goals on behalf of all students.

METRICS
We are not proposing any changes to the metrics associated with Goal 1. This goal already includes a diverse and comprehensive set of 20 metrics that are well-aligned to the actions being implemented. Together, these metrics provide robust data to assess both effectiveness and progress across a range of student outcomes.
The existing metrics include:

->CAASPP (Metrics 1, 2, 3): Monitor student performance in ELA and Math.
->California School Dashboard (Metrics 4, 5, 6): Provide state-level indicators for academic achievement and growth.
->CAST (Metric 7): Measures student proficiency in Science.
->Diagnostic Assessments (Metrics 8–13): Offer timely, actionable data on student learning throughout the year.
->Effectiveness of Services Survey (Metrics 14–20): Captures stakeholder feedback on supports and actions implemented.

This wide range of tools allows us to monitor implementation fidelity, track student progress, and make data-informed decisions. Maintaining these metrics ensures continuity, comparability across years, and sufficient evidence to evaluate our progress toward Goal 1.

ACTIONS
As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 1.8–1.11, 1.13, and 1.15–1.17), along with the specific amount allocated. This was done for transparency and clarity.

Following a thorough review of prior implementation, input from educational partners, and alignment with district initiatives, several actions under Goal 1 have been refined for the 2025–2026 school year. These updates are intended to improve clarity, reflect current practices, and strengthen support for student learning and engagement. Below is a summary of the key adjustments made:

Action 1.1
Based on reflections from prior implementation, this action was updated to clarify how the assessment system ("integrated with the student information system") improves data tracking and usability. New language was added to emphasize the use of assessment results ("staff will receive support on interpreting data to adjust instruction and inform tiered interventions"), and to ensure that families receive results in accessible formats ("results will be shared with families in accessible formats to strengthen engagement") to strengthen home-school engagement.

Action 1.5
We added the areas of "History/Social Science, Science, as well as other curricular courses" to the description. Our district also has a central office Administrator for History and Science, as well as CTE Specialists. These content-area experts will also provide classroom teachers with the necessary coaching and professional development.

Action 1.20
We added the word "sports" to the action title and description because it more explicitly reflects the types of structured physical activities being offered and aligns with students' interests and district initiatives promoting athletic engagement.

Action 1.21
We updated the description of the action based on other enrichment opportunities we have in place, such his "history day" or "SkillsUSA". Our district will no longer be holding a Spelling Bee competition.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive District-wide Assessment System and Progress Monitoring	The Educational Services Department will equip all school sites with a comprehensive online assessment platform, such as Illuminate, integrated with the student information system to improve data tracking and usability. This system will support the creation and administration of diagnostic, formative, and summative assessments to evaluate learning gaps and monitor progress across all student groups, including African-American, English Learners, Foster Youth, Low-Income, and Students with Disabilities. Staff will receive support on interpreting data to adjust instruction and inform tiered interventions. Results will be shared with families in accessible	$162,072.00	No

		formats to strengthen engagement and support student learning.		
2	Content-Specific Professional Development for Staff	The Educational Services department, in collaboration with school sites, will provide both certificated and classified staff with professional development opportunities focused on the various areas of the curriculum. The goal of this ongoing professional development is to enhance the effectiveness, reflectiveness, and collaborative nature of teaching practices. This focus on professional growth aims to directly translate into increased achievement for all student groups. Additionally, teachers will have opportunities to attend state conferences, and workshops, further enriching their educational expertise and network.	$509,677.00	No
3	Summer Professional Development Bootcamp	To further elevate instructional practices and ensure alignment with the evolving educational landscape, our instructional calendar will retain two dedicated professional development days for certificated staff (voluntary) before the beginning of the school year. This action is, however, to be negotiated on a yearly basis. During these additional days, participants will engage in comprehensive studies of best practices, meticulously analyze data to inform instructional decisions in accordance with the California Standards, and devise targeted strategies to provide differentiated support for unduplicated students. These focused efforts aim to cultivate a culture of continuous improvement, equipping educators with the knowledge, skills, and resources needed to address the diverse needs of all learners effectively. Through these enhanced professional development opportunities, our district remains steadfast in its commitment to delivering high-quality education and fostering equitable outcomes for every student.	$275,000.00	Yes
4	Supporting Teacher Planning and Collaboration	Department of Educational Services and the schools will create structured opportunities for teachers to engage in collaborative teaching and planning. This initiative will enable teachers to draw on collective expertise, providing collegial support and fostering team development. These collaborative sessions will include horizontal and vertical articulation within and across grade levels and will promote ongoing interactions between teachers. Through Professional Learning Communities (PLCs), grade-level meetings, and participation in the District Curriculum Council, teachers will develop and share instructional resources and research-based, evidence-based strategies that address the diverse needs of our students. To accommodate these critical collaboration sessions, planning and collaboration time may be scheduled during the instructional day with substitute coverage or after school hours, ensuring that teachers have dedicated time to focus on these activities without disrupting educational continuity.	$310,000.00	Yes
5	Boosting Teacher Efficacy through Instructional Coaching	CUSD will continue to support school sites with dedicated Curriculum Specialists and content-expert Administrators focusing on math, literacy, history/social science, science, as well as other curricular courses. These specialists will provide targeted training and coaching to teachers, utilizing the best research-based instructional strategies designed to address the specific language and academic needs of low-income students and other unduplicated student groups. Moreover, Curriculum Specialists and content-expect administrators will offer direct interventions and services to these students throughout the school year through both push-in and pull-out models. These specialists will also work in collaboration with teachers and Educational Services to develop and refine curricular resources, aimed at improving the educational services for our Low-Income, English Learners, and Foster Youth students. This initiative is structured to significantly elevate teaching practices and enhance student learning outcomes in these vital areas.	$3,575,363.00	Yes
6	Enhancing Learning with Instructional Technology Support	Our district is committed to bridging the digital divide for our low-income students by providing schools with continuous support from a centralized EdTech Administrator and a team of 21st Century Learning Specialists. This team will offer ongoing professional development and coaching	$2,364,305.00	Yes

		for teachers on various programs, applications, and most effective instructional strategies. This initiative aims to ensure that all students have access to rigorous, grade-level curriculum and the tools needed to succeed in a digital environment. With the support of our teachers and the EdTech team, low-income students will have opportunities to actively engage in creating original products, connecting with the global community, and accessing essential assistive technologies. Additionally, the EdTech team will support school with their STEM initiatives throughout the school year to better prepare these students for higher education and future careers. This comprehensive approach aims to not only improve educational outcomes but also equip students with critical skills necessary for the 21st century.		
7	Special Education Inclusion Training	To ensure the success and inclusion of students with special needs in general education settings, the SPED department will facilitate specialized training sessions for both general education and SPED teachers and administrators. These training sessions will equip educators with the knowledge and skills necessary to effectively support students with diverse learning needs within the general education environment. Participating teachers will receive comprehensive training on various aspects of inclusion, including strategies for creating inclusive classrooms, fostering positive relationships with students with special needs, and implementing accommodations and modifications to meet individualized learning goals. Additionally, educators will learn how to effectively collaborate with colleagues, parents, and support staff to create a supportive and inclusive learning environment for all students. Furthermore, teachers will receive training on the effective implementation of Individualized Education Program (IEP) goals, ensuring that students with special needs receive the appropriate supports and services outlined in their IEPs. Educators will also be equipped with strategies for assessing and addressing students' learning loss, as well as monitoring their academic growth over time. By enhancing special education inclusion training, CUSD aims to promote the success and well-being of students with special needs, fostering an inclusive school culture where all students feel valued, supported, and empowered to achieve their full potential.	$40,313.00	No
8	Targeted Classroom Interventions for Low-Income Students	LREBG Action Research has shown that classroom-level interventions that include small-group instruction, peer support, and embedded formative assessment are highly effective for economically disadvantaged students (Jensen, 2009). With this in mind, during the 2025-2026 school year, CUSD will continue to employ Instructional Assistants and intervention teachers, strategically placed at those schools with "red" on the California dashboard, to provide targeted support for low-income students. These professionals will work in close collaboration with certificated classroom teachers, focusing on small groups or individual students to foster improvement in literacy and math. They will receive essential training and ongoing coaching from Educational Services and Curriculum Specialists. Regular progress monitoring will be conducted to tailor support to the specific language and academic needs of the unduplicated students in their care, ensuring targeted and effective interventions. This focused approach aims to address the unique challenges faced by low-income students in schools identified as needing additional support, ultimately promoting equitable access to quality education and improving student outcomes.	$2,186,704.00	Yes

		Metric being used to monitor the action: Goal 1, Metrics 1, 2 and 7. LREBG Funds supporting this action: $420,000 per year through 2027–28		
9	Addressing the Gaps in Literacy Skills for Unduplicated Students	LREBG Action Culturally responsive literacy interventions, early diagnostics, and targeted reading support are proven to accelerate reading proficiency among English Learners and low-income students (August & Shanahan, 2006). In response, Compton Unified will deploy college tutors to work in close collaboration with classroom teachers to address literacy gaps among unduplicated students. These tutors will primarily support small-group reading instruction in K–2 classrooms, focusing on foundational skills such as concepts of print, fluency, phonemic awareness, and comprehension strategies. Additionally, select tutors will receive training from Curriculum Specialists and Educational Services on grade-level power standards to provide effective support for students in upper elementary, middle, and high school. All interventions will occur within the classroom under the direct supervision of the teacher, ensuring alignment with core instruction. This collaborative, in-class support model aims to deliver targeted, personalized instruction that accelerates reading development and promotes academic success for students who need it most. Metric being used to monitor the action: Goal 1, Metrics 8, 9 and 10. LREBG Funds supporting this action: $350,000 per year through 2027–28	$2,629,443.00	Yes
10	Math Intervention and Supports for Unduplicated Students	LREBG Action Research shows that targeted math interventions, especially those using diagnostic assessment and differentiated instruction, significantly improve outcomes for low-income, EL, and foster youth (Gersten et al., 2009). These interventions enable teachers to identify specific skill gaps and tailor instruction to meet individual student needs, leading to accelerated learning and greater conceptual understanding. Additionally, sustained, small-group or one-on-one support has been shown to increase student confidence and engagement in mathematics, which are critical factors for long-term academic success. To ensure the academic success of low-income, English Learners, and Foster Youth students in grades 3 through 12, a collaborative intervention program will be implemented with a primary focus on addressing foundational math needs. Tutors will collaborate closely with classroom teachers to deliver targeted small-group math instruction, emphasizing key areas such as conceptual understanding, problem-solving strategies, and mathematical reasoning. Additionally, selected tutors will receive specialized training on grade-specific math standards, enabling them to provide tailored support across different grade levels. This collaborative approach, conducted within the classroom setting under the direct supervision of teachers, aims to bridge the math proficiency gap and promote academic achievement among our unduplicated student groups. By enhancing math skills, this initiative seeks to benefit all students, laying a solid groundwork for their overall academic success and future endeavors in mathematics and related fields. Metric being used to monitor the action: Goal 1, Metrics 1, 2, 3 LREBG Funds supporting this action: $ 625,000 per year through 2027–28	$2,125,000.00	Yes

11	Targeted Math Support for High Needs Schools	LREBG Action Studies indicate that math achievement gaps narrow when high-need schools receive intensified, sustained support, including tutoring and small-group instruction (Fuchs & Fuchs, 2008). In alignment with this research, Compton Unified School District (CUSD) is committed to improving mathematics outcomes for all schools—or student groups within schools—identified as “red” on the California School Dashboard. This targeted initiative provides personalized math interventions, tutoring, and instructional resources designed to address the specific needs of student cohorts struggling with mathematics proficiency. To further support this effort, educators will engage in professional development focused on strengthening instructional practices and building capacity to effectively support students. By prioritizing these evidence-based strategies, CUSD aims to raise math achievement and close equity gaps, ensuring all students in high-need schools have access to high-quality mathematics instruction. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $375,000 per year through 2027–28	$1,575,000.00	No
12	Bridging STEM Gap for Low-Income Students	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.	$2,960,995.00	Yes
13	Before/After School Extended Learning Opportunities for Low-Income Students	LREBG Action Research shows that out-of-school time programs improve academic performance and provide safe, structured learning environments for students facing socioeconomic barriers (Beckett et al., RAND, 2009). In alignment with this research, our schools will implement extended learning opportunities for Low-Income students including after-school and Saturday interventions focused on math, literacy, and other core subjects, as well as credit recovery classes where necessary. Moreover, high school students will gain access to the Edgenuity online curriculum to bolster their academic progress. By extending academic opportunities beyond the traditional school day, our aim is to enhance the academic success and sense of belonging for our low-income students. These extended learning opportunities not only target immediate academic needs but also cultivate a deeper connection to school, laying a foundation for future success among our underserved student populations. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $373,110 per year through 2027–28	$2,373,110.00	Yes
14	Supporting and Monitoring the Needs of Foster Youth	Our dedicated team, comprising the Foster Youth Liaison, Clinical Social Worker, School Site Designees, and Community Relations Specialists, will closely monitor the implementation of tailored services aimed at overcoming the socioemotional challenges that foster youth face and foster academic and socioemotional growth. This includes conducting regular socioemotional	$1,988,410.00	Yes

		check-ins with students to provide targeted support. Additionally, efforts will be made to ensure equitable and priority access to vital academic resources such as tutoring and summer school, as well as opportunities like Advanced Placement (AP), A-G course enrollment, and Career Technical Education (CTE) pathways. Furthermore, the team will establish robust data infrastructure and metrics to track key indicators such as attendance, dropout rates, and suspension/expulsion rates. This holistic approach aims to create a supportive environment conducive to the academic and personal success of our students in foster care.		
15	Targeted Academic Interventions for Foster Youth	LREBG Action Research confirms that foster youth benefit from consistent, tailored academic supports to address disruptions in schooling and trauma-related challenges (Zetlin et al., 2004). Therefore, in collaboration with the district Foster Youth/Homeless Administrator and school site Foster Youth Designees, every school will implement specific extended day opportunities tailored to meet the academic needs of Foster Youth students. These extended day opportunities, which may include interventions, tutoring, and credit recovery classes, will be offered before and after school, as well as on Saturdays. These interventions will be facilitated by classroom teachers or other certificated staff and will focus on both core and elective classes. By providing targeted academic support outside of regular school hours, our district aims to address the academic challenges faced by foster youth and ensure that they have the resources and support needed to succeed academically. Metric being used to monitor the action: Goal 1, Metrics 1, 2 and 3. LREBG Funds supporting this action: $150,500 per year through 2027–28	$2,023,410.00	Yes
16	Supporting Academic Achievement for Students Facing Housing Insecurity	LREBG Action Students experiencing housing insecurity, particularly those who are homeless or at risk of homelessness, are at heightened risk of academic setbacks, as highlighted in a McKinsey & Company report on pandemic-related learning loss. Local data further underscores significant learning disparities within this student demographic, with over 50% experiencing chronic absenteeism. To address these challenges, all school sites will collaborate with Pupil Services to implement targeted interventions for students facing housing insecurity. These interventions will offer specific extended day opportunities, such as interventions, tutoring, and credit recovery classes, before, after school, and on Saturdays. Led by classroom teachers or other certified staff, these interventions will prioritize both core and elective classes, aiming to provide comprehensive academic support tailored to the unique needs of students experiencing housing instability. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $95,500 per year through 2027–28	$345,500.00	No
17	Enhance Literacy and Math Support for Students with Disabilities	LREBG Action According to the National Center of Intervention (2016) evidence-based literacy and numeracy interventions, coupled with UDL strategies, improve academic success for students with IEPs. In alignment with this research, specialized literacy and Math interventions will be developed and implemented to meet the needs of students with disabilities, providing targeted instruction in phonics, fluency, vocabulary, comprehension, and writing skills as well as the fundamentals of number properties and operations, measurement, geometry, data analysis, probability, and algebra.	$290,000.00	No

		This action is principally directed to schools where students with disabilities are performing at the "red" level on the California School Dashboard. Delivered through both push-in and pull-out models by Curriculum Specialists and trained tutors, these interventions will utilize evidence-based instructional strategies. To enhance accessibility and support student engagement with literacy materials, assistive technology tools will be integrated into the interventions, including software and devices that facilitate learning for students with diverse needs. Ongoing progress monitoring and data analysis will be conducted to track student growth and evaluate the effectiveness of the interventions. This continuous assessment will allow educators to make data-driven decisions and adjust instructional approaches as needed, ensuring each student receives the most effective support possible. The ultimate goal is to empower students with disabilities by providing them with the necessary resources, skills, and confidence for academic success in English Language Arts and beyond, bridging literacy gaps and fostering a more inclusive educational environment where all students can thrive. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $150,000 per year through 2027–28		
18	Enhancing Visual and Performing Arts Access for Low-Income Students	Educational Services will expand visual and performing arts offerings for K-12 low-income students. These initiatives will go beyond standard art curriculum to provide enriched experiences, leveraging trained staff and community partnerships. By broadening exposure to diverse artistic domains, these programs aim to furnish students with a comprehensive, equitable education, bolster language skills, and cultivate interest in creative career paths. These opportunities will be available during regular school hours, as well as through after-school and Saturday programs.	$4,644,951.00	Yes
19	Services for Gifted and Talented Students (GATE)	CUSD is committed to nurturing the academic and intellectual growth of Gifted and Talented (GATE) students through a comprehensive program designed to meet their unique needs. This program will encompass various components, including the implementation of effective metrics for identification, access to specialized curricular resources, and the provision of enrichment opportunities. Once identified as students who qulify for the GATE program, these students will have access to a range of enrichment activities, including special workshops, field trips, and participation in a GATE summer program designed to stimulate their intellectual curiosity and foster their talents. In addition to these enrichment opportunities, Educational Services will provide targeted professional development for teachers to enhance their understanding of the needs of gifted and talented students and equip them with research-based strategies to support their academic growth. Moreover, parent meetings will be organized to facilitate communication and collaboration between educators and families in supporting the development of gifted and talented students. By enhancing services for gifted and talented students, CUSD aims to create an inclusive learning environment that nurtures the potential of all students, ensuring that they have the support and resources necessary to excel academically and reach their full potential.	$374,654.00	No
20	Expanding Physical Fitness Opportunities	CUSD will collaborate with various community partners to provide diverse sports and physical fitness opportunities for low-income students. These opportunities may include organized sports	$3,592,761.00	Yes

		activities, outdoor recreation programs, and fitness workshops tailored to students' interests and abilities. By offering a range of engaging activities, CUSD aims to promote physical activity, improve health outcomes, and enhance overall well-being among low-income students as well as school connectedness.		
21	Building Learning Experiences and Enrichment Opportunities for Students	Our district will provide comprehensive enrichment opportunities for our K-12 low-income students with the goal to extend their educational experiences by fostering contextualized learning, hands-on exploration, and ultimately enhancing academic achievement. The envisioned enrichment activities include participation in competitions (e.g., Pentathlon, Math Field Day, engineering fairs, debate, History day, SkillsUSA, etc.), clubs, immersive learning labs, and educational field trips to places such as science museums, cultural centers, historical sites, and camping expeditions. These experiences are designed to cultivate real-world learning, build confidence, encourage teamwork, promote cultural enrichment, and foster heightened academic engagement among our high-need, low-income students.	$2,600,000.00	Yes
22	After-School ASES and ASSETs Programs	In Compton Unified, many of our students will have the enriching opportunity to participate in the After-School Education and Safety (ASES) and After-School Student Education Teamwork for Success (ASSETs) programs, facilitated by Think Together. These programs serve as invaluable extensions of the school day, offering students vital support with their learning journey and providing a platform for enrichment activities. Under the guidance of Think Together, students not only receive academic assistance but also engage in activities that foster personal growth and exploration. The ASES and ASSETs programs are designed to create a nurturing environment where students can thrive beyond regular school hours. Think Together's dedicated staff members ensure that students have the resources and assistance they need to excel academically, including allocated time to complete homework assignments. This additional support helps students reinforce their classroom learning and develop essential study habits. Moreover, the programs offer a diverse range of enrichment opportunities, from STEM activities to arts and recreation, allowing students to explore their interests and talents in a supportive setting. By participating in ASES and ASSETs, our students benefit from a comprehensive educational experience that extends beyond the confines of the traditional school day. These programs not only support academic achievement but also promote holistic student development, empowering our students to succeed academically and thrive in all aspects of their lives.	$1,737,757.00	No
23	After-School Homework Support	Qualified teachers and/or tutors will be available to work with low-income students on a one-on-one basis or in small groups, offering support in areas such as homework completion, math, reading, and academic projects. Additionally, during program sessions, teachers and tutors will organize quiet educational games and activities to engage students who have completed their assignments, fostering a positive and enriching after-school experience. By expanding after-school homework support, CUSD aims to ensure that low-income students have the resources and assistance they need to succeed academically and thrive in their educational journey.	$1,875,512.00	Yes
24	Summer School Program	Compton Unified School District (CUSD) will implement a targeted Summer School program designed to support the academic and socio-emotional needs of our low-income students and other unduplicated student groups. This intensive program (K-7, Grade 8 Summer Bridge, and High School) will offer extended learning opportunities during the summer months, focusing on enhancing students' proficiency in core subjects such as math and literacy, as well as providing enrichment activities to foster holistic development. Through small group instruction, personalized learning experiences, and access to specialized resources and support services, Summer School	$7,939,888.00	Yes

		aims to mitigate learning loss, promote academic growth, and ensure that all students are equipped with the skills and knowledge necessary for success in the upcoming school year.		

Goal

Goal #	Description	Type of Goal
2	All students will have access to well-qualified teachers, comprehensive instructional materials aligned with academic standards, and properly maintained facilities, fostering the essential conditions necessary for effective learning.	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 2

An explanation of why the LEA has developed this goal.

We identified this goal because we understand that creating optimal learning conditions is essential for fostering student success and achievement. By ensuring that students have access to well-qualified teachers, comprehensive instructional materials aligned with academic standards, and properly maintained facilities, we aim to provide equal opportunities for learning and promote equity and access in education. Additionally, maintaining facilities contributes to a safe and supportive learning environment, enhancing student well-being and engagement. Through this goal, we are committed to creating an environment where all students can thrive academically and personally, aligning with State Priorities 1 and 2 as outlined in our LCAP.

Our actions and metrics work together to achieve this goal by focusing on several key areas. First, we ensure that school facilities are safe, well-maintained, and conducive to learning. Regular assessments and compliance ratings help us monitor and uphold high standards for our physical learning environments.

Second, we prioritize the quality and effectiveness of our teaching staff. By tracking the credentialing and appropriate assignment of teachers, supporting new teachers through induction programs, and providing ongoing professional development through the Peer Assistance and Review Program, we ensure that students are taught by well-qualified and continually improving educators.

Third, we guarantee that all students have access to up-to-date, standards-aligned instructional materials. This includes conducting regular audits and ensuring digital equity by providing internet access and electronic devices to students, thereby enabling them to engage fully with their coursework.

Lastly, we maintain robust systems for identifying and addressing any issues related to instructional materials, facilities, and teacher assignments. This allows us to respond promptly to any gaps or concerns, ensuring continuous improvement in our educational environment.

By integrating these actions and metrics, we create a comprehensive strategy that supports academic excellence and student well-being, ensuring that all students have the resources and support they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Goal 2, Metric #1 Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities Data Source: Facility Inspection Tool (FIT)	100% (2023-2024)	100% (Bursch & Davis) (2024-2025)		100%	0% (2024-2025)
2	Goal 2, Metric #2 Well-Maintained School Facilities and Properties Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey	Grade 5: 49% Grade 7: 24% Grade 9: 21% Grade 11: 14% Staff: 65% Parents: 74% (2023-2024)	Grade 5: 49% Grade 7: 25 % Grade 9: 25 % Grade 11: 21 % Staff: 67% Parents: 76% (2024-2025)		Grade 5: ≥80% Grade 7: ≥80% Grade 9: ≥80% Grade 11: ≥80% Staff: ≥80% Parents: ≥80%	Grade 5: 0% Grade 7: +1% Grade 9: +4% Grade 11: +7% Staff: +2% Parents: +2% (2024-2025)

3	Goal 2, Metric #3 Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule Data Source: Human Resources Records	ES: 95 % MS: 90% HS: 92% (2024)	ES: 95% MS: 93% HS: 96% (2024-2025)		ES: 100% MS: 100% HS: 100%	ES: 0% MS: +3% HS: +3% (2024-2025)
4	Goal 2, Metric #4 Percentage of new teachers making progress in the Induction Program Data Source: Comprehensive Candidate Report	97% (33 of 34 teachers) (2024)	100% (61 of 61% of teachers) (2024-2025)		100%	3% (2024-2025)

5	Goal 2, Metric #5 Percentage of teachers making progress in the Peer Assistance and Review Program (PAR) Data Source: PAR Panel and Site Administrator Review	There are no teachers participating in the Peer Assistance and Review Program (PAR). (2024)	100% (1 of 1 teacher) (2024-2025)		100%	100% (2024-2025)
6	Goal 2, Metric #6 Percentage of schools passing the William's Compliance Textbooks Audit Data Source: Williams Audit Report	100% (2023-2024)	100% (2024-2025)		100%	0% (2024-2025)
7	Goal 2, Metric #7 All students have access to standards aligned instructional materials Data Source: Internal Audits	100% (2023-2024)	100% (2024-2025)		100%	0% (2024-2025)

8	Goal 2, Metric #8 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	100% (2023-2024)	100% (2024-2025)		100%	0% (2024-2025)
9	Goal 2, Metric #9 Number of Uniform Complaint Forms submitted for (a) Textbooks and Instructional Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misasignments Data Sources: Human Resources Records	(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions: 2 (c) Teacher Vacancy or Misassignments: 1 (2023-2024)	(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions: 5 (c) Teacher Vacancy or Misassignments: 0 (2024-2025)		(a) Textbooks and Instructional Materials: ≤3 (b) Facility Conditions: ≤3 (c) Teacher Vacancy or Misassignments: ≤3	(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions: +3 (c) Teacher Vacancy or Misassignments: -1 (2024-2025)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Sustainment of Essential Services Through Base Grant Funds (Action 2.1) was fully implemented to support the needs of all student groups across all subject areas and district operations. A key success was the district's ability to maintain uninterrupted operations across essential departments, including Student Nutrition Services, Instructional Technology, Risk Management, Fiscal Services, and Special Education, through the strategic use of Base Grant funds. This ensured continued support for certificated and classified staff, as well as critical student services such as safety, communications, and instructional delivery. Departments like Human Resources, Educational Services, and the Office of Communications were able to function effectively, enabling the district to meet both academic and operational needs.

Personnel Professional Development (Action 2.2) was fully implemented to support the needs of all staff—classified, certificated, and management—thereby indirectly benefiting all student groups districtwide. A key success was the delivery of targeted professional development aligned with job-specific responsibilities, retraining needs, and State and Federal compliance requirements. Departments such as Business Services, Human Resources, Facilities, Educational Services, and ITD received relevant training that strengthened staff capacity and improved the consistency of services throughout the district. While a challenge included ensuring equitable access to training across all departments and work shifts, the action still resulted in a more skilled and responsive workforce, supporting high-quality service delivery and a culture of continuous improvement.

Class Size Reduction (Action 2.3) was fully implemented to address the needs of low-income students, English learners, and foster youth in grades TK–3 across all elementary schools. A key success was maintaining reduced class sizes—25:1 in Kindergarten and Grade 1, and 26:1 in Grades 2–3—as permitted by funding and Education Code. These smaller class sizes enabled teachers to provide more targeted, differentiated instruction, resulting in improved student-teacher interactions and stronger academic support. While no major challenges were encountered, sustaining this strategy will depend on future enrollment patterns and funding availability to maintain quality and compliance.

Extended Instructional Calendar (Action 2.4) was fully implemented to support the academic needs of low-income students in core subjects across all school sites. A key success was the continuation of the extended calendar, which included 183 instructional days and 18 early-release Wednesdays. This additional time enabled deeper academic instruction, timely interventions, and enrichment opportunities. Teachers also had increased time for collaboration and data analysis, which enhanced lesson planning and instructional practices. A challenge, however, was inconsistent student attendance on the added instructional days, which limited the full impact for some learners. Nevertheless, the extended calendar created more equitable learning time for students who need it most.

Supporting Early Childhood Programs – Pre-School and Transitional Kindergarten (Action 2.5) was fully implemented. One of the primary focuses was the implementation of the Classroom Assessment and Scoring System (CLASS), a newly mandated assessment by the California Department of Education. Teaching and supporting staff continued to receive on-site coaching to elevate their understanding of CLASS elements and how they are incorporated in daily classroom activities. In addition, Transitional Kindergarten (TK) staff continue to receive Professional development from LACOE—Early Learning Division and Early Childhood Educational Partners. The Early Childhood inclusive classrooms also received bi-monthly coaching support from the Supporting Inclusive Practices (SIP) coach. The support has provided them with information on how the general and special education teachers collaborate in planning and teaching in an inclusive setting. Our Early Childhood Program continues to recruit and hire qualified personnel to address the needs of our younger learners.

Full-Day Kindergarten (Action 2.6) was fully implemented to address the needs of unduplicated student groups, including socioeconomically disadvantaged students, English Learners, and Foster Youth, by providing foundational support in all core subjects. A key success was the availability of full-day instruction at all 21 elementary schools, which provided students with extended learning time and access to after-school enrichment in arts, music, sports, and technology. These supports helped close early learning gaps. However, occasional staffing shortages required temporary reassignments, which created variability in after-school programming across sites.

Access to Core Textbooks (Action 2.7) was fully implemented to support all student groups across content areas by ensuring access to standards-aligned instructional materials. A key success was the district's full compliance with the Williams Textbook Audit at Bursch Elementary and Davis Middle School. Additionally, the district's use of the Destiny Resource Management Program enabled timely tracking and redistribution of materials. There were no substantive differences between the planned and actual implementation, and no significant challenges were noted.

Access to Devices (Action 2.8) was fully implemented to address the needs of our socioeconomically disadvantaged students, English Learners, and Foster Youth across all academic subjects. A key success has been the district's continued provision of devices for these students, enabling equitable access to digital learning in school and at home. Devices supported ongoing instruction and personalized learning, ensuring continuity in academic engagement. While implementation went as planned, a minor challenge involved device replacement delays, requiring temporary workarounds to avoid instructional interruptions.

Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources (Action 2.9) was fully implemented to support low-income students with targeted resources in English language arts and mathematics. A key success this year was the timely distribution of supplemental materials—including intervention resources, state test prep tools, and home reference kits—which reinforced access to grade-level content. Numerous schools responded to parent feedback by adding manipulatives and take-home resources to support comprehension and skill-building. There were no substantive differences in implementation, and efforts were well-aligned with student needs.

Instructional Support Resources for Educators (Action 2.10) was fully implemented to support educators in all content areas and across all student groups. A key success was the development of curriculum guides, pacing tools, centrally-developed CAASPP-aligned instructional materials, and interactive Canvas lessons that enhanced instructional planning and coherence. These resources improved alignment with grade-level standards and supported differentiated instruction. While implementation was strong overall this year, one challenge was ensuring timely onboarding of new staff to the available tools, which required additional training sessions during the school year.

Enhancing Learning Through Computer-Based Programs and Applications (Action 2.11) was fully implemented to provide low-income students with individualized support in literacy and math. A key success was the use of applications such as Freckle, My Access Writing, Classtime, Khan Academy, or Edgenuity, to mention a few, which allowed students to work at their own pace while giving teachers data to tailor instruction. These programs also supported learning outside the classroom. A minor challenge was maintaining consistent login access for younger students, which required increased teacher and IT support during the first few weeks of school.

Facilities in Good Repair (Action 2.12) was fully implemented to support all students by ensuring learning environments were clean, safe, and well-maintained. A key success was the successful completion of the Williams Facilities Audit at Bursch MS and Davis MS, as well as the routine maintenance and prompt response to facility issues via the district work order system. These efforts maintained the functionality and safety of school sites. No substantive differences were noted, and implementation remained consistent with the planned action.

School Safety and Campus Security Services (Action 2.13) was fully implemented to address the needs of all student groups by ensuring a safe and secure learning environment across all school sites. A key success was the district's ability to maintain a full-service Police Department, including 60 campus security assistants stationed across the schools, with additional support from contracted security companies as needed. This structure enabled consistent coverage and rapid response to safety concerns. Ongoing training in conflict resolution, PBIS, and CPI further strengthened staff capacity to manage incidents effectively. No substantive differences were noted, and implementation remained consistent with the planned action.

Recruitment and Retention of Highly-Qualified Educators (Action 2.14) was fully implemented to address the needs of all student groups, particularly in ensuring access to quality instruction across all content areas. Through a total of 16 job fairs, in addition to the regular application process, a total of 10 Early Childhood Education Teachers, 46 elementary school teachers, 16 middle school teachers, 20 special education teachers, and 15 high school teachers were hired this year. These hires helped stabilize classrooms and expanded the district's capacity to meet diverse student needs, including early education and specialized services. However, a notable challenge was ensuring timely classroom

placement for all newly hired staff, especially in high-need areas such as Special Education. This sometimes led to short-term staffing gaps, which impacted instructional continuity. Despite this, the district's strong hiring efforts demonstrate a proactive approach to building and sustaining a qualified and effective workforce.

The action item for New Teacher Induction Program and Supports (TIPS)(Action 2.15) was fully implemented to support preliminary credentialed teachers in clearing their teaching credential. All matched mentors and candidates met weekly for just-in-time support and to collaboratively complete program requirements. Twenty-six new teachers successfully completed TIPS and are clearing their credential in June 2025. A small challenge was noted regarding instances of substitute teachers canceling their assignment on the day of the mentor's or candidate's scheduled peer classroom observations. Rescheduling the peer observations can potentially affect the lesson planning, lesson activities, and engagement of all teachers concerned.

The action called Peer Assistance and Review (PAR) Program (Action 2.16) was fully implemented to support the participating teacher by providing personalized support, guidance, and mentoring across various areas such as subject matter knowledge, teaching strategies, classroom management, and overall professional development. When invited during a PAR panel meeting, the participating teacher expressed his appreciation for the mentoring support and assistance provided to him. However, a challenge emerged when a change of mentor had to be done mid-year due to the former mentor's (valid) personal reasons which affected the consistency of support provided to the teacher.

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.

Goal 2 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
All actions under Goal 2 were fully implemented, with 100% of the total $211,140,238 in allocated funds expended. This goal focused on preserving and enhancing the core infrastructure needed to support high-quality instruction for all students, including low-income, English learners, and foster youth. Investments in staffing, early education, textbooks, technology, and safe campuses ensured that foundational instructional conditions were maintained without disruption. The district's ability to align planned expenditures with actual implementation reflects strong operational oversight and an unwavering commitment to instructional equity and access. From teacher induction and digital tools to access to core instructional materials and safe learning environments, the full use of allocated resources indicates the district's effectiveness in delivering systemwide support.

2. Actions with Close or Full Alignment
Every action under Goal 2 was fully implemented with actual expenditures meeting 100% of budgeted allocations. The district prioritized essential services that are critical to maintaining daily instructional operations, such as core services (Action 2.1), teacher assignments (Action 2.14), and access to textbooks (Action 2.7) and devices (Action 2.8). Likewise, early learning programs (Actions 2.5 and 2.6), class size maintenance (Action 2.3), and full instructional calendars (Action 2.4) were delivered as planned. Investments in educator development (Actions 2.2, 2.15, 2.16), safe campuses (Action 2.13), and digital tools (Actions 2.9 and 2.11) also demonstrated full fiscal and implementation alignment. No material differences were identified across these actions, signaling comprehensive follow-through on the district's commitments and strategic use of resources to ensure uninterrupted access to instructional services.

3. Actions with Material Differences
There were no material differences between budgeted and actual expenditures under Goal 2. All funds were fully expended as planned, and services were delivered without delay or reduction.

4. Overall Summary
Of the $211,140,238 allocated for Goal 2, the full amount was expended, representing a 100% implementation and expenditure rate. This includes $184,912,417 in Base Funds and $26,227,821 in Supplemental and Concentration Funds. The alignment between budget and execution highlights the district's success in maintaining core educational services and infrastructure. These actions provided the instructional backbone necessary for all other academic and intervention supports to succeed, and they reflect a stable and effective investment in student access, equity, and achievement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1, Core Services, was effective in supporting the overall functioning and efficiency of the district. Although no single data set directly measures this action, its effectiveness can be inferred through the seamless operation of districtwide services such as transportation, nutrition, technology support, and administrative oversight—all of which are critical to ensuring a stable and supportive learning environment. Core services ensured that students had daily access to meals, safe transportation, and functioning technology systems, which in turn enabled consistent instructional delivery and student engagement. The coordinated work across departments contributed to the district's ability to implement key initiatives outlined in the LCAP. Furthermore, internal feedback from school leaders and educational partners has reflected high satisfaction with the responsiveness and reliability of district departments, reinforcing the notion that core services are essential to maintaining the infrastructure needed for academic success and whole-child development.

Action 2.2, Professional Development for Department Teams, was effective in enhancing the operational capacity and professional growth of staff across departments. This action supported ongoing learning and cross-training opportunities for staff in departments such as Human Resources, Fiscal Services, Facilities, Student Support Services, and ITD. The

professional development helped ensure departments remained aligned with evolving compliance requirements, improved customer service protocols, and developed innovative systems to better serve schools and families. Staff development sessions also supported stronger collaboration between central office teams and school sites, increasing the responsiveness and cohesion of district operations. Although no single data source captures the breadth of this impact, the high functionality and increased interdepartmental coordination observed throughout the year are clear indicators of this action's effectiveness in strengthening internal systems and supporting the district's strategic priorities.

Action 2.3, Maintain Class Size in TK–3, was effective in supporting the academic growth of low-income students, English Learners, and Foster Youth. Evidence of its effectiveness can be seen in student performance on the STAR 360 diagnostic assessments (Goal 1, Metrics #8-13). Between fall and spring of the 2024–2025 school year, the percentage of low-income students performing at Tier I (on grade level) in English Language Arts increased from 28% to 34%, while Foster Youth rose from 15% to 21%. Similarly, English Learners, though starting lower, maintained stable progress moving from 3% to 9%, indicating that focused instruction in smaller classroom settings may be helping to maintain progress for this group. In math, low-income students increased from 21% to 29%, while Foster Youth improved from 14% to 16%, and English Learners rose from 10% to 14%. These improvements in foundational literacy and numeracy suggest that maintaining smaller class sizes in the early grades is positively impacting academic growth for unduplicated student groups, reinforcing the district's goal of equity in instructional delivery. Continued investment in small class sizes appears to be an effective strategy for closing achievement gaps early in students' academic journeys.

Action 2.4, Maintain Instructional Days (183), was effective in making progress towards our goal to increase student achievement. CAASPP results showed gains in English Language Arts (+2.42%), Math (+2.82%), and Science (+0.54%) for low-income students, as reported in district analysis (Goal 1, Metrics #1, #2 and #7). At the high school level (Goal 1, Metric #3) , there was also significant growth for our SED students, growing 9.47 points in ELA and 3.26 points in Mathematics. These outcomes affirm that maintaining a longer academic calendar gives educators more opportunities to implement standards-aligned lessons and respond to student learning needs in a timely and targeted manner.

Action 2.5 was effective in fostering foundational academic skills for low-income students. STAR Early Literacy and Early Numeracy results (Goal 1, Metrics #8 and #11) demonstrate that investments in early education are yielding positive outcomes, particularly for students who participated in Preschool and/or TK programs.
For literacy (Goal 1, Metric #8), students who attended Preschool or TK showed significantly stronger performance than those who did not. In Fall 2023, 36.6% of Kindergarten students with Preschool experience met Tier I expectations compared to 22.0% of those without. Kindergarten students who participated in TK had an even higher Tier I rate of 61.1%. This trend continued in Fall 2024, with 35.0% of students with Preschool experience and 61.7% of students with TK experience reaching Tier I, compared to 27.6% of those without. These results validate that early childhood programs are critical for developing early literacy skills.

In numeracy (Goal 1, Metric #11), similar patterns emerged. In Fall 2024, 38.56% of Kindergarten students with Preschool experience and 66.52% of those with TK experience met Tier I expectations, compared to 31.84% without either experience. These results reinforce the positive impact of early childhood education on early numeracy development.

The strength of the program is also reflected in educational partner feedback. According to the Effectiveness of Services Survey, 100% of Administrators, 95.7% of Staff, and 93.4% of Parents indicated that Early Childhood programs (Preschool and TK) have helped enhance Kindergarten readiness and bridge early learning gaps across the district.

Additionally, continuous coaching and professional development through the CLASS framework have been effective. This spring, Quality Start Los Angeles (QSLA) assessed 12 of 16 school sites. Preliminary results show that Compton Early Learning sites are achieving Tier 4 and 5 ratings in the QSLA system, further validating the strength of the district's early learning initiatives.

Action 2.6, Full-Day Kindergarten, was effective in strengthening early literacy and numeracy skills, particularly for Socioeconomically Disadvantaged (SED) students. STAR 360 assessment data demonstrates clear academic growth for Kindergarten students. In reading (Goal 1, Metrics #8 and #9), SED Kindergarten students performing at Tier I increased from 28% in Fall to 31% in Winter, and 34% in the Spring (Metric #10). This upward trend highlights the positive effect of full-day instruction in building literacy foundations through phonics, structured play, and small-group reading support. In math (Goal 1, Metrics #11 and #12), SED Kindergarten students improved from 21% at Tier I in Fall to 25% in Winter, and 29% in the Spring (Metric #13). Extended instructional time supported hands-on math experiences, differentiated instruction, and early numeracy concept

development essential for Kindergarten success.

It is important to note that the district does not offer a half-day Kindergarten program, so no internal comparison group exists. However, consistent growth across multiple assessments strongly indicates that the full-day Kindergarten model is effective in promoting academic readiness and reducing early learning gaps for SED students. Additionally, feedback from educational partners supports these findings, emphasizing that extended learning opportunities have significantly addressed both academic and social-emotional needs of early learners. This year, 100% of our Administrators, 90.8% of our Teachers, and 95.1% of Parents completing our survey indicated that the full-day Kindergarten program effectively provides early intervention and extended instructional time, offering targeted support to build foundational reading skills and close achievement gaps.

Action 2.7, Access to Core Textbooks in All Content Areas, was effective. Internal records indicate that 100% of students had access to state-adopted, standards-aligned textbooks across all content areas, a finding also confirmed by our Williams instructional materials audit, where 100% of audited schools passed. This ensured instructional equity across school sites and supported consistent curriculum delivery.

However, when analyzing the survey results, 94.7% of administrators, 86.1% of teachers, 90.1% of students, and 94.6% of parents reported that the school ensures students have access to all necessary learning materials and textbooks across all subjects, including English, Math, Science, and History/Social Studies. While these figures are generally positive, it is concerning that not 100% of all groups indicated that all students received their materials. This could be attributed to delays in providing materials for newly enrolled students, but we will be more proactive in addressing this issue moving forward.

Action 2.8, Access to Devices, was overall effective. As indicated in Goal 2, Metric #8, 100% of students had access to a personal device, ensuring full participation in digital learning. This universal access enabled students to engage with online instructional platforms, benefit from differentiated learning, and complete digital assessments. Feedback from educational partners further supports the effectiveness of this initiative, with high satisfaction reported regarding technology availability. This has significantly reduced barriers to learning and promoted equity across schools. However, not all groups reported 100% access, which could be due to delays in device repairs or the timing of student check-ins, similar to challenges faced with textbook distribution. Specifically, survey responses were as follows: 89.1% of administrators, 87% of teachers, 94.6% of parents, and 87.7% of students confirmed that students had access to devices. We will continue to address these delays to ensure seamless access for all students moving forward.

The combined implementation of Actions 2.9 (Supplementary Standards-Aligned Materials) and 2.11 (Computer-Based Programs and Applications) was effective in improving academic outcomes for low-income students. Specifically, there is strong consensus across student groups that these online programs effectively support student learning across various content areas. Survey responses indicated high levels of satisfaction with the programs, with 98.1% of administrators, 92.1% of teachers, 91.9% of parents, and 89.4% of students agreeing that the programs are beneficial in enhancing learning outcomes.

These actions directly contributed to gains in ELA, Math, and Science performance, as evidenced by multiple district metrics. CAASPP data showed that socioeconomically disadvantaged (SED) students improved from 39.96% to 42.38% in ELA and from 31.3% to 34.12% in Math between 2023 and 2024. In Science, CAST scores for SED students also increased from 16.89% to 17.43%, indicating modest but positive growth.

Diagnostic assessment data from STAR 360 further supports this effectiveness. SED students improved their Tier I (at grade level) performance in ELA from 28% in the fall to 31% in the winter and in Math from 21% to 25% during the same period. These improvements point to the impact of both differentiated instructional materials and adaptive digital tools, which provided personalized support, real-time progress monitoring, and enriched intervention opportunities. The convergence of gains across multiple assessments underscores that these two actions were not only aligned with student needs but also measurably effective in closing achievement gaps for low-income learners.

Action 2.10, Instructional Support Resources for Educators, was also effective. The Effectiveness of Services Survey revealed that 100% of administrators and 84.8% of teachers agreed or strongly agreed that the resources provided were valuable tools that supported daily instruction and enhanced teaching effectiveness. These included planning guides,

lesson exemplars, digital curriculum tools, and content-specific assessments. The strong feedback suggests that the resources directly impacted instructional quality and teacher confidence.

Actions 2.12 and 2.13 were effective in promoting safe, well-maintained, and welcoming school environments. For Action 2.12, the district maintained 100% compliance on the Williams Facilities Inspection Tool (FIT) across all schools audited by the county, specifically Bursch and Davis, as reported in Goal 2, Metric #1. This consistent compliance underscores the district's commitment to providing students with clean, safe, and functional learning environments. Additionally, Goal 2, Metric #2 reflects positive growth in perceptions of school facilities being well-maintained. Student responses on the Healthy Kids Survey improved across multiple grade levels, with Grade 7 increasing from 24% to 25%, Grade 9 from 21% to 25%, and Grade 11 from 14% to 21%. Staff perceptions also improved from 65% to 67%, and parent responses rose from 74% to 76%, indicating an overall trend of increased confidence in facility conditions.

Action 2.13 further contributed to a safe and supportive school climate. According to Goal 4, Metric #11, 84% of parents agreed or strongly agreed that schools were safe, with especially strong agreement at the elementary (88%) and middle school (85%) levels. While high school results (73%) suggest continued opportunity for improvement, the district's implementation of campus safety procedures, supervision systems, and school climate initiatives has created a foundation of trust and safety for most families. The district remains focused on building on this momentum to ensure all students feel secure and supported.

Action 2.14, Fully Credentialed and Appropriately Assigned Teachers, was also effective. Human Resources data confirmed that 95% of teachers at elementary schools, 93% at middle schools, and 96% at high schools were fully credentialed and appropriately assigned. This high rate of compliance ensured that students were taught by qualified educators, improving the quality of instruction and supporting academic achievement across content areas (Goal 2, Metric #3).

Actions 2.15 and 2.16, the New Teacher Induction Program and the Peer Assistance and Review (PAR) Program, were both effective in supporting educator development. According to the Comprehensive Candidate Report, 100% (61 of 61) of new teachers in the Induction Program demonstrated progress, reflecting the program's success in mentoring novice educators through regular observations, feedback, and co-planning provided by induction coaches. Similarly, the PAR Program supported 100% (1 of 1) of participating teachers, as confirmed by PAR Panel and Site Administrator Review data. This intensive, individualized support model facilitated instructional improvement through mentoring and collaborative reflection, enabling teachers to strengthen their practice and grow professionally.

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

As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 2.9–2.11), along with the specific amount allocated. This was done for transparency and clarity; however, no significant changes were made to the action descriptions or intended outcomes.

As part of our annual LCAP reflection process, we reviewed the implementation, data outcomes, and feedback from educational partners related to Goal 2. After careful consideration, we are not proposing any changes to the goal description, expected outcomes, or metrics for the 2025–2026 school year. Goal 2 remains focused on ensuring that all students have equitable access to the fundamental conditions necessary for learning—qualified teachers, standards-aligned instructional materials, and safe, well-maintained facilities. While only a few minor updates were made to specific actions, the core intent of Goal 2 remains strong and unchanged.

GOAL DESCRIPTION
No changes are being proposed to the goal description for 2025–2026. The current language remains aligned with the state priority for Basic Services and effectively captures the district's commitment to maintaining the foundational elements that support academic success: "All students will have access to well-qualified teachers, comprehensive instructional materials aligned with academic standards, and properly maintained facilities, fostering the essential conditions necessary for effective learning."

This description continues to be relevant, clearly written, and reflective of district priorities.

EXPECTED OUTCOMES
No revisions are being made to the expected outcomes for Goal 2. The current targets remain both appropriate and achievable, based on recent performance data and trends across school sites. They also align well with the state requirements and educational partner expectations. Maintaining these outcomes ensures continuity, supports strategic planning, and allows us to monitor progress without shifting benchmarks prematurely.

METRICS
We are not making any changes to the metrics associated with Goal 2. The existing metrics comprehensively address the key components of Basic Services, including teacher assignments, access to instructional materials, and the condition of facilities. Goal 2 has a total of 9 metrics designed to monitor the progress of the actions.

->Facility Inspection Tool (FIT) (Metric 2.1)
->California Healthy Kids Survey (Parents, Students, Staff) (Metric 2.2)
->Human Resources Records (Metrics 2.3, 2.9)
->Comprehensive Candidate Report (Metric 2.4)
->PAR Panel and Site Administrator Review (Metric 2.5)
->Williams Audit Report (Metrics 2.6, 2.7)
->Internal IT Audits (Metric 2.8)

These have proven to provide actionable data that help monitor equity and compliance while informing improvement efforts. The current structure and scope of metrics offer sufficient evidence to assess both implementation fidelity and outcome attainment.

ACTIONS
As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 2.9-2.11), along with the specific amount allocated. This was done for transparency and clarity.

Action 2.4
We will add a disclaimer to the description of the action to clarify that this action is subject to change based on the outcomes of collective bargaining. This ensures transparency and protects the integrity of negotiations.

Proposed disclaimer language: "Implementation of this action is contingent upon the outcomes of negotiations with bargaining units and may be adjusted accordingly."

Action 2.10
We are updating the action description to include the word "Canvas" to reflect the district's phased rollout of this learning management system. This year marked the initial launch of Canvas, and full implementation is expected across all content areas in 2025–2026. Educational Services staff and teacher leaders will continue developing resources and supports to ensure consistent and effective use.

Proposed language: "Educational Services will provide certificated staff members with instructional support resources (e.g., assessment calendar, curriculum guides, pacing guides, standards-aligned interactive Canvas lessons across content areas, etc.) to make their practice more effective and increase student achievement."

Action 2.11

We will update the description to reflect new online programs that have been recently adopted, and eliminate those that we will discontinue.

Proposed language: "The Department of Educational Services will provide our low-income students with access to a range of applications and online instructional programs. These may include, but are not limited to, Freckle, Next Gen Math, Khan Academy, IXL, Writable, or Edgenuity. These programs are designed to offer personalized academic support in literacy and mathematics, allowing students to engage in personalized learning effectively both in the classroom and at home, where access to supplementary materials is often limited.

Furthermore, these digital resources will enable teachers to monitor student progress efficiently throughout the school year, gaining insights into the academic advancements of our students as well as identifying areas where additional support is necessary."

Action 2.13
We will update the action description with the addition of the American Guard Services contract.

Proposed Language: "..... In addition, CUSD has contracted with American Guard Services to supplement campus safety efforts, providing additional security coverage and support where needed. ..."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Services	Compton Unified School District (CUSD) will sustain the delivery of essential services using Base Grant funds, covering salaries, benefits for certificated and classified staff, and operational expenses across various departments including the Business and Administrative Services Division (Student Nutrition Services, Risk Management, Instructional Technology, Fiscal Services, Payroll/Risk Management, Warehouse, Purchasing/Contracts, Reprographics, Facilities/Maintenance) Educational Services, Human Resources, Pupil Services, Personnel Commission, Office of Communications, School Police, and Special Education. This commitment ensures the efficient operation of the district, supporting its mission to provide quality education and services to students and the community.	$46,779,005.00	No
2	Professional Development for Department Teams	Compton Unified School District (CUSD) is committed to providing comprehensive professional development tailored to meet the evolving needs of individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Educational Services, ITD Department, and more. Professional development offerings will be aligned with job requirements, retraining needs, and State and Federal mandates. Through targeted training sessions and workshops, CUSD aims to enhance the skills, knowledge, and competencies of staff members across departments, ensuring their effectiveness in fulfilling their roles and responsibilities within the district. This commitment to ongoing professional development reflects CUSD's dedication to continuous improvement and the provision of high-quality services to the school community.	$482,954.00	No

3	Maintain Class Size in TK-3	CUSD has continued to implement 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 to increase instructional time, and to support student learning by differentiating instruction to support students' learning needs.	$7,048,391.00	Yes
4	Maintain Instructional Days (183)	Compton Unified is fully aware of the many difficulties that our low-income students face and the impact these challenges 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) to maintain increased instructional time, enrichment opportunities, and interventions for our low-income students. By maintaining more instructional days, teachers will have more time to plan and collaborate, conduct data analysis, and reflect on the best ways to close the achievement gap for these students. Implementation of this action is contingent upon the outcomes of negotiations with bargaining units and may be adjusted accordingly.	$5,701,674.00	Yes
5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	In a proactive measure to enhance educational equity and readiness, the district will implement Early Childhood programs at selected CUSD school sites. These programs are meticulously designed to cater to preschool students who meet State and Federal guidelines for services, ensuring a higher degree of Kindergarten readiness among our youngest learners. By targeting this critical developmental stage, we aim to bridge early learning gaps and provide a solid foundation for academic success.	$1,625,716.00	Yes
6	Full Day Kindergarten	Our full-day kindergarten program is designed to provide additional support and early intervention for our unduplicated students across all nine elementary school sites within the Compton Unified School District. This voluntary program offers low-income students, foster youth, and English Learners with developmentally appropriate early childhood education, aiming to narrow the achievement gap from the outset of their educational journey. With the allocation of our Kindergarten Full-Time Equivalents (FTEs), we extend the school day beyond the required instructional minutes outlined in EdCode, ensuring that our students receive ample instructional time. Through this comprehensive program, we prioritize the needs of our socioeconomically disadvantaged, English Learners, and Foster Youth students, providing targeted small group interventions focused on foundational reading skills. By offering extended services and personalized support, we are committed to closing the achievement gap and fostering a strong academic foundation for all students.	$1,170,000.00	Yes
7	Access to Core Textbooks in all Content areas	Compton Unified School District (CUSD) is committed to ensuring that all students have access to the necessary core standards-aligned instructional materials across all content areas. By providing these resources, students will be equipped with the tools and materials needed to develop critical skills and knowledge essential for meeting grade-level learning goals. Additionally, CUSD will ensure that all schools have access to the Destiny Resource Management Program for efficient district textbook inventory maintenance, facilitating the seamless distribution and tracking of instructional materials. Through these efforts, CUSD aims to promote equitable access to high-quality educational resources, supporting student success and academic achievement across all content areas.	$3,935,616.00	No
8	Access to Devices	Amidst the pandemic, it became evident that over 80% of our low-income students lacked access to essential devices for engaging in distance learning, coupled with unreliable internet connectivity at home. This disparity threatened to impede their ability to fully participate in online academic and enrichment opportunities provided beyond regular school hours. To address this critical issue, our Information Technology Department (ITD) will continue to work closely with schools to ensure that our low-income students continue to have access to the necessary tools for equitable learning experiences from home. The ITD team will conduct weekly assessments of the device inventory database to ensure that every low-income student maintains	$4,282,830.00	Yes

		access to a device and dependable internet connectivity. This concerted effort will enable low-income students to seamlessly access online learning resources, digital programs, instructional materials, and supplementary resources from home, free from the frustration of unreliable connectivity.		
9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	LREBG Action Supplementary materials aligned to academic standards enable deeper learning and greater access to rigorous content, particularly for students who require scaffolded support (Marzano, 2003). These tools also promote equity by ensuring all students—regardless of background or skill level—can meaningfully engage with grade-level tasks. Input from multiple parent groups and educational partners in our district has underscored that low-income students often face unique challenges that hinder academic success. Many families lack the financial means to purchase necessary school supplies or learning materials for home use. Others have limited access to academic support at home or face language barriers that make it difficult to assist their children. For these students, the core curriculum can be overwhelming without additional supports. Providing standards-aligned supplementary materials helps build background knowledge, supports language development, and makes complex content more accessible—allowing all students to achieve at high levels. 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. Metric being used to monitor the action: Goal 1, Metric 1, 2, and 3. LREBG Funds supporting this action: $355,000 per year through 2027–28	$5,099,210.00	Yes
10	Instructional Support Resources for Educators	LREBG Action Research has indicated that providing teachers with curricular planning tools, intervention guides, and assessment resources directly correlates with improved instruction and student learning outcomes (Darling-Hammond et al., 2017). Educational Services will provide certificated staff members with instructional support resources (e.g., assessment calendar, curriculum guides, pacing guides, standards-aligned interactive Canvas lessons across content areas, etc.) to make their practice more effective and increase student achievement. Metric being used to monitor the action: Goal 1, Metric 1, 2, and 3. LREBG Funds supporting this action: $150,500 per year through 2027–28	$314,297.00	No
11	Enhancing Learning Through Computer-Based Programs and Applications	LREBG Action Digital learning platforms with adaptive features support differentiation, boost engagement, and close achievement gaps when implemented with fidelity (Means et al., U.S. Dept. of Ed., 2010). Effectiveness increases when usage is embedded in lesson plans and monitored through formative assessment data.	$2,105,000.00	Yes

		The Department of Educational Services will provide our low-income students with access to a range of applications and online instructional programs. These may include, but are not limited to, Freckle, Next Gen Math, Classtime, Khan Academy, IXL, Writable, or Edgenuity. These programs are designed to offer personalized academic support in literacy and mathematics, allowing students to engage in personalized learning effectively both in the classroom and at home, where access to supplementary materials is often limited. Furthermore, these digital resources will enable teachers to monitor student progress efficiently throughout the school year, gaining insights into the academic advancements of our students as well as identifying areas where additional support is necessary. Metric being used to monitor the action: Goal 1, Metric 1, 2, 3, and 7. LREBG Funds supporting this action: $355,000 per year through 2027–28		
12	Facilities in Good Repair	The Facilities and Maintenance Department of Compton Unified School District (CUSD) will maintain its provision of essential plant and maintenance services to schools, including building maintenance workers and equipment replacement. Furthermore, the department will conduct routine inspections of school facilities to uphold safety standards for both staff and students. Identified issues and needs will be documented through the work order process and addressed promptly to ensure the continued safety and functionality of school facilities.	$12,341,239.00	No
13	Safe and Secure Campuses	Compton Unified School District (CUSD) is dedicated to ensuring safe and secure campuses for all students and staff members. To achieve this goal, CUSD will provide the necessary support personnel, including School Police and Campus Security Assistants, at each district campus. These personnel will work collaboratively to implement safety protocols, monitor campus activities, and respond promptly to any security concerns or incidents. By maintaining a visible and proactive presence, CUSD aims to create an environment conducive to teaching, learning, and student success. This commitment to safety underscores CUSD's priority of providing a secure and nurturing learning environment for all members of the school community.	$8,534,424.00	No
14	Fully-Credentialed, Appropriately Assigned Teachers	Compton Unified School District (CUSD) recognizes the critical importance of recruiting and retaining highly-qualified educators to ensure the delivery of quality education to students. With this in mind, the Human Resources department will dedicate efforts to attract and retain exceptional teaching talent. Additionally, periodic reviews of teacher assignments will be conducted each term or semester, as applicable, to ensure appropriate placement to the best extent feasible. This commitment to suitable teacher assignments is driven by the rights and educational needs of the students, ensuring that they are provided with the best possible learning experience. Through these efforts, CUSD aims to foster a supportive and enriching environment where both educators and students can thrive academically and personally.	$112,500,000.00	No
15	New Teacher Induction Program and Supports (TIPS)	Educational Services at Compton Unified School District (CUSD) remains committed to the implementation of the Teacher Induction Program and Supports (TIPS) for new teachers. Led by the program administrator and TIPS mentors, emerging teachers will be equipped with essential models and tools necessary for the commencement of their teaching careers. Additionally, specific guidance will be provided to assist them in meeting performance standards effectively. These services aim to enhance the quality of classroom instruction while ensuring that teachers undergo essential training to cultivate positive relationships with students, effectively communicate with hard-to-reach families, and provide targeted support to diverse student populations, including African-American students, English Learners, Special Education students, and others in need.	$92,862.00	No

		Through TIPS, CUSD is dedicated to supporting the professional growth and success of new teachers, ultimately contributing to improved student outcomes and a thriving learning environment.		
16	Peer Assistance and Review (PAR) Program	Educational Services at Compton Unified School District (CUSD) is committed to the continued implementation of the Peer Assistance and Review (PAR) program. This program aims to provide participating veteran teachers with personalized support, guidance, modeling, direction, and mentoring in various areas, including subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Through the PAR program, participating teachers receive the necessary assistance and support to enhance their teaching practice and become more effective in meeting the academic and social-emotional needs of their students. By leveraging the expertise and guidance provided through PAR, CUSD aims to foster continuous improvement among veteran teachers, ultimately resulting in improved student outcomes and a more enriching learning experience for all students.	$82,520.00	No

Goal

Goal #	Description	Type of Goal
3	Through comprehensive academic counseling and support services, all students will develop personalized pathways that prepare them to be college and career ready, equipped with the knowledge, skills, and experiences necessary for success in higher education and the workforce.	Broad Goal

State priorities addressed by this goal.

4, 7

An explanation of why the LEA has developed this goal.

Compton Unified selected the goal of providing comprehensive academic counseling and support services to ensure all students develop personalized pathways towards college and career readiness. The district recognizes the importance of equitable access to higher education and meaningful career opportunities for all students. By prioritizing personalized pathways, the district aims to address disparities in college and career readiness and empower students to pursue their aspirations. This focus aligns with broader educational goals of preparing students for success in the workforce and promoting socio-economic mobility within the community. Through targeted support services and guidance, the district aims to equip students with the knowledge, skills, and experiences necessary to thrive in higher education and the workforce.

The actions and metrics associated with Goal 3 are strategically grouped to create a cohesive framework that addresses various aspects of college and career readiness. Metrics such as the College Career Indicator, A-G Completion Rates, and High School Graduation Rates measure the effectiveness of personalized academic counseling and support services. Advanced Placement metrics and College Course Completion rates assess engagement with rigorous coursework, while FAFSA Completion Rates gauge access to financial aid. College Acceptance and Post-Secondary Enrollment Rates provide insights into students' transitions to higher education. Monitoring D-F Rates and tracking the progress of freshmen and sophomores on track for graduation ensure early identification and support for struggling students. Career and Technical Education (CTE) metrics measure readiness for the workforce through pathway completion rates and participation in work-based learning opportunities and apprenticeships. Metrics on the effectiveness of parent workshops ensure parents are equipped to support their children's college and career readiness. By closely monitoring these metrics and implementing data-driven actions, the district ensures comprehensive support and equitable access to higher education and career opportunities for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Goal 3, Metric #1 College Career Indicator: College ready rates Data Source: CA Dashboard	All students: 43.1 SED : 43.2% AA : 28.3% Latinx: 46.1% LEP : 15.8% LTELs: 17.5% SWD : 17.3% FY: 20% (2023 Dashboard)	All students: 49.5% SED: 49.2 % AA : 40.4% Latinx: 50.9% LEP : 26.5% LTELs: 27.3% SWD : 21.5% FY: 13% (2024 Dashboard)		All: 60% SED : 60% AA : 60% Latinx: 60% LEP : 60% LTELs: 60% SWD : 60% FY: 60%	All students: +6.4% SED: +6.0% AA: +12.1% Latinx: +4.8% LEP: +10.7% LTELs: +9.8% SWD: +4.2% FY: −7.0%
2	Goal 3, Metric #2 A-G completion rates Data Source: Dataquest	All students: 54% SED: 54% AA: 42% Latino : 57% LEP: 32% LTELs: 30% SWD: 25% FY: 36% (2022-2023).	All students: 60.1% SED: 59.8% AA: 59.1% Latino : 60.3% LEP: 44% LTELs: 42% SWD: 36.9% FY: 16.7% (2023-2024)		All: 75% SED :75% AA : 75% Latinx: 75% LEP : 75% LTELs: 75% SWD : 75% FY: 75%	All students: +6.1% SED: +5.8% AA: +17.1% Latino: +3.3% LEP: +12.0% LTELs: +12.0% SWD: +11.9% FY: −19.3%
3	Goal 3, Metric #3 High school graduation rates Data Source: CA School Dashboard	All: 89% African American: 89% Latinx: 89% EL: 82% LTELs: 82% Foster Youth: 62% SPED: 73% Socio Disadvantaged: 89% Homeless: 79% (2023 Dashboard).	All: 92.9% African American: 92.2% Latinx: 92.9% EL: 91.1% LTELs: 94.6% Foster Youth: 79.2% SPED: 85% SED: 92.9% Homeless: 89.3% (2024 Dashboard).		All: 92% SED : 92% AA : 92% Latinx: 92% LEP : 92% LTELs: 92% SWD : 92% FY: 92%	All students: +3.9% AA: +3.2% Latinx: +3.9% LEP: +9.1% LTELs: +12.6% FY: +17.2% SWD: +12% SED: +3.9% Homeless: +10.3%

4	Goal 3, Metric #4 Advanced Placement: Unique student count. Number of students enrolled to take 1 or more AP courses Data Source: College Board	2,193 (2023-2024)	3,164 (2024-2025)		2,500	+971 (2024-2025)
5	Goal 3, Metric #5 Advanced Placement: Total AP exam count Data Source: College Board.	3,091 Exams (Spring 2024)	4,803 Exams (Spring 2025)		3,500 Exams	+1303 (Spring 2025)
6	Goal 3, Metric #6 Advanced Placement: Passing exam rate of 3 or higher Data Source: College Board	23% (2022-2023)	24% (2023-2024)		30%	+1% (2024-2025)

7	Goal 3, Metric #7 College course completed with a C or better Data Source: Local & Community College Data.	3,617 (2022-2023)	3293 (2023-2024)		4,000	-324 (2023-2024)
8	Goal 3, Metric #8 FAFSA completion rates Data Source: CSAC	86% (2024)	86% (2024-2025)		100%	0% (2024-2025)
9	Goal 3, Metric #9 College acceptance rates. CUSD seniors accepted into a 4- year and/or 2 year institutions Data Source: College Acceptance Letters/Local Data	83% (2022-2023)	88% (2023-2024)		88%	+5% (2023-2024)

10	Goal 3, Metric #10 Post secondary enrollment. Percent (%) of CUSD seniors enroll in colleges/universities following graduation Data Source: Local Data & National Clearing House	46% (2023-2024)	54% (2024-2025)		65%	+8% (2024-2025)
11	Goal 3, Metric #11 D-F rates- % of D/F rates for high school students for all courses Data Source: Aeries	20% (Fall semester of 23-24) 19% (Spring semester of 23-24)	15% (Fall semester of 24-25) 16% (Spring semester of 24-25)		15% (Fall semester) 15% (Spring semester)	-5% (Fall semester of 24- 25) -3% (Spring semester of 24-25)
12	Goal 3, Metric #12 Freshmen on track for graduation at the end of their 9th grade year	56% (Spring 2024)	87% (Spring 2025)		75%	+16% (Spring semester of 24-25)

13	Goal 3, Metric #13 Percent of sophomores on track for graduation at the end of their 10th grade year	81% (Spring 2024)	87% (Spring 2025)		75%	+6% (Spring semester of 24-25)
14	Goal 3, Metric #14 College/Career Ready (CTE). CTE pathway completion rate. Number of CTE senior completers out of the total number of graduates Data Source: CALPADS	15% (2022-2023)	28.5% (350) (2023-2024)		33%	+13.5% (2023-2024)
15	Goal 3, Metric #15 Improve passing rate of district CTE pathway capstone courses Data Source: Local Data. Aeries	All Students: 86.79% SED: 80% AA: 17% Hispanics: 85% LEP: 51% LTEL: 10.4% SWD: 10% FY: .5% Homeless: 2% (2022-2023)	All Students: 89.1% (759) SED: 89.2% (581) AA: 84% (123) Hispanics: 90.1% (632) LEP: 82% (90) LTEL: 86.3% (113) SWD: 84% (105) FY: 78% (7) Homeless: 74% (28) (2023-2024)		All Students: 95% SED: 95% AA: 95% Hispanics: 95% LEP: 95% LTEL: 95% SWD: 95% FY: 95% Homeless: 95%	All Students: + 2.31% SED: + 9.2% AA: + 67% Hispanics: + 5.1% LEP: + 31% LTEL: + 75.9% SWD: + 74% FY: + 73.5% Homeless: + 72% (2023-2024)

16	Goal 3, Metric #16 CTE student participation in work- based learning (WBL) opportunities Data Source: Local Data	2,570 participants (2023-2024)	2,606 participants (2024-2025)		2,600 participants	36 (2024-2025)
17	Goal 3, Metric #17 Number of programs of study that offer industry certifications Data Source: Local Data	9 out of 9 (100%) (Spring 2024)	10 out of 10 (100%) (Spring 2025)		100%	0% (Outcome Met) (Spring 2025)
18	Goal 3, Metric #18 Number of articulation agreements with post-secondary institutions Data Source: Local Data	None (0) (2023-2024)	None (0) (2024-2025)		4	0% (2024-2025)

19	Goal 3, Metric #19 Percentage of CTE completers who completed a dual enrollment class Data Source: Aeries	All Students: 32.9% SED: 32.9% AA: 27.8% Hispanics: 33.4% LEP: 9.1% LTEL: 8.1% SWD: 19.0% FY: 0% Homeless: 0% (2023-2024)	All Students: 17% SED: 17% AA: 11% Hispanics: 18% LEP: 4% LTEL: 7% SWD: 1% FY: 7% Homeless: 9% (2024-2025)		All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 50% LTEL: 50% SWD: 50% FY: 50% Homeless: 50%	All Students: - 15.9% SED: - 15.9% AA: - 16.8% Hispanics: - 15.4% LEP: - 5.1% LTEL: - 1.1% SWD: - 18% FY: + 7% Homeless: + 9% (2024-2025)
20	Goal 3, Metric #20 Percentage of graduates who have successfully completed CTE pathways and A-G Requirements Data Source: CA Dashboard	All Students: 15.5% (204) SED: 15.7% (203) AA: 12.5% (26) Hispanics: 15.9% (171) LEP: 6.1% (18) LTEL: 10% (14) SWD: 7.7% (16) FY: 4.8% (2) Homeless: 9.5% (6) Data Source: CDE (2022/2023)	All Students: 21.4% (262) SED: 21.3% (258) AA: 19.4% (35) Hispanics: 21.8% (224) LEP: 13.7% (43) LTEL: 15.7% (38) SWD: 17.7% (32) FY: 0% (0) Homeless: 14.3% (8) (2023-2024) Combined Graduation Rate Source		All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 30% LTEL: 30% SWD: 30% FY: 30% Homeless: 30%	All Students: +5.9% SED: +5.6% AA: +7% Hispanics: +5.9% LEP: +7.6% LTEL: +5.7% SWD: +10% FY: -4.8% Homeless: +4.8% (2023-2024) Combined Graduation Rate Source
21	Goal 3, Metric #21 Number of Active Chapters of Career Technical Student Organizations (CTSOs) Data Source: Local Data	2 (2023-2024)	4 (2024-2025)		12	+2 (2024-2025)

22	Goal 3, Metric #22 Number of Registered Pre-apprenticeships Data Source: Local Data	0 (2023-2024)	5 (2024-2025))		6	+5 (2024-2025)
23	Goal 3, Metric #23 Number of Low-income, Foster Youth, and English Learner graduates who complete a CTE pathway. Data Source: Aeries	All Students: 22.1% (291) SED: 22.4% (290) AA: 21.6% (45) Hispanics: 22.1% (238) LEP: 11.9% (35) LTEL: 20% (28) SWD: 16.9% (35) FY: 7.1% (3) Homeless: 12.7% (8) Data Source: CDE (2022/2023)	All Students: 28.5% (350) SED: 28.5% (346) AA: 28.9% (52) Hispanics: 28.7% (295) LEP: 19.7% (62) LTEL: 22.7% (55) SWD: 26.5% (48) FY: 12.5% (3) Homeless: 21.4% (12) (2023/2024) Combined Graduation Rate Source		All Students: 500 SED: 450 AA: 80 Hispanics: 350 LEP: 90 LTEL: 70 SWD: 60 FY: 8 Homeless: 18	All Students: +59 SED: +56 AA: +7 Hispanics: +57 LEP: +27 LTEL: +42 SWD: +13 FY: 0 Homeless: +4 (2023/2024) Combined Graduation Rate Source
24	Goal 3, Metric #24 Parents who agree/strongly agree that the parent workshops in the area of college and career are effective. Data Source: Effectiveness of Services Survey	93.9% (2023-2024)	92.3% (2024-2025)		95%	-1.6% (2024-2025)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Access to Rigorous Courses (Action 3.1) was fully implemented to address the needs of CUSD students. Centennial and Compton High Schools both extended college courses to most of their 9th graders this year. Additionally, a formal partnership was established with the local America's Job Center of California (AJCC), which provided job opportunities for students, with a particular focus on Chavez Continuation High School. Similarly, AP Seminar was offered to the vast majority of 10th graders to strengthen their English skills. Providing access to the majority of 9th and 10th grade students through college and AP courses represents a significant success for the district.

A potential challenge, however, stemmed from the mass implementation of AP Seminar, which was a new course for most teachers and students. Additional professional development is needed not only for AP Seminar but also for other advanced courses, to ensure strong instruction and successful outcomes for students.

College and Career Support Staff for Unduplicated Students (Action 3.2) was fully implemented to primarily address the needs of unduplicated student groups. Through grant funding, four additional counselors were hired to provide expanded student support at the high schools. In addition, a Higher Education Coordinator was hired to further assist school sites. This expanded staffing is essential for improving outcomes related to students' social-emotional well-being and for positively influencing multiple indicators within the College & Career Indicator (CCI). These new hires represent a key success for the department.

However, a notable challenge emerged when the Higher Education Coordinator took a leave of absence during the fall. This disruption likely had a negative impact on college access efforts, particularly since fall is the most critical period for supporting students through college applications. As college decisions are finalized, we expect to gain more insight into the overall impact once all relevant data is received at the end of spring.

College and Career Support and Guidance for Families of Unduplicated Students (Action 3.3) was fully implemented to address the needs of unduplicated students. College support was provided throughout the year to meet the evolving needs of students and families—starting with college applications in the fall and continuing into the spring with award letter reviews. Matching students to the right college is an ongoing process that begins with identifying appropriate options and concludes with accepting an offer of admission that best fits the student's academic and financial profile.

A key success this year was our ability to respond with timely and sensitive support for a significant number of families of mixed immigration status, especially as concerns around sharing IRS data with federal agencies like ICE became a reality. We created informative literature and offered targeted guidance to help families navigate these complexities. While our efforts were successful in providing much-needed support, this issue will likely have an impact on the number of students who complete FAFSA/DACA applications and, ultimately, on college attendance rates.

Action 3.4, Promote College and Career Culture for Low-Income Students, was mostly implemented to address the needs of low-income students. Local college trips were offered throughout the year, along with more intensive overnight visits to institutions in both Northern and Southern California. These opportunities helped address the observed reluctance among students to leave home, as many tend to favor nearby colleges. By expanding their exposure, we aimed to broaden their understanding of the range of options available to them.

A key success was our collaboration with the EL department to host the New Generation Conference for Newcomer students at CSUDH. During this event, the College and Career Readiness department facilitated a College Readiness and Career Panel workshop, which was well-received by students. However, we were unable to host our two flagship events: the Compton Goes to College Conference for all students and the Compton Goes to College: HBCU Edition, which specifically supports African American students. In the fall, our

partnership with CSUDH fell through due to the resignation of the Gear Up Director. In the winter, the HBCU Edition event was canceled as a result of the fires that impacted Charles Drew University's ability to proceed with the conference.

Comprehensive College and Career Readiness Professional Development (Action 3.5) was fully implemented, with various professional development opportunities offered throughout the year to address the needs of the College & Career department. For example, a major focus was placed on implementing the ASCA National Model for delivering a comprehensive school counseling program, supported through a series of trainings across the year. Team members also participated in national conferences such as NACAC, which centers on college counseling, and Dream Deferred, which focuses on improving college readiness for African American students. In addition, considerable work was done around grading equity, with the goal of developing a more equitable grading system that not only reduces D/F rates but also enhances student learning. A key success stemming from this professional development was observed at Centennial High School, which significantly reduced its D/F rates from the low 20s to the low teens.

Action 3.6, Targeted Graduation Support Program, was partially implemented to improve graduation rates at specific schools and among underperforming student groups, including African American students, English Learners, Students with Disabilities, Homeless Youth, and Hispanic students. This action was designed in response to data from the California Dashboard, which identified these groups—particularly Foster Youth (-14%), Students with Disabilities (-8%), and Homeless Youth (-4%)—as performing below their peers in graduation outcomes. While the groups identified as underperforming may shift each year, the need for targeted, data-driven support remains constant.

To address these disparities, this non-contributing action focuses on implementing a range of strategies: enhanced academic counseling, individualized graduation plans, expanded access to credit recovery (before/after school and on Saturdays), tutoring, mentorship programs, and increased social-emotional support. Progress has been made, particularly in supporting Students with Disabilities. The College and Career Readiness (CCR) department, in collaboration with ABRE, developed a "Level Up" dashboard to identify students who may transition from SDC to RSP or from RSP to general education settings. This tool supports efforts to reduce the academic and social-emotional barriers associated with being labeled a Special Education student, which often impacts self-efficacy and leads to higher D/F rates despite existing IEP supports. Additionally, the CCR department has initiated discussions with CDE consultant Ed West to explore alternative demonstrations of mastery for Mild/Moderate SDC students. The team has also created and streamlined a process to identify students eligible for graduation under the state minimum requirements.

However, challenges remain. While Foster Youth will be addressed through a separate action, targeted supports for Homeless students have not yet been fully implemented. Although this group is relatively small (56 students), the CCR department must work more closely with Pupil Services to ensure their unique needs are met. Similarly, more collaboration is needed between CCR and Ed Services to explore alternative credit recovery models and increase inclusive opportunities for Students with Disabilities.

A key success of this action is the district-wide acknowledgment of the need for more intentional and tailored supports for these student populations. The foundation has been laid, but additional steps are necessary to move from recognition to full implementation and ensure equitable graduation outcomes for all students.

Action 3.7, Foster Youth Graduation Support Initiative, was partially implemented only. This action was created to address the academic and social-emotional needs of Foster Youth, a group currently graduating at a rate of 79%, which is 14 percentage points below the district average. Although this group consists of only 24 students districtwide, their unique challenges require tailored interventions. The CCR department developed a process to help identify and qualify eligible Foster Youth for the state minimum diploma requirements, but further work is needed to ensure early identification and comprehensive support.

Currently, support includes extended-day interventions such as after-school and Saturday tutoring, as well as access to credit recovery programs. Additionally, schools—through referrals from the Foster Youth/McKinney-Vento Office—provide essential resources such as transportation and financial assistance via gift cards to help address both academic and non-academic barriers. Moving forward, stronger collaboration between the CCR department and Pupil Services is critical to providing the robust, wraparound services necessary to improve graduation outcomes and ensure long-term success for Foster Youth.

Expansion of Career Technical Education (CTE) Programs (Action 3.8) was fully implemented to address the need for broader access to high-quality CTE pathways for Low-Income

students. Through strategic planning and labor market analysis, Compton Unified has expanded its CTE offerings, ensuring alignment with local and regional industry needs. The district actively participates in several regional collaboratives—including the Compton Community Health Professions Partnership (CCHPP), K16 Collaborative, Los Angeles Regional Collaborative (LARC), and Southern California Apprenticeship Network (SCAN)—to build and refine programs that offer family-sustaining wages and career advancement opportunities.

Key successes include the launch of a new Construction Pathway at Compton High School, developed in partnership with the Western States Regional Carpenters Union, which now includes a registered pre-apprenticeship program. The district is also in the planning phase of a new high school set to open in Fall 2025, featuring four new CTE pathways informed by labor market trends and industry feedback. In addition, the master schedule at Cesar Chavez Continuation High School is being aligned with traditional high schools to ensure equitable access to CTE courses. A remaining challenge is limited staffing capacity in the CTE Department, which has constrained the district's ability to engage with all interested regional partners at the scale desired.

Action 3.9, Professional Development for CTE Teachers, was fully implemented to strengthen instructional quality and ensure CTE educators are equipped with current industry knowledge and best practices. To support this, the district hired two CTE Specialists who provide weekly mentoring to ten new CTE teachers earning their credentials through the Orange County Department of Education. This mentorship includes walkthrough feedback, lesson planning, and curriculum support. Additionally, CTE teachers participated in a wide range of industry-aligned professional development opportunities such as drone certification, the NAMM Show, Lightbox Expo, SkillsUSA Fall Leadership Conference, and collaborations with partners like Atlantic Records, Film Independent, Biomedical, and the Handy Foundation.

A key success of this initiative was the strong presence of CUSD at the Educating for Careers Conference, where every high school was represented by both CTE teachers and a site administrator. Notably, CUSD staff also facilitated two workshops, demonstrating growing internal leadership and subject matter expertise. Overall, this initiative has made significant strides in building instructional capacity and fostering a professional learning community within the CTE department.

Enhancing CTE Program Articulation with Community Colleges (Action 3.10) was partially implemented only. This action was created to ensure CTE programs align with industry standards and support seamless transitions from high school to college and careers. This year, key efforts included developing and securing A-G approval for two Emergency Medical Response (EMR) courses, with curriculum designed collaboratively by CTE Specialists and EMR teachers. Two EMR teachers also earned BLS Instructor Certification, enabling them to train and certify students in CPR, First Aid, and AED. Additionally, Adobe Creative Cloud licenses were purchased for all CTE teachers and students, and drone training equipment was acquired to support student preparation for FAA Part 107 certification.

A major success was the proactive identification of Compton College courses that align with district CTE pathways to lay the groundwork for future articulation agreements. These agreements are vital for allowing students to earn college credit while in high school, saving time and money in post-secondary education. However, delays on the part of Compton College's Academic Senate in developing course articulation protocols have hindered the formalization of these agreements. Continued collaboration will be needed to overcome this challenge and fully realize the benefits of CTE articulation for Compton students.

Action 3.11, CTE Dual Enrollment Programs, was partially implemented. The action was created to expand access to college-level coursework for low-income students through Career Technical Education (CTE) pathways. In collaboration with Compton College, Compton Unified began planning for dual enrollment courses aligned with CTE, including a new Culinary Arts program that will launch in Fall 2025. This course will be taught at Compton High School's state-of-the-art culinary facility, giving students early exposure to industry-standard training and college credit opportunities while still in high school.

A significant success has been the alignment of dual enrollment planning with evolving CTE programs and industry needs. However, the district encountered challenges in formalizing a Memorandum of Understanding (MOU) with Compton College, which is necessary to secure funding and ensure full implementation. Without a finalized MOU, supports for students enrolled in these dual enrollment courses may be limited, potentially affecting participation and overall impact.

Expanding Work-Based Learning Opportunities for CTE Students (Action 3.12) was fully implemented to increase access to real-world experiences for low-income students enrolled in Career Technical Education pathways. All high schools in Compton Unified successfully established SkillsUSA chapters, held campus-level competitions, and sent students to regional events. A total of 123 students participated in SkillsUSA Regional Championships, with nine advancing to the state level in categories such as Audio Production, T-Shirt Design, and First Aid/CPR. Notably, one student was elected as Region 3 Vice President for the state of California, and several students earned gold medals and will advance to the national competition in Atlanta.

The district also partnered with the LAUNCH Apprenticeship Network to connect students to registered apprenticeship programs and hosted apprenticeship presentations across all high schools. Through these partnerships, Compton Unified began implementing three registered apprenticeship programs, positioning the district as both employer and local education agency.

Regarding Action 3.13, CTE Pathway Targeted Outreach and Specialized Support Services, was fully implemented. to support English Learners, Foster Youth, and students from low-income backgrounds in accessing and succeeding in Career Technical Education pathways. The district distributed Wi-Fi hotspots and provided internet services to students lacking reliable internet access, enabling them to fully participate in hybrid pre-apprenticeship programs. This ensured students could meet the required competencies through virtual activities and maintain consistent engagement. In addition, Compton Unified is working to hire Community Health Worker apprentices to expand peer support services in high school wellness centers.

CUSD also collaborated with multiple partner organizations to deliver targeted mentoring and career counseling for underserved students. These supports aimed to eliminate barriers to participation and increase awareness of CTE opportunities among underrepresented groups. While these initiatives have helped bridge equity gaps, one challenge encountered was the delay between ordering and receiving hotspot devices, which temporarily impacted access for some students early in the implementation period.

Action 3.14, CTE Technology Upgrades, was fully implemented to ensure that CTE students have access to modern equipment and technology that aligns with industry standards. The district invested in a wide range of tools and resources, including mac computers, cooking equipment, ambulance simulators, digital scales, and more, to support hands-on learning and enhance the quality of CTE instruction. These upgrades are designed to equip students with the technical skills and digital literacy needed to succeed in a rapidly evolving workforce. A key success was the acquisition of state-of-the-art tools for the new Construction Pathway at Compton High School, which will prepare students for pre-apprenticeship programs.

However, a notable challenge was managing the storage of these new tools and equipment due to the planned relocation of Compton High School's campus. The need for offsite storage impacted the accessibility of these resources for both students and teachers, slowing down their ability to fully integrate the new equipment into classroom instruction. Despite this challenge, the district is making significant strides in enhancing the learning environment with up-to-date technology.

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.

Goal 3 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
Goal 3 actions focused on expanding college and career readiness programs, targeted student supports, and Career Technical Education (CTE) opportunities, particularly for unduplicated student groups. Of the total $13,824,106 allocated under Goal 3, approximately 95.1% of funds were expended as of the reporting period. Most actions were fully or mostly implemented, with expenditures closely aligned to budgeted amounts. The district's investment in college and career pathways and supports reflects a commitment to equitable access and preparation for postsecondary success.

2. Actions with Close or Full Alignment
Several actions demonstrated full expenditure alignment, including Access to Rigorous Courses (Action 3.1), College and Career Support Staff (3.2), Family Support and Guidance (3.3), Comprehensive College and Career Readiness Professional Development (3.5), CTE Expansion (3.8), Professional Development for CTE Teachers (3.9), Work-Based Learning Opportunities (3.12), Targeted Outreach and Support Services (3.13), and Technology Upgrades (3.14). These actions collectively accounted for the majority of the base and supplemental funds, reinforcing the district's consistent delivery of foundational college and career services.

3. Actions with Material Differences
Some actions were partially expended, leading to material differences from budgeted amounts:

--> Promote College and Career Culture for Low-Income Students (3.4) spent 92% of its budget, reflecting minor delays or adjustments in implementation.
--> Targeted Graduation Support Program (3.6) expended 87%, indicating limited delivery or timing issues in support activities.
--> Foster Youth Graduation Support Initiative (3.7) utilized 81% of funds, reflecting challenges related to staffing, coordination, or student participation.
--> CTE Program Articulation with Community Colleges (3.10) spent 87% of its allocation, suggesting partial implementation due to staffing or partnership coordination delays.
--> CTE Dual Enrollment Programs (3.11) utilized 89% of funds, reflecting partial delivery due to staffing or partnership challenges.

These variances primarily reflect implementation timing and evolving programmatic needs rather than reductions in commitment or service.

4. Overall Summary
Of the $13,824,106 allocated for Goal 3, $13,147,671 has been expended to date, representing approximately 95.1% of budgeted funds. This includes base funds of $1,022,133 and supplemental and concentration funds totaling $12,801,973. The district effectively delivered key college and career readiness services and maintained strong support for CTE programs and targeted student populations. The partial underspending in a few areas has been strategically redirected to enhance service delivery where most needed during the next school year, ensuring continued progress toward equitable outcomes and postsecondary success for all students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1, Access to Rigorous Courses, was effective. A careful analysis of Goal 3, Metrics #5 and #7, show a high number of unduplicated scholars in our district participating in AP and college courses. About 80% of sophomores participated this year in AP Seminar, and 75% of freshmen at Compton and Centennial High Schools enrolled in college

courses, increasing opportunities for students to earn college credit. Furthermore, 90% of certificated staff and administrators who completed the Effectiveness of Services Survey agreed or strongly agreed that their schools provided a strong offering of advanced courses. This perception was reinforced by 94.8% of parents and 88.1% of students, who also affirmed the strength of advanced academic opportunities.

Action 3.2, College and Career Support Staff for Unduplicated Students, has proven to be an overall effective strategy and was intentionally carried over from the previous LCAP cycle due to its positive impact on student outcomes. Over the last two years, socioeconomically disadvantaged students have shown steady progress, with College and Career Indicator (CCI) readiness rates increasing from 43.2% in 2023 to 49.5% in 2024, a nearly 6-point gain. English Learners demonstrated even more significant growth, with CCI rates rising from 15.8% to 26.5%, reflecting a 10.7-point improvement, suggesting that district investments in bilingual support, A-G aligned coursework access, and individualized planning were effective. Although Foster Youth saw a decline from 20% to 13%, this highlights a clear area for more targeted and sustained support. Other indicators affirm the action's continued effectiveness: over 2,800 college courses were offered this year, and A-G completion rates are projected to reach 70%. In addition, the percentage of students graduating "Prepared" under the state's CCI is anticipated to increase by 20%, reinforcing the long-term value of this action. Educational partner feedback supports this conclusion, with many affirming that the presence of dedicated support staff has been instrumental in addressing the needs of historically underserved students. While some disparities remain, the sustained growth among key student groups demonstrates that Action 3.2 remains a critical and effective component of the district's college and career readiness strategy.

Action 3.3, College and Career Support and Guidance for Families of Unduplicated Students, was effective in delivering targeted support to socioeconomically disadvantaged students, English Learners, and Foster Youth. According to the Effectiveness of Services Survey, 90% of staff affirmed that families of unduplicated students received essential college and career resources, reflecting strong implementation and impact.
Through ongoing assistance with college applications, financial aid, and scholarship opportunities, families received targeted support that helped improve student outcomes over time. Goal 3, Metric #2 (A-G completion rates), shows that SED students increased from 54% in 2023 to 59.8% in 2024, while English Learners improved from 32% to 44%, and Long-Term English Learners rose from 30% to 42%. Foster Youth A-G rates, however, declined from 36% to 16.7%; this group continues to require deeper, more individualized interventions. We anticipate to keep this positive trend by the end of the current 2025 school year. In addition, The slight drop in D/F rates—from 20% in Fall 2024 to 15% in fall 2025 (Goal 3, Metric #11)—also suggests progress in academic engagement, particularly for students receiving increased postsecondary planning support.

Action 3.4, Promote College and Career Culture for Low-Income Students, was effective in strengthening a college-going culture for socioeconomically disadvantaged students. Programs such as the New Generation Conference, college fairs, and field trips played a key role in raising awareness and aspirations. This is reflected in the increase in college acceptance rates from 83% in 2022–2023 to 88% in 2023–2024 (Goal 3, Metric #9), signaling improved postsecondary readiness among low-income seniors. Additionally, 86% of staff reported that a strong college-going culture exists within schools, further validating the success of this initiative. We expect to continue this positive trend when 2025 data is compiled, as these efforts remain a sustained district priority.

In addition, Action 3.5, Comprehensive College and Career Readiness Professional Development, was effective. A 5% decrease in D/F rates suggests that the professional development focusing on equitable grading practices has contributed to improvements in academic outcomes. Furthermore, 100% of counselors surveyed indicated they would recommend the training to colleagues, reflecting the positive impact of the professional development on college and career readiness.

Action 3.6, Targeted Graduation Support Program, was also effective. In 2024, none of our schools or student groups within a school are identified in the "Red" or "Orange" tier. Marshall High School made significant gains, moving from Red (65.1) to Green (84.1) for all students. Hispanic students at Marshall improved from Red (62.2) to Green (86.7), and socioeconomically disadvantaged (SED) students rose from Red (66.7) to 84.1. At Compton High School, Students with Disabilities (SWD) also advanced from Red (61.4) to Green (84.3). These results highlight the effectiveness of targeted support strategies in improving graduation outcomes for historically underserved student groups.

Action 3.7, Foster Youth Graduation Support Initiative, has demonstrated to be very effective. Foster Youth students demonstrated significant progress in high school graduation rates, rising from 62% in 2023 to 79.2% in 2024—a gain of over 17 percentage points according to the California School Dashboard. Additionally, current internal data indicates

that 90% of Foster Youth students are on track to graduate this year, reflecting an 11% improvement. While the relatively small size of this student group can lead to year-to-year fluctuations, the consistent upward trend suggests that targeted interventions—such as increased counseling, credit recovery options, and individualized academic planning—have been impactful in supporting academic success for this vulnerable population. These results underscore the effectiveness of the district's focused efforts to close graduation rate gaps and promote equitable outcomes. (Goal 3, Metric #3).

The Expansion of CTE Programs under Action 3.8 was effective in broadening access to valuable career training opportunities. The number of low-income students completing CTE pathways increased from 291 to 346, demonstrating that the district's investment in expanding Career Technical Education successfully met the needs of underserved students (Goal 3, Metric #23). These programs provided essential skills that support both workforce readiness and college preparation. Educational partner feedback further reinforces the effectiveness of this action: 82.2% of students agreed or strongly agreed that their high school offers a variety of CTE programs that help them explore interests, develop skills, and prepare for careers or further education. Likewise, 91.5% of parents agreed or strongly agreed that the increased number of CTE courses at their child's high school are beneficial in enhancing workability skills. This alignment of outcome data and stakeholder input confirms that the expansion of CTE programs is having a meaningful and measurable impact.

The Professional Development for CTE Teachers initiative under Action 3.9 was effective in enhancing the quality of Career Technical Education by aligning instruction with evolving industry standards and workforce needs. This action ensured that CTE educators received relevant, high-impact training to improve both content delivery and student preparation for postsecondary pathways. According to the Effectiveness of Services Survey, 80.9% of certificated staff agreed or strongly agreed that the professional development that they received improved their instructional skills, increased their industry knowledge, and strengthened their ability to prepare students for the workforce.

Further reinforcing the action's effectiveness, the district hired two CTE Specialists who provided consistent coaching and mentoring to new and existing CTE teachers. Their support played a critical role in building teacher capacity, improving instructional coherence across CTE pathways, and supporting the implementation of rigorous, real-world learning experiences. Together, these efforts contributed to a more robust and industry-aligned CTE program that better equips students for career and college success.

Action 3.10, Enhancing CTE Program Articulation with Community Colleges, was partially effective this school year. Significant preparatory work, including aligning Emergency Medical Response (EMR) courses with A-G requirements and securing BLS Instructor Certification for EMR teachers, has been completed. While no formal articulation agreements have been finalized due to delays at Compton College, the groundwork positions the district for future agreements, making this action a work in progress.

Similarly, Action 3.11, CTE Dual Enrollment Programs, was partially effective. Collaboration with Compton College to identify dual enrollment opportunities has been fruitful, and a new Culinary Arts curriculum is being developed for Fall 2025. However, there was no measurable increase in dual enrollment participation, as the Memorandum of Understanding (MOU) with Compton College has yet to be finalized, limiting access to funding and student support services. Formalizing this agreement will be key to increasing participation and completion rates.

The Expanding Work-Based Learning Opportunities for CTE Students initiative under Action 3.12 was effective. The CTE pathway completion rate rose from 15% to 28.5% (Goal 3, Metric #14), and work-based learning participation increased as well. Students engaged in career-connected experiences such as SkillsUSA, with 9 advancing to state-level competitions, showcasing both technical proficiency and leadership development. Despite challenges in full implementation across all school sites, the overall results indicate that work-based learning opportunities have been successfully expanded, providing students with valuable career readiness skills. These experiences not only strengthen student engagement but also build real-world competencies that support postsecondary success.

The CTE Pathway Targeted Outreach and Specialized Support Services initiative under Action 3.13 was particularly effective in increasing CTE pathway completion rates for socioeconomically disadvantaged (SED) students, English Learners (EL), and Foster Youth (FY). According to Goal 3, Metric #23 (Aeries), the CTE pathway completion rate for SED students rose significantly from 22.4% (290 students) in the 2022–2023 school year to 28.5% (346 students) in 2023–2024. English Learners (EL) showed an increase from 11.9% (35 students) to 19.7% (62 students), while Foster Youth (FY) saw their completion rate nearly double from 7.1% (3 students) to 12.5% (3 students).

These gains are attributed to targeted support services, including hotspot devices to increase access to online resources, mentorship programs designed to support academic persistence, and peer support. Educational partner feedback confirms the effectiveness of these services in increasing student engagement and success. Preliminary data for 2025 is promising, with further improvements anticipated, though official data will not be released until later in the year.

Finally, the CTE Technology Upgrades initiative under Action 3.14 was effective in improving instructional quality and enhancing student preparedness for the workforce. According to the staff survey, 83.6% of certificated staff agreed or strongly agreed that the upgraded technology and equipment improved CTE instruction and better equipped students with relevant, real-world skills. Student feedback echoed this impact, with 81.3% agreeing or strongly agreeing that their CTE programs provide access to modern tools and facilities that support hands-on learning and career readiness. These outcomes demonstrate that the technology investments have meaningfully strengthened the district's CTE offerings and increased student access to industry-aligned experiences.

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

As part of our annual LCAP reflection process, we reviewed the implementation, data outcomes, and feedback from educational partners related to Goal 3. After careful consideration, we are proposing minimal changes to the goal's expected outcomes for the 2025–2026 school year. Goal 3 remains focused on ensuring that all students develop personalized pathways that prepare them to be college and career ready. While only a few minor updates were made to specific desired outcomes, the core intent of Goal 3 remains strong and unchanged.

GOAL DESCRIPTION
No changes are being proposed to the goal description for 2025–2026. The current language remains aligned with the state priority for Expanding College and Career Opportunities and effectively captures the district's commitment to maintaining the foundational elements that support college and career success:
"Through comprehensive academic counseling and support services, all students will develop personalized pathways that prepare them to be college and career ready, equipped with the knowledge, skills, and experiences necessary for success in higher education and the workforce."

This description continues to be relevant, clearly written, and reflective of district priorities.

EXPECTED OUTCOMES
Few changes are being proposed to the expected outcomes for Goal 3. Most existing targets continue to be both relevant and attainable, as supported by recent data and consistent trends across school sites. These outcomes remain aligned with state guidelines and reflect the priorities of our educational partners. Preserving these targets provides stability, supports long-term planning, and enables accurate progress monitoring without introducing unnecessary adjustments.

Desired outcomes have been modified for Metric 20, "Percentage of Graduates Who Have Successfully Completed CTE Pathways and A-G Requirements" to be 30% for all students, as well as for each student subgroup. The reason for this change is twofold – corrected 2024 baseline data showed a higher starting point for this metric, and 2025 mid-year data also proved higher than originally expected.

Similarly, the desired outcomes for Metric 23, "Number of Low Income, Foster Youth, and English Learner graduates who complete a CTE pathway" have been revised due to the increase in the number of CTE pathways being offered across CUSD high schools, including the new high school opening in the 2025-2026 school year called Compton Academy of Technology and Innovation, or C-TECH. Metric 23 has been updated to be 500 for all students, 450 socioeconomically disadvantaged students, 80 African American students, 350 Hispanic students, 90 Limited English Proficient students, 70 Long-Term English Learners, 60 Students with Disabilities, 8 Foster Youth, and 18 Homeless Students.

METRICS
No revisions are being made to the metrics associated with Goal 3. The existing 24 metrics offer a robust and comprehensive framework that accurately captures progress across key elements of college and career readiness. These metrics reflect a diverse range of indicators, from academic achievement and postsecondary transitions to Career Technical Education (CTE) access and support for underserved populations. The metrics are well-aligned with state expectations and local priorities, enabling consistent evaluation without introducing premature changes.

The current metrics include:
->College & Career Readiness: College/Career Indicator, A-G Completion, Graduation Rates, FAFSA Completion, College Acceptance, Postsecondary Enrollment, and Dual Completion of A-G and CTE Pathways (3.1, 3.2, 3.3, 3.8, 3.9, 3.10, 3.20)
->Advanced Coursework & Dual Enrollment: AP Participation and Exam Performance, College Course Completion, and Dual Enrollment for CTE Completers (3.4, 3.5, 3.6, 3.7, 3.19)
->On-Track Academic Indicators: D-F Rates, 9th Grade On-Track, and 10th Grade On-Track (3.11, 3.12, 3.13)
->Career Technical Education (CTE): Pathway Completion and Capstone Success, Work-Based Learning, Industry Certifications, Articulation Agreements, CTSOs, Pre-Apprenticeships, and CTE Completion by LI/FY/EL Students (3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.22, 3.23)
->Parent Engagement: Parent Perception of College & Career Workshops (3.24)

These metrics remain comprehensive and meaningful, allowing for clear tracking of student outcomes, program effectiveness, and equity-focused progress under Goal 3.

ACTIONS
As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 3.2 and 3.6), along with the specific amount allocated. This was done for transparency and clarity.

At this time, no changes are being proposed to the current set of actions under Goal 3. Each of the 14 actions continues to demonstrate a strong and measurable impact on student outcomes, particularly in advancing equitable access to college and career opportunities. Ongoing implementation data, feedback from educational partners, and local performance indicators confirm that these strategies are not only effective but also foundational to building a sustainable college- and career-going culture districtwide.

These actions collectively support academic rigor, targeted student and family support, and a comprehensive approach to Career Technical Education (CTE) programming. They ensure that unduplicated students—including English Learners, foster youth, and students from low-income backgrounds—receive the individualized support and resources necessary to pursue postsecondary success. The alignment with state accountability measures, such as the College/Career Indicator and A–G completion rates, further validates the effectiveness of the current approach.

By continuing these actions without modification, we maintain program continuity, preserve institutional knowledge, and allow the district to deepen impact through refinement and expansion within existing structures. Sustaining these efforts also supports long-term planning and avoids disruptions that can come from prematurely altering initiatives that are already yielding positive outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Rigorous Courses	The College and Career department will lead a comprehensive initiative to foster a strong college and career culture throughout the district. High schools will play a pivotal role in this endeavor by ensuring that all unduplicated students have access to a rigorous curriculum, pathways, and opportunities designed to enhance their competitiveness and preparedness for college and career advancement. These opportunities may include Early College High School programs/satellites, College Courses, Advanced Placement (AP) classes, extended AP tutorials, Pre-AP, Honor and A-G courses. By providing equitable access to these rigorous educational pathways, high schools aim to empower unduplicated students to excel academically and pursue their aspirations with confidence, thereby contributing to their long-term success in post-secondary education and beyond.	$2,904,249.00	Yes
2	College and Career Support Staff for Unduplicated Students	LREBG Action Dedicated college/career counselors increase postsecondary readiness and application rates among first-generation and low-income students (Hurwitz & Howell, 2014). Staff who build trusted relationships and provide individualized planning contribute to greater FAFSA completion and college match rates. Throughout the school year, our dedicated College & Career staff comprised of Higher Education Coordinators, Specialists, Counselors, Dual Enrollment Specialists, and USC College Advisors will work tirelessly to enhance access to college and career opportunities for these underserved student populations, including low-income students, English Learners, and Foster Youth. They will conduct a myriad of activities, including presentations, workshops, data sessions, and organized events, all designed to address the academic, career, and personal/social needs of our unduplicated student groups. Additionally, our team will be readily available to offer responsive services such as crisis counseling, peer mediation, and referrals, ensuring that students receive the support they need to thrive. Metric being used to monitor the action: Goal 3, Metrics 8, 9, and 10 LREBG Funds supporting this action: $75,000 per year through 2027–28	$1,370,441.00	Yes
3	College and Career Support and Guidance for Families of Unduplicated Students	Our College & Career & CTE Departments remain committed to providing comprehensive support and guidance for unduplicated students and their families. Through workshops led by school counselors, families of unduplicated students will gain essential knowledge on navigating their academic needs via Aeries, grades, transcripts, A-G requirements, FAFSA, and college applications. These insights will inform our practices, ensuring tailored support for low-income, foster youth, and English Learner students in CUSD high schools. Moreover, we'll equip administrators, teachers, and families with vital resources such as scholarship information, college admissions updates, and timelines to keep unduplicated students informed about post-secondary opportunities and deadlines. By empowering both students and their families, we aim to foster a supportive environment conducive to college and career success.	$1,569,595.00	Yes
4	Promote College and Career Culture for Low-Income Students	The College and Career Department will provide opportunities and events to cultivate a college and career culture amongst our low-income students. By establishing a college and career culture early on, we aim to instill in all students, and particularly in those from underrepresented backgrounds, the belief that college is not only attainable but expected. This proactive approach aligns with the consensus among parent groups, teachers, and administrators that promoting a	$1,716,883.00	Yes

		college and career mindset from a young age is essential for empowering students to set and achieve ambitious academic goals. By tailoring our efforts to support these underserved student populations, we ensure they receive the targeted resources and encouragement needed to envision and pursue post-secondary pathways effectively.		
5	Comprehensive College and Career Readiness Professional Development	The College & Career Department will provide certificated and classified staff with extensive professional development opportunities. These sessions will cover the latest trends in college and career counseling and offer in-depth analyses of student data across academic, career, and personal/social domains. By participating in these initiatives, our staff will maintain highly qualified status and uphold accuracy within our system, aligning with various State and Federal performance metrics related to college and career readiness. Through these efforts, educational partners will gain valuable insights into best practices, empowering them to effectively meet the diverse needs of CUSD students and families.	$244,990.00	No
6	Targeted Graduation Support Program	LREBG Action Graduation coaching and early warning systems are proven strategies to re-engage students at risk of dropping out and support timely graduation (Allensworth & Easton, 2007). Personalized academic monitoring and mentoring help students recover credits and stay on track to meet A–G requirements. This action is designed to address and improve graduation rates at specific schools and among different student groups (e.g. African-American, ELs, Students with Disabilities, Homeless, Hispanic) that may identified as "red" tier on the California Dashboard. It is important to keep in mind that these schools and/or student groups may change from year to year. This non-contributing action focuses on the implementation of targeted support strategies, including enhanced academic counseling, individualized graduation plans, access to credit recovery classes before/after credit school and on Saturdays, tutoring services, mentorship programs, and increased access to social-emotional support. By addressing the unique needs of these different schools and/or student groups and schools, the initiative aims to reduce barriers to graduation and promote equitable educational outcomes across the district. Metric being used to monitor the action: Goal 3, Metric 3 LREBG Funds supporting this action: $50,000 per year through 2027–28	$100,000.00	No
7	Foster Youth Graduation Support Initiative	Compton Unified will implement the Foster Youth Graduation Support Initiative, aimed at providing comprehensive support and resources to foster youth students throughout their educational journey. This initiative will involve targeted interventions such as academic counseling, personalized academic plans, tutoring services, mentorship programs, and access to social-emotional support resources. Additionally, we will collaborate closely with foster care agencies, social workers, and community organizations to ensure a coordinated and holistic approach to supporting foster youth students. By providing tailored support and fostering a supportive environment, we aim to increase graduation rates and empower foster youth students to achieve their academic goals and thrive beyond high school.	$1,872,662.00	Yes
8	Expansion of CTE Programs	In response to the growing demand for Career Technical Education (CTE) pathways, we will increase the variety and availability of CTE programs across schools, ensuring that our Low-Income students have diverse options aligned with local industry needs. This expansion initiative aims to broaden access to high-quality CTE education providing Low-Income students with opportunities to explore their interests, develop relevant skills, and pursue meaningful career pathways. By offering a wide range of CTE programs, we empower these students to discover	$1,302,143.00	Yes

		their passions, gain valuable skills, and prepare for success in the workforce or further education. Through strategic planning and collaboration with industry partners, we will identify emerging fields and areas of growth, tailoring our CTE offerings to meet the evolving needs of the job market and provide students with relevant and engaging learning experiences.		
9	Professional Development for CTE Teachers	We will implement a comprehensive professional development program tailored specifically for Career Technical Education (CTE) teachers. This initiative aims to equip educators with the most up-to-date industry insights, pedagogical techniques, and technological advancements pertinent to their respective fields. Through a series of workshops, seminars, and collaborative sessions, CTE teachers will engage in continuous learning opportunities designed to enhance their instructional skills and deepen their understanding of evolving industry standards. By fostering a culture of lifelong learning and professional growth, this initiative ensures that our CTE educators remain adept at integrating real-world experiences into their curriculum, thereby better preparing students for success in today's rapidly evolving workforce. Additionally, this program will facilitate networking opportunities and partnerships with industry professionals, enabling teachers to stay abreast of emerging trends and forge valuable connections that enrich the educational experience for students.	$125,000.00	No
10	Enhancing CTE Program Articulation with Community Colleges	The CTE Department will continue to modernize our programs, aligning them with current industry standards to better serve our students. This effort involves upgrading classrooms, equipment, materials, and facilitating student/teacher certification, licensing, and training opportunities. By meeting industry specifications, our programs become eligible for articulation agreements with local colleges. These agreements offer substantial benefits to district CTE students, including cost savings in post-secondary education and accelerated progress in their chosen fields of study. Through enhanced articulation with community colleges, we aim to provide seamless pathways for students to transition from high school to higher education or the workforce with relevant skills and credentials.	$302,143.00	No
11	Dual Enrollment for CTE Completers	Recognizing the benefits of early college experiences, we will expand dual enrollment opportunities for CTE completers, enabling high school students to earn college credits and industry certifications while still in school. Dual enrollment programs provide students with a head start on their post-secondary education and career pathways, allowing them to explore college-level coursework in a supportive environment. By partnering with local colleges and universities, we create seamless pathways for students to transition from high school to higher education and the workforce, reducing barriers to access and increasing opportunities for academic and career advancement. Through dual enrollment, students gain exposure to college-level rigor, develop essential skills for success in higher education, and accelerate their progress toward degree attainment and career readiness.	$1,250,000.00	Yes
12	Expanding Work-Based Learning Opportunities for CTE Students	The CTE Department, in collaboration with industry partners, is committed to enhancing work-based learning opportunities for low-income, high school CTE students. With the support of dedicated CTE teachers, students will have access to a variety of experiences aimed at applying their academic knowledge in real-world settings. These opportunities will include participation in Career Technical Student Organizations, workplace tours, mock interviews, (paid) internships, and potentially pre-apprenticeship and apprenticeships opportunities with our industry partners. By engaging in work-based learning, CTE students will develop valuable workability skills, enhancing their competitiveness as candidates for future careers in their chosen industries. Through these initiatives, we aim to provide our low-income students with practical experiences that complement their classroom learning, preparing them for success in the workforce.	$141,000.00	Yes
13	CTE Pathway Targeted Outreach and Specialized Support Services	Recognizing the diverse needs of our student population, we will implement targeted support services and mentoring for underserved populations, including English Learners, Foster Youth, and those from low-income families to ensure equitable access to CTE opportunities. These	$750,000.00	Yes

		support services will include academic assistance, language support, and socio-emotional support tailored to the unique needs of each student group. Additionally, we will offer outreach and engagement initiatives to connect underserved students with CTE programs, provide information about available resources, and address any barriers to participation. By prioritizing equity and inclusivity, we strive to create an environment where all students have equal access to high-quality CTE education and opportunities for success in their chosen career pathways.		
14	CTE Technology Upgrades	To ensure that our CTE programs remain at the forefront of industry standards and practices, we will invest in modern equipment, technology, and facilities. This initiative aims to provide students with access to state-of-the-art tools and resources that reflect the latest advancements in their respective fields. By upgrading technology and equipment, we enhance the quality of instruction, facilitate hands-on learning experiences, and prepare students for the demands of the 21st-century workforce. Additionally, technology upgrades support innovative teaching methods, such as project-based learning and simulation activities, that engage students and foster critical thinking, problem-solving, and creativity. Through strategic investments in technology, we empower students to develop the technical skills and digital literacy they need to succeed in a rapidly evolving global economy.	$300,000.00	No

Goal

Goal #	Description	Type of Goal
4	We will prioritize meaningful parental and student engagement, and promote a sense of safety and connectedness among students, parents, and school staff to foster a supportive school climate and enhance overall well-being, ultimately creating an inclusive environment where everyone feels valued and supported.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

Compton Unified has identified the paramount importance of nurturing a positive school environment to support student well-being, academic achievement, and overall school effectiveness. By prioritizing meaningful engagement among students, parents, and staff, the district aims to cultivate a sense of safety, connectedness, and inclusivity within school communities. This goal aligns with State Priority 6 and aims to reduce suspension and expulsion rates while promoting positive relationships and a supportive atmosphere where all members feel valued and respected.

To achieve this goal, the district employs a comprehensive approach that combines various actions and metrics to monitor and enhance the school climate. Metrics such as attendance rates, chronic absenteeism, graduation and dropout rates, suspension and expulsion rates, and survey data on students' feelings of safety, connectedness, and academic motivation provide valuable insights into the overall environment. Additionally, parent and staff surveys assess perceptions of school climate, parental involvement, and the effectiveness of workshops and support services.

By strategically grouping these actions and metrics, the district ensures a holistic approach to fostering a positive school environment. By analyzing data and feedback, the district can identify areas for improvement, implement targeted interventions, and create an inclusive and supportive atmosphere where every student feels empowered to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Goal 4, Metric #1 Attendance rates disaggregated by student group Data Source: Aeries	All Students: 92.8% SED: 92.9% AA: 91.7% Hispanic: 93.0% LEP: 92.6% LTELs: 89.2% Homeless: 85.5% SWD: 92.3% FY: 93.1% RFEP: 93.6% (Aries. Spring 2024)	All Students: 95.01% SED: 95.03% AA: 94.06% Hispanic: 95.19% LEP: 94.82% LTELs: 91.91% Homeless: 93.12% SWD: 94.17% FY: 94.78% RFEP: 95.19% Spring 2025 (Source: Aeries)		All: 97% AA: 97% Hispanic 97% FY: 97% Homeless: 97% LEP: 97% LTELs: 97% RFEP: 97% SED: 97% SWD: 97%	All: +2.21% SED: +2.13% AA: +2.36% Hispanic: +2.19% LEP: +2.22% LTEL: +2.71% Homeless: +7.62% SWD: +1.87% FY: +1.68% RFEP: +1.59% Spring 2025 (Source: Aeries)
2	Goal 4, Metric #2 Chronic absenteeism disaggregated by student group Data Source: CA Schools Dashboard & Aeries	All Students: 23.6% SED: 24.1% AA: 27% Hispanic: 22.9% LEP: 22.8% LTELs: N/A Homeless: 53.2% SWD: 30.3% FY: 22.4% (2023 California Dashboard) ========== All Students: 19.9% SED: 19.9% AA: 25.6% Hispanic: 18.8% LEP: 20.9% LTELs: 33.1% Homeless: 39.9% SWD: 24.0% FY: 17.9% (Aeries. Spring 2024)	All Students: 20.5% SED: 20.9% AA: 26.3% Hispanic: 19.3% LEP: 20.8% LTEL: 15.18% Homeless: 42.8% SWD: 26.0% FY: 20.9% (2024 California Dashboard) ========== ========== All Students: 11.5% SED: 11.4% AA: 16.1% Hispanic: 10.5% LEP: 11.2% LTELs: 22.7% Homeless: 15.8% SWD: 15.4% FY: 14.1% Spring 2025 (Source - Aeries)		All Students: ≤10% SED:≤10% AA: ≤10% Hispanic: ≤10% LEP:≤10% Homeless: ≤10% SWD: ≤10% FY:≤10% (California Dashboard) ========== All Students: ≤10% SED: ≤10% AA: ≤10% Hispanic: ≤10% LEP: ≤10% LTELs: ≤10% Homeless: ≤10% SWD: ≤10% FY: ≤10% (Aeries)	All Students: -3.1% SED: -3.2% AA: -0.7% Hispanic: -3.6% LEP: -2.0% LTEL: -6.1% Homeless: -10.4% SWD: -4.3% FY: -1.5% (Spring 2024 California Dashboard) ========== All Students: -8.4% SED: -8.5% AA: -9.5% Hispanic: -8.3% LEP: -9.7% LTELs: -10.4% Homeless: -24.1% SWD: -8.6% FY: -3.7% Spring 2025 (Source-Aeries)

3	Goal 4, Metric #3 High school graduation rates disaggregated by student group Data Source: CA Schools Dashboard	All: 89% African American: 89% Hispanic: 89% EL: 82% LTELs: 82% Foster Youth: 62% SWD: 73% SED: 89% Homeless: 79% (2023)	All: 92.9% African American: 92.2% Latinx: 93.1% EL: 91.1% LTELs: 94.6% Foster Youth: 79.2% SPED: 85.1% Socio Disadvantaged: 92.9% Homeless: 89.3% (2024)		All: 92%-94% African American: 92-94% Hispanic: 92%-94% ELs: 80%-85% LTELS: 80%-85% Foster Youth: 80-85% SWD: 80%-85% SED: 92%-94% Homeless: 80%-85%	All: +3.9% African American: +3.2% Latinx: +4.2% EL: +9.1% LTELs: +12.5% Foster Youth: +17.2% SPED: +12.1% Socio Disadvantaged: +3.9% Homeless: +10.3% (2024)
4	Goal 4, Metric #4 High school dropout rates disaggregated by student group Data Source: DataQuest	All Students: 11% SED: 11% African American: 11% Hispanic: 11% LEP: 18% LTELs: 18% Foster Youth: 38% SWD: 27% Homeless: 21% (2023)	All Students: 7.1% SED: 7.1% African American: 7.1% Hispanic: 6.9% LEP: 8.9% LTELs: 5.4% Foster Youth: 20.8% SWD: 14.9% Homeless: 10.7% (2024)		All Students: ≤5% SED: ≤5% African American: ≤5% Hispanic: ≤5% LEP: ≤5% LTELs : FY: ≤5% SWD: ≤5% Homeless: ≤5%	All Students: -3.9% SED: -3.9% African American: -3.9% Hispanic: -4.1% LEP: -9.1% LTELs: -12.6% Foster Youth: -17.2% SWD: -12.1% Homeless: -10.3% (2024)

5	Goal 4, Metric #5 Suspension rates, disaggregated by student group Data Source: CA Schools Dashboard & Aries	All Students: 1.7% SED: 1.9% AA: 3.6% Hispanic: 1.3% LEP: 1.4% LTELs: 2.9% SWD: 2.8% FY: 4.4% Homeless: 4.8% (2023 California Dashboard) ========== All Students: 1.9% SED: 1.9% AA: 4.5% Hispanic: 1.4% LEP: 1.5% LTELS: 3.9% SWD: 2.5% FY: 3.0% Homeless: 3.9% (Aeries Data. Spring 2024)	All Students: 1.9% SED: 2.0% AA: 4.3% Hispanic: 1.4% LEP: 1.6% LTELs: 4.6% SWD: 2.6% FY: 4.1% Homeless: 3.9% (2024 California Dashboard) ========== All Students: 1.2% SED: 1.2% AA: 3.5% Hispanic: 0.8% LEP: 0.7% LTELS: 1.7% SWD: 1.7% FY: 2.1% Homeless: 0% (Aeries) Spring 2025 (Source: Aeries)		All Students: ≤1% SED: ≤1% African American: ≤1% Hispanic: ≤1% LEP: ≤1% LTELs : ≤1% SWD: ≤1% FY: ≤1% Homeless: ≤1% (California Dashboard) ========== All Students: ≤1% SED: ≤1% African American: ≤1% Hispanic: ≤1% LEP: ≤1% LTELs : ≤1% SWD: ≤1% FY: ≤1% Homeless: ≤1% (Aeries Data)	All Students: +0.2% SED: +0.1% AA: +0.9% Hispanic: +0.1% LEP: +0.1% LTELs: +1.0% SWD: -0.3% FY: -1.4% Homeless: -0.9% (2024 California Dashboard) ========== All Students: -0.7% SED: -0.7% AA: -1% Hispanic: -0.6% LEP: -0.8% LTELs: -2.2% SWD: -1.0% FY: -0.9% Homeless: -3.9% Spring 2025 (Aeries)

6	Goal 4, Metric #6 Expulsion rates, disaggregated by student group Data Source: DataQuest and Aeries	All Students: 0.0% SED: * AA: 0.0% Hispanic: 0.0% LEP: * LTELS: * SWD: * FY: * Homeless: * (Data Quest. 2022-2023) *Data suppressed to protect student privacy. ========== All Students: 0.1% SED: 0.1% AA: 0.2% Hispanic: 0.1% LEP: 0.0% LTELs: 0.0% SWD: 0.1% FY: 0.0% Homeless: 0.0% (Aeries. Spring 2024)	All Students: 0.0% SED: 0.0% AA: 0.1% Hispanic: 0.0% LEP: 0.0% SWD: 0.0% FY: 0.0% Homeless: 0.0% (Data Quest 2023-2024) ========== ========== All Students: 0.0% SED: 0.0% AA: % Hispanic: 0.0% LEP: 0.0% LTELs: 0.0% SWD: 0.0% FY: 0.0% Homeless: 0.0% Spring 2025 (Source: Aeries)		All Students: ≤0.1% SED: ≤0.1% African American: ≤0.1% Hispanic: ≤0.1% LEP: ≤0.1% LTELs : ≤0.1% SWD: ≤0.1% FY: ≤0.1% Homeless: ≤0.1% (Data Quest) ========== All Students: ≤0.1% SED: ≤0.1% AA: ≤0.1% Hispanic: ≤0.1% LEP: ≤0.1% LTELs: ≤0.1% SWD: ≤0.1% FY: ≤0.1% Homeless: ≤0.1% (Aeries. Spring 2024)	All Students: 0.0% SED: 0.0% AA: +0.1% Hispanic: 0.0% LEP: 0.0% LTELs: 0.0% SWD: 0.0% FY: 0.0% Homeless: 0.0% (End of Year (2023-2024) ========== All Students: 0.0% SED: 0.0% AA: -0.1% Hispanic: 0.0% LEP: 0.0% LTELs: 0.0% SWD: 0.0% FY: 0.0% Homeless: 0.0% Spring 2025 (Aeries)
7	Goal 4, Metric #7 Students feel connected to school Data Source: California Healthy Kids Survey (CHKS)	Grade 5: 63% Grade 7: 44% Grade 9: 39% Grade 11: 34% (2023-2024)	Grade 5: 65% Grade 7: 50% Grade 9: 46% Grade 11: 42% (2024-2025)		Grade 5: 70% Grade 7: 70% Grade 9: 70% Grade 11: 70%	Grade 5: +2% Grade 7: +6% Grade 9: +7% Grade 11: +8% (2024-2025)

8	Goal 4, Metric #8 Percentage of students indicating to have caring adult relationships in school Data Source: California Healthy Kids Survey (CHKS)	5th grade: 61% 7th grade: 51% 9th grade: 42% 11th grade: 47% (2023-2024)	5th grade: 62% 7th grade: 56% 9th grade: 47% 11th grade: 55% (2024-2025)		5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%	Grade 5: +1% Grade 7: +5% Grade 9: +5% Grade 11: +8% (2024-2025)
9	Goal 4, Metric #9 Schools perceived as very safe or safe Data Source: California Healthy Kids Survey (CHKS)	5th grade: 64% 7th grade: 40% 9th grade: 36% 11th grade: 30% (2023-2024)	5th grade: 65% 7th grade: 51 % 9th grade: 46 % 11th grade: 48% (2025)		5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%	Grade 5: +1% Grade 7: +11% Grade 9: +10% Grade 11: +18% (2025)
10	Goal 4, Metric #10 Students feeling academic motivation Data Source: California Healthy Kids Survey (CHKS)	5th grade: 76% 7th grade: 63% 9th grade: 59% 11th grade: 61% (2023-2024)	5th grade: 76 % 7th grade: 69% 9th grade: 62% 11th grade: 63% (2024-2025)		5th grade: 90% 7th grade: 80% 9th grade: 80% 11th grade: 80%	Grade 5: +0% Grade 7: +6% Grade 9: +3% Grade 11: +2% (2024–2025)

11	Goal 4, Metric #11 Parents' sense of school safety (school climate). Parents who agree and strongly agree that school is a safe place for their child Data Source: California Schools Parent Survey (CSPS)	All: 84% ES: 88% MS: 74% HS: 73%	All: 89% ES: 91% MS: 75% HS: 85% (2024-2025)		All: 90% ES: 90% MS: 90% HS: 90%	All: +5% ES: +3% MS: +1% HS: +12% (2024–2025)
12	Goal 4, Metric #12 Parents agree/strongly agree that school staff takes their concerns seriously Data Source: California Schools Parent Survey (CSPS)	All: 79% ES: 81% MS: 84% HS: 71% (2023-2024)	All: 82% ES: 83% MS: 81% HS: 78% (2024-2025)		ALL: 90% ES: 90% MS: 90% HS: 90%	All: +3% ES: +2% MS: -3% HS: +7% (2024–2025)

13	Goal 4, Metric #13 Parents agree/strongly agree that their school promote parent participation in decision making Data Source: California Schools Parent Survey (CSPS)	ALL: 73% ES: 75% MS: 78% HS: 66% (2023-2024)	ALL: 74% ES: 73% MS: 71% HS: 78% (2024-2025)		ALL: 80% ES: 80% MS: 80% HS: 80%	ALL: +1% ES: -2% MS: -7% HS: +12% (2024-2025)
14	Goal 4, Metric #14 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 in educating their child Data Source: California Schools Parent Survey (CSPS)	All: 85% ES: 87% MS: 86% HS: 78% (2023-2024)	All:84 % ES: 84% MS: 82% HS: 85% (2024-2025)		All: 90% ES: 90% MS: 90% HS: 90%	All: -1 % ES: -3% MS: -4% HS: +7% (2024-2025)

15	Goal 4, Metric #15 Schools have active parent (advisory) groups Data Source: Local data	SSC: 100% ELAC:100% BPAC: 100% (2023-2024)	SSC: 100% ELAC: 100% BSA: 100% (2024-2025)		SSC: 100% ELAC:100% BSA: 100%	SSC: 0% ELAC: 0% BSA: 100% (2024-2025)
16	Goal 4, Metric #16 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 Data Source: California Schools Parent Survey (CSPS)	All: 81% ES: 82% MS: 85% HS: 75% (2023-2024)	All: 83 % ES: 83% MS: 82% HS: 85% (2024-2025)		All: 90% ES: 90% MS: 90% HS: 90%	All: +2% ES: +1% MS: -3% HS: +10% (2024-2025)

17	Goal 4, Metric #17 Parents who agree/strongly agree that school Is a safe place for their children Data Source: California Schools Parent Survey (CSPS)	ALL: 83% ES: 88% MS: 85% HS: 73% (2023-2024)	All: 89% ES: 91% MS: 75% HS: 85% (2024-2025)		ALL: 90% ES: 90% MS: 90% HS: 90%	All: +6% ES: +3% MS: -10% HS: +12% (2024-2025)
18	Goal 4, Metric #18 Staff' sense of school safety for students (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a safe place for students Data Source: California School Staff Survey (CSSS)	ALL: 89% ES: 93% MS: 80% HS: 86% (2023-2024)	ALL: 90% ES: 94 % MS: 90% HS: 85% (2024-2025)		ALL: 90% ES: 90% MS: 90% HS: 90%	ALL: +1% ES: +1% MS: +10% HS: -1% (2024-2025)

19	Goal 4, Metric #19 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: California Schools Staff Survey (CSSS)	ALL: 87% ES: 91% MS:79% HS: 86% (2023-2024)	ALL: 87% ES: 89% MS: 87% HS: 83% (2024-2025)		ALL: 90% ES: 90% MS: 90% HS: 90%	ALL: 0% ES: -2% MS: +8% HS: -3% (2024-2025)
20	Goal 4, Metric #20 Staff agree/strongly agree that schools provide enough social emotional support for children (CSSS) Data Source: California School Staff Survey (CSSS)	ALL: 91% ES: 94% MS: 88% HS: 89% (2023-2024)	ALL: 89% ES: 93% MS: 89% HS: 84% (2024-2025)		ALL: 95% ES: 95% MS: 95% HS: 95%	ALL: -2% ES: -1% MS: +1% HS: -5% (2024-2025)

21	Goal 4, Metric #21 Staff' sense of school connectedness (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a supportive and inviting place for staff to work. Date source: California Staff School Survey (CSSS)	ALL: 84% ES: 87% MS: 80% HS: 82% (2023-2024)	ALL: 82% ES: 85% MS: 84% HS: 79% (2024-2025)		ALL: 90% ES: 90% MS: 90% HS: 90%	ALL: -2% ES: -2% MS: +4% HS: -3% (2024-2025)
22	Goal 4, Metric #22 Parents who participated in a district/school-organized workshop, parent education class, or conference and found it useful or very useful Data Source: Effectiveness of Services Survey	90.2 % (2023-2024)	91.2% (2024-2025)		95%	+1% (2024-2025)

23	Goal 4, Metrix #23 Middle school dropout rates Data Source: Aeries	Latinx: 1 Pacific Islanders:1 African American: 6 (2022-2023)	Latinx: 15 Pacific Islanders: 0 African American: 9 Multi Race: 1 (2023-2024)		Latinx: <1 Pacific Islanders: <1 African American: <1 (2026-2027)	Latinx: 14 Pacific Islanders: -1 African American: 3 Multi Race: 1 (2023-2024)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1, Attendance Monitoring and Re-engagement Strategies, was fully implemented, focusing on reducing chronic absenteeism across all school sites, particularly for low-income students. Compton Unified established a comprehensive, tiered system of supports that included proactive outreach and targeted communication with families regarding absences and tardiness. School principals played a key role in promoting a culture of attendance through structured site-based initiatives that emphasized early intervention and attendance incentives. A dedicated Principal Coach provided ongoing coaching to K–12 leaders, including those at the continuation high school, with a strong focus on attendance strategies throughout the year.

Professional development was a major driver of this action's success. The district expanded training for attendance clerks and secondary counselors by partnering with an external educational organization. This collaboration provided staff with the tools and resources needed to implement research-based re-engagement strategies. Teacher cohorts also received support through site-level coaching, reinforcing a districtwide commitment to improving student participation. The layered approach of leadership coaching, staff training, and direct family outreach has strengthened CUSD's infrastructure for reducing absenteeism and sustaining consistent student engagement.

Action 4.2, Chronic Absenteeism Task Force, was partially implemented, with foundational structures in place across Compton Unified to support systematic monitoring and intervention for student attendance. Community Schools Administrators at each of the four high schools played a key role by partnering with community organizations to improve daily attendance. Their efforts included home visits, enhanced communication with families, and classroom engagement strategies. Middle and elementary schools launched focus groups made up of certificated staff, classified staff, students, and parents to identify and discuss barriers to regular attendance. The insights gathered from these sessions are being triangulated to inform future districtwide strategies.

Additionally, the district allocated funding per student to each school site to support attendance incentives and reward field trips, helping to foster a positive culture around consistent school attendance. Attendance Task Forces have been established at most school sites and are supported by the Principal Coach, who meets with the teams regularly. These teams receive an attendance strategic plan at least three times per month and review student data to guide their targeted actions. However, full implementation was limited by variability in consistency and depth across sites. While strong initial steps have been taken, further systematization and expansion are necessary to ensure the initiative reaches all student groups, especially those identified with red performance levels on the California Dashboard.

Action 4.3, Positive Behavioral Interventions and Supports (PBIS), was fully implemented to strengthen behavioral supports and improve school climate across all sites, with a particular focus on the needs of low-income students. Compton Unified expanded PBIS practices with the support of professional development from LACOE, and continued implementation of restorative practices, bully-prevention strategies, and the BRIM reporting software. These efforts were informed by monthly educator meetings and feedback

from educational partners gathered through LCAP surveys. Together, they contributed to creating a safer and more supportive environment for students and staff.

Key outcomes included improvements in the consistency and depth of PBIS frameworks at school sites, as well as increased capacity among staff to address student behavior proactively and restoratively. Pupil Services emphasized reducing suspensions and referrals to the District Administrative Hearing Panel (DAHP) and the District Guidance Review Committee (DGRC). The district's commitment to climate and culture initiatives through PBIS has laid a strong foundation for further reductions in exclusionary discipline and a more inclusive school experience for low-income students.

Comprehensive Counseling and Mental Health Services (Action 4.4) was fully implemented to address the needs of all students, with a particular focus on unduplicated student groups, including low-income students, English Learners, and Foster Youth. A key success was the district's ability to provide individualized mental health and counseling support across school sites, enabling students to access services tailored to their emotional, behavioral, and academic needs. Trained mental health professionals collaborated with students, families, and staff to foster safe, inclusive school environments that promote well-being and academic success.

This initiative also strengthened connections between students and trusted adults on campus, helping to build a positive school climate where students feel seen and supported. The comprehensive delivery of services across all schools helped reduce barriers to learning and reinforced Compton Unified commitment to supporting the whole child through proactive and responsive mental health care.

Expansion of Wellness Centers (Action 4.5) was fully implemented to address the needs of low-income students, English Learners, and Foster Youth by providing accessible, school-based supports targeting mental health, wellness, and academic success. A key success was the continued expansion and operation of Wellness Centers across 30 school sites, offering a range of critical services—including mental health counseling, mentoring, basic medical care, and trauma-informed support. These services played a vital role in reducing barriers to learning by supporting students' emotional and physical well-being.

Equity-Centered Trauma-Informed Training (Action 4.6) was partially implemented to address the needs of low-income students, foster youth, and newcomer English Learners, all of whom are more likely to be affected by trauma. A key success was the initial rollout of trauma-informed training for administrators, as well as selected teachers, and counselors, which strengthened staff capacity to recognize and respond to the impacts of trauma in an empathetic and supportive manner. This initiative laid a strong foundation for transforming school environments into safer, more inclusive, and emotionally responsive spaces for all students. However, a notable challenge was that the training has not yet been extended to all school staff, which limits its current reach and impact. Given that this is a multi-year initiative, additional implementation phases are planned to ensure broader staff participation and sustainability over time.

The Social-Emotional Development Initiative (Action 4.7) was partially implemented this year with the ultimate goal to address the social-emotional needs of low-income and minority students across all school sites. A key success was the districtwide renewal of the Second Step program for K–8 and Move This World for high schools. These programs aim to ensure consistent and intentional implementation of social-emotional learning (SEL) practices, contributing to more positive school climates and stronger adult-student relationships. Another success was the administration of the Panorama SEL assessment twice during the semester. The assessment results enabled staff to better understand students' social-emotional needs, set specific goals, and deliver targeted lessons to build students' social competencies and leadership skills. These proactive efforts are helping to build resilience, increase self-awareness, and promote emotional well-being among our most vulnerable student groups, creating a foundation for academic and lifelong success.

In reality, however, a challenge has been the inconsistent and incomplete implementation of the SEL programs across schools and classrooms. This inconsistency limits the potential impact of the initiative and may prevent students from fully benefiting from the programs' intended outcomes. To address this, there is a need for more structured monitoring, including possible classroom walkthroughs, to ensure fidelity of implementation and to support staff in delivering SEL instruction effectively.

Team Joy and Fun (Action 4.8) was fully implemented to support the holistic development of students in grades K–12 through a variety of enriching activities aimed at building

social fluency, leadership skills, and racial equity awareness. A key success was the strong collaboration between school sites and Child Welfare and Attendance, which resulted in a broad range of opportunities including peer mentorship programs, leadership development activities, athletic participation, and extended learning experiences. These offerings fostered a positive school culture and strengthened students' sense of belonging and connection.

However, a notable challenge was ensuring that all students had equitable access to these experiences across school sites. Variations in implementation and participation levels may have impacted the consistency of outcomes. Addressing these disparities through more structured coordination and monitoring will help maximize the benefits of this initiative for every student.

Student Recognition and Incentive Program (Action 4.9) was fully implemented to support the needs of all students by fostering a culture of achievement, positive behavior, and consistent attendance. A key success was the collaboration between Pupil Services and school sites to host both site-based and district-wide recognition events, which celebrated students' academic growth, positive behavior, and engagement. These events built student pride and helped cultivate a supportive environment.

Additionally, attendance incentives such as banners, stickers, and awards were used to encourage students and families to prioritize daily attendance, reinforcing academic engagement. The combination of recognition and incentives strengthened student motivation and supported a positive school climate across the district.
Building Effective Intervention Teams for Student Success (Action 4.10) was fully implemented to address the needs of all students by strengthening school sites' ability to respond to behavior and attendance challenges. A key success was the delivery of professional development that equipped staff to form effective PLCs and utilize Student Success and Monitoring Teams (SSMTs) to identify and intervene on attendance and behavioral concerns.
Through collaborative, data-driven practices, schools created more supportive environments, enhancing student outcomes and promoting equity. These intervention teams played a critical role in fostering positive school climates and ensuring that all students—particularly those facing attendance or behavioral barriers—received the support necessary to succeed.

Parent Engagement Activities (Action 4.11) was fully implemented to address the needs of low-income students, English Learners, and foster youth by expanding access to parent education workshops, classes, and conferences. A key success was the collaboration with Community Relations Specialists and external partners like Parent Education Bridge (PEB), which resulted in a broad range of high-interest workshops covering academic support, trauma-informed parenting, technology, and special education.

These sessions were offered at varied times and in both English and Spanish, ensuring accessibility for diverse families. This comprehensive approach strengthened family-school partnerships and equipped caregivers with the tools to support their children's learning and well-being.

Promoting Parent Voice and Advocacy (Action 4.12) was fully implemented to address the needs of all students, particularly African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness. Compton Unified School District made significant strides in amplifying parent voice and advocacy through targeted engagement with several key 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 played a pivotal role in fostering collaboration, providing valuable input, and identifying academic and social practices that are equitable and culturally responsive. Through consistent communication and engagement with these groups, the district was able to ensure that the voices of parents from historically underrepresented and marginalized groups were heard. This approach allowed the district to better understand and address the unique needs of its diverse student population.

While this initiative has made considerable progress in amplifying parent voice and fostering a supportive and inclusive educational environment, there remains room for improvement in increasing parent participation and engagement. Moving into the second year of implementation, the district will continue to work on expanding outreach efforts to engage more parents, particularly from underrepresented communities, in meaningful dialogue and decision-making processes. Building stronger connections with

these parents will be a key focus in the upcoming year, ensuring that their voices are not only heard but actively shape the district's academic and social practices moving forward.

The Success Through Educational Participation Program (STEP) (Action 4.13) was mostly implemented in Compton Unified, serving 17 students with unique needs who require intensive behavioral interventions to access the core curriculum. The program provided tailored interventions and ensured a structured and safe environment, allowing students to focus on academics while addressing challenging behaviors. Staff prioritized building relationships with students and their families, fostering consistent communication and contributing to a positive and supportive environment. This collaborative approach helped students engage more effectively with the curriculum, and the program was fully implemented to support these students in overcoming barriers to learning.

One of the challenges faced during the implementation of STEP was the difficulty in hiring a fully qualified teacher to serve the most behaviorally challenged students. While a substitute teacher filled the role in one of the three classes, the district provided substantial support to ensure that students continued to receive appropriate services. Moving forward, addressing this staffing gap will be an area of focus to further strengthen the program's implementation. Additionally, the program's success was supported by targeted staff and family training, but ensuring more consistent and ongoing parental involvement would further enhance the program's overall effectiveness. These areas of improvement will be a focus as the program moves into year two, ensuring better alignment between school and home support.

The Counseling Services for Special Education Students (Action 4.14) was fully implemented to address the social-emotional and behavioral needs of students with disabilities. A key success of the initiative was that 215 students, as outlined in their Individualized Education Program (IEP), received tailored counseling services, including 1:1 and small group sessions. These services were provided by qualified professionals, such as school psychologists and social workers, who delivered a range of support including therapy, grief/loss counseling, and wellness services. The collaboration between CUSD's Pupil Services department and community partners helped ensure that students received the necessary support to address their mental health needs and succeed academically.

The action Disproportionate Discipline Reduction Strategies for African-American Students (Action 4.15) was fully implemented to address the needs of African American students in promoting positive behavior, emotional support, and academic success. A key success was the combined and well-balanced implementation of Positive Behavior Interventions and Supports (PBIS) to establish proactive school wide behavior systems, Restorative Justice Practices such as circles and mediation to repair harm and build community, and the BSA Peer Mentor Program to provide role models and emotional support through structured peer-to-peer mentoring at the school sites. A key challenge, however, was maintaining consistent implementation across all campuses, as outcomes varied depending on staff training levels and time allocated for program delivery.

The implementation of Action 4.16, Addressing School and Student Group Suspension Disparities, was fully carried out in collaboration with the Department of Pupil Services. Targeted support was provided to schools identified as "red" on the 2023 California Dashboard for suspension rates (Centennial High School -African American students; Compton High School -English Learners, Foster Youth, and African American Students), with a focus on improving outcomes for student groups disproportionately impacted by exclusionary discipline. These supports included site-based coaching, data analysis, and the integration of restorative practices. Wellness Centers at these campuses played a central role by offering counseling, mental health services, and other interventions to help mitigate behavioral challenges and promote student engagement.

A minor challenge encountered was ensuring all school sites consistently implemented restorative practices and professional development with fidelity. While most sites actively participated, varying levels of staff engagement and time constraints limited full adoption in some areas. To address this, efforts will continue into the next year to increase training opportunities and strengthen the consistency of implementation across all targeted schools, with the goal of reducing disparities and fostering inclusive school climates.

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.

Goal 4 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
Goal 4 actions prioritized student wellness, school connectedness, family engagement, and reductions in chronic absenteeism and disproportionate discipline. Of the total $4,471,539 allocated under Goal 4, approximately 97% of funds were expended as of the reporting period. The majority of actions were fully implemented with expenditures aligned to budgeted amounts, demonstrating strong fidelity in promoting positive school climate, student mental health, and engagement of historically underserved student groups and families.

2. Actions with Close or Full Alignment
Most actions were fully aligned with their budgets, including Attendance Monitoring and Re-engagement Strategies (4.1), Positive Behavioral Interventions and Supports (4.3), Comprehensive Counseling and Mental Health Services (4.4), Expansion of Wellness Centers (4.5), Team Joy and Fun (4.8), Student Recognition and Incentive Program (4.9), Building Effective Intervention Teams for Student Success (4.10), Parent Engagement Activities (4.11), Promoting Parent Voice and Advocacy (4.12), Compton STEP Program (4.13), Counseling Services for Special Education Students (4.14), Disproportionate Discipline Reduction Strategies for African-American Students (4.15), and Addressing School and Student Group Suspension Disparities (4.16). These actions represent the district's sustained investment in safe, inclusive, and supportive school environments.

3. Actions with Material Differences
Some actions were partially expended, leading to material differences from budgeted amounts:
--> Chronic Absenteeism Task Force (4.2) spent 87% of its allocation, reflecting partial implementation likely due to staffing constraints or phased rollout of initiatives.
--> Equity-Centered Trauma-Informed Training (4.6) utilized 82% of funds, indicating limited delivery or reduced participation in professional development activities.
--> Social-Emotional Development Initiative (4.7) expended 88% of its budget, reflecting minor delays in full implementation or adjustments to planned services.
--> These variances suggest opportunities to refine implementation timelines and delivery mechanisms, rather than reduced commitment to the intended supports.

4. Overall Summary
Of the $4,471,539 allocated for Goal 4, $4,325,384 has been expended to date, representing approximately 97% of total funds. This includes $1,683,509 in base funds and $2,641,875 in supplemental and concentration funds. The district has demonstrated effective use of resources to support student well-being, reduce absenteeism and suspensions, and promote equitable school environments. Slight underspending in a few actions will inform more targeted implementation next year to ensure full service delivery and maximize impact for high-need student groups.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Attendance Monitoring, Re-engagement Strategies, and Chronic Absenteeism Task Force Efforts (Actions 4.1 and 4.2) proved effective in improving attendance and reducing chronic absenteeism among low-income students, English Learners, Foster Youth, and African American students. Progress is clearly reflected in attendance rates and chronic absenteeism data (Goal 4, Metrics 1 and 2). For low-income students, attendance improved from 92.9% to 95.03%, and chronic absenteeism dropped from 19.9% to 11.7% compared to this point last school year. English Learners also showed positive gains, with attendance increasing from 92.6% to 94.82% and chronic absenteeism declining from 20.9% to 11.2%. Foster Youth similarly experienced improvements, with attendance rising from 93.1% to 94.78% and chronic absenteeism decreasing from 17.9% to 14.1%.

Additionally, targeted efforts by the Chronic Absenteeism Task Force contributed significantly to gains for African American students, whose attendance increased from 91.7% to

94.4% and whose chronic absenteeism rate fell from 25.6% to 16.1% (Goal 4, Metrics 1 and 2). These outcomes suggest that strategic re-engagement efforts, early interventions, strong collaboration with community partners, and home visits were key drivers of success.

Turning to another important strategy, Positive Behavioral Interventions and Supports (PBIS) (Action 4.3) contributed to the district's efforts to reduce exclusionary discipline among low-income students. While external data from the California Dashboard (Fall 2024) showed an overall increase in suspension rates for some groups, internal data from Spring 2024 reflects positive movement for Socioeconomically Disadvantaged (SED) students. Specifically, the suspension rate for SED students declined from 1.9% to 1.2% (Goal 4, Metric 5). This improvement suggests that PBIS implementation, along with the use of restorative practices, is beginning to yield measurable benefits. Educational partner feedback reinforces the importance of continuing and strengthening these interventions to maintain momentum and further support positive school climate outcomes.

Complementing these efforts, Comprehensive Counseling and Mental Health Services (Action 4.4) were effective in supporting students' well-being and addressing their social-emotional needs. Evidence from the Effectiveness of Services survey shows that 94.6% of administrators and 86.3% of certificated staff agreed that the district's counseling and mental health services are making a meaningful difference for students. These supports have been especially beneficial for several student groups and have contributed to reductions in incidents and suspension rates. For example, suspension rates for African American students declined from 4.5% to 3.5%, Foster Youth from 3.0% to 2.1%, and Long-Term English Learners from 3.9% to 1.7%, while homeless students experienced a significant reduction, dropping to 0% (Goal 4, Metric 5). These outcomes suggest that comprehensive counseling and mental health services are effectively addressing critical behavioral and emotional needs. Educational partner feedback further underscores the importance of maintaining and expanding these services to support improved academic and behavioral outcomes, particularly for our most vulnerable students.

Complementing these efforts, the Expansion of Wellness Centers (Action 4.5) and the implementation of Equity-Centered Trauma-Informed Training (Action 4.6) have been critical in improving well-being, academic motivation, and school connectedness for Low-Income students, English Learners, and Foster Youth. Data from the California Healthy Kids Survey (Goal 4, Metrics 7, 8, and 9) show significant positive changes in student perceptions of school climate. For instance, the percentage of students who reported feeling connected to school increased across all grade levels, with notable gains in 7th grade (from 44% to 50%) and 11th grade (from 34% to 42%). Similarly, students reporting positive relationships with caring adults at school rose, particularly in 11th grade from 47% to 55%. Perceptions of school safety also improved, most notably in 11th grade from 30% to 48%, suggesting that the supportive environment fostered by Wellness Centers and trauma-informed strategies is contributing to greater feelings of security and belonging for our most disenfranchised students. In addition, academic motivation improved across grades (Goal 4, Metric 10), with 7th-grade students increasing from 63% to 69%, 9th-grade students from 59% to 62%, and 11th-grade students from 61% to 63%.

At the same time, data from Aeries (Spring 2025) reflect a notable decrease in suspension rates among our targeted student groups. Suspension rates dropped from 1.9% to 1.2% for Socioeconomically Disadvantaged students, from 3.9% to 1.7% for Long-Term English Learners, and from 3.0% to 2.1% for Foster Youth (Goal 4, Metric 5). Expulsion rates (Goal 4, Metric 6) remained at or near 0% for all three groups. Educational partner feedback emphasizes that trauma-informed training has strengthened staff capacity to respond to student behavior with empathy and cultural awareness, reducing the need for exclusionary practices. Together, the expansion of Wellness Centers and the district wide use of trauma-informed approaches are helping to create safer, healthier learning environments that better support the academic, emotional, and social success of Low-Income students, English Learners, and Foster Youth.

The Social-Emotional Development Initiative (Action 4.7) also drove measurable gains in supporting the mental, emotional, and social well-being of Low-Income students. According to the California Healthy Kids Survey (Goal 4, Metrics 7, 8, and 9), school connectedness among 7th-grade students increased by 6 percentage points over the past year (from 44% to 50%), while 11th-grade students experienced an 8-point increase (from 34% to 42%). Similarly, perceptions of school safety for 11th graders improved by 18 percentage points, rising from 30% to 48%. These year-over-year gains reflect a strengthening of students' trust in their school environments and a greater sense of belonging, both of which are critical components of effective social-emotional development.

Further reinforcing these results, 82.9% of administrators, 77.7% of teachers, 80% of students, and 87.6% of parents completing the Effectiveness of Services Survey indicated that the SEL programs implemented at their schools—Second Step (K-8) and Move This World (high schools)—have positively impacted students' social-emotional growth. It seems

evident that these programs are helping students build critical skills in emotional regulation, empathy, and conflict resolution, all of which contribute to creating more supportive, inclusive school environments for our Low-Income students.

Moving on to another important initiative, Team Joy and Fun (Action 4.8) has been pivotal in fostering a positive, inclusive school environment. Feedback from school administrators, Child Welfare and Attendance staff, and educational partners consistently highlights the initiative's positive impact on student engagement and school culture. Administrators report that peer mentorship activities, leadership development programs, and enrichment opportunities under Team Joy and Fun have strengthened students' social skills, built leadership capacity, and created a stronger sense of belonging among students. According to the California Healthy Kids Survey (CHKS) (Goal 4, Metric 7), in 2025, 65% of 5th graders reported feeling connected to their school, up from 63% the prior year. In secondary grades, gains were even more significant: 7th-grade connectedness rose by 6 points (from 44% to 50%), 9th grade by 7 points (from 39% to 46%), and 11th grade by 8 points (from 34% to 42%). These year-over-year improvements suggest that efforts to strengthen school culture and foster student belonging, with initiatives like Team Joy and Fun, are positively impacting students' experiences, particularly as they transition into and through secondary school.

Educational partners also emphasized that the initiative has supported students' social fluency, promoted cross-cultural understanding, and contributed to a more joyful school climate. Many schools noted that students participating in Team Joy and Fun activities demonstrated increased confidence, stronger peer relationships, and greater willingness to engage in classroom and extracurricular activities. This soft data suggests that the initiative is helping advance CUSD's goals of holistic student development and racial equity, and points to the importance of continuing and expanding enrichment opportunities that promote academic, social, and emotional growth.

The Student Recognition and Incentive Program (Action 4.9) was effective in making progress toward fostering a culture of achievement and positive behavior across Compton Unified. Evidence from the Effectiveness of Services Survey shows strong support for the program: 84.4% of students, 89.2% of certificated staff, and 96.3% of administrators indicated positive perceptions of its impact. Students reflected that recognition and incentives helped increase their motivation and attendance, while staff reported noticeable improvements in student behavior, participation, and overall morale. Administrators also highlighted the successful implementation of recognition systems at their sites and the positive effect these systems had on school climate. These results demonstrate that the Student Recognition and Incentive Program is making meaningful progress in promoting student engagement, supporting regular attendance, and creating a more positive and motivating environment for all students.

Action 4.10 proved effective in promoting improved outcomes for students experiencing behavioral and attendance challenges. The structures built under this action strengthened site-based capacity to implement Student Success and Monitoring Teams (SSMTs) and utilize data collaboratively within PLC structures. As a result, schools were better equipped to identify at-risk students early and implement tiered supports aligned with their needs. Feedback from educational partners and site leaders affirmed that these teams contributed to stronger coordination of interventions, more consistent monitoring, and timely adjustments based on student progress. Additionally, schools reported improvements in student engagement and school climate, particularly for students who had previously struggled with chronic absenteeism or disciplinary incidents. Preliminary CAASPP scores and STAR 360 diagnostic data for both ELA and Math show significant gains districtwide, especially among students identified and supported through SSMT processes. These academic improvements, alongside enhanced school climate outcomes, underscore the effectiveness of Action 4.10 in advancing equity, promoting early intervention, and supporting sustained student success.

Furthermore, the Strengthening Parent and Family Engagement initiative (Action 4.11) has been essential in building stronger home-school partnerships and creating a more inclusive school environment. According to the California School Parent Survey (Goal 4, Metric 16), the percentage of parents who agreed or strongly agreed that they feel welcome to participate in their child's school increased from 81% to 83% districtwide from 2023–24 to 2024–25. High schools showed the most notable improvement—rising from 75% to 85%. In addition to survey results, educational partners emphasized that expanded communication strategies and increased outreach, particularly to non-English-speaking families, have been critical to these gains. Schools also reported higher parent participation in advisory committees, workshops, and schoolwide events. These improvements highlight the district's progress in fostering a welcoming and supportive environment for families, which research shows is key to improving outcomes for Low-income, English Learners and Foster Youth.

The Parent Voice and Advocacy initiative (Action 4.12) was effective in amplifying parent input and strengthening collaboration across Compton Unified School District. Through increased engagement with advisory groups such as the District English Learners Advisory Committee (DELAC), District Black Parent Advisory Committee (DBPAC), Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), school-level Black Parent Advisory Committees (BPAC), and Parent Teacher Associations (PTAs), the district made measurable progress in elevating family perspectives, especially for historically underserved student groups. Results from the Effectiveness of Services Survey demonstrate strong support for this effort, with 92.2% of administrators, 86.6% of staff, 91.2% of parents, and 80.5% of students indicating that increased communication with parent advisory groups has positively impacted collaboration and advocacy. These results affirm that the initiative is creating a more inclusive educational environment, empowering parents to actively contribute to identifying equitable, culturally responsive practices that support the diverse needs of all students, including students experiencing homelessness.

The Compton STEP Program (Action 4.13), in conjunction with Counseling Services for Special Education Students (Action 4.14), was effective in supporting students facing significant behavioral and academic challenges. Despite some staffing challenges, including the need for a substitute teacher for one of the three STEP classes, the district maintained continuity of services and interventions. Currently, 23 students are enrolled in STEP, reflecting the district's continued commitment to offering alternative placements and tailored support for students with IEPs. Conversations with educational partners confirm that the STEP program has provided a crucial pathway for students to re-engage with academic learning and behavioral growth, ultimately promoting equitable access to the core curriculum.

In tandem, the counseling services provided to special education students whenever necessary have been a vital component of this support system. The district's counseling services, including 1:1 and small group sessions, as well as on-site school psychologist support, have been instrumental in addressing students' social-emotional and behavioral needs. Evidence from the Effectiveness of Services Survey shows that 100% of administrators and 81.2% of certificated staff rated the counseling services as effective, highlighting the accessibility and consistency of the services offered to students. Moreover, 87.6% of parents also rated the services positively, confirming the positive impact on students' overall well-being and academic success.

The Disproportionate Discipline Reduction Strategies for African-American Students (Action 4.15) showed overall effectiveness toward addressing disparities in discipline rates. Although maintaining consistent implementation across all campuses presented challenges, particularly in terms of staff training and time allocation, there were notable positive outcomes. Suspension rates for African-American students remained stable and even saw a districtwide decrease of 1 percentage point from spring 2024 to 2025 (4.5% down to 3.5%), suggesting that the strategies implemented have had a beneficial impact. Additionally, 74.8% of certificated staff agreed that the continued use of Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, and mentorship programs has contributed to an improved school climate. While challenges in full implementation remain, the initial success of the program indicates it is on the right track toward fostering an equitable and supportive school environment for African-American students.

The Addressing School and Student Group Suspension Disparities initiative (Action 4.16) has shown partial effectiveness. The student groups identified as RED based on the 2023 California Dashboard included Centennial High School (AA), Cesar Chavez High School Continuation (SWD, AA), and Compton High School (ELs, FY, AA). On the 2024 California Dashboard, Centennial's AA group improved to Yellow (a decline of 2.8%). At Cesar Chavez Continuation High School, the SWD group improved to Blue (a decline of 13.2%), while the AA group remained RED, with a slight increase of 1.9%. Compton High School continues to need targeted support, with the EL group remaining RED (up from 7.6% to 10.6%), LTELs now identified as RED (11.1%), and their FY group showing an increase of 2.1%, though it did not receive a color rating due to lower enrollment (29 students). The AA group at Compton High also increased from 9.3% to 13.8%, maintaining its RED status. Additionally, Dominguez High School saw an increase in its AA group from 9.7% (Yellow) to 13.6% (Red) in 2024.

It is important to note that the strategies associated with Action 4.16 were implemented during the 2024-2025 school year, and we will need to wait for the publication of the 2025 California Dashboard data in the fall to assess the full impact. However, preliminary reports from schools receiving intensive support and resources suggest a positive impact on student outcomes. The integration of restorative justice practices, along with targeted interventions through Wellness Centers and the Department of Pupil Services, has contributed to a more supportive school climate. While suspension disparities will continue to be monitored, early feedback from educational partners reflects a strong commitment to reducing disparities and creating an environment where all students can thrive. Further evaluation will be necessary to confirm the long-term impact of this initiative.

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

As part of our annual LCAP reflection cycle, we carefully examined Goal 4, which focuses on positive school climate, engagement, and relationships among students, staff, and families. The review included metric performance, educational partner feedback, and analysis of action implementation. Based on our findings, we are not proposing any changes to the goal description, expected outcomes, or metrics for the 2025–2026 school year. Goal 4 continues to reflect the district's commitment to fostering inclusive, connected, and supportive school communities.

GOAL DESCRIPTION
No changes are being proposed to the Goal 4 description. It remains fully aligned with State Priority 6 (School Climate) and Priority 3 (Parent Involvement), emphasizing the importance of engaging students and families, creating safe and supportive environments, and improving student attendance and behavior outcomes. The existing language captures the district's priorities and continues to resonate with our educational partners.

EXPECTED OUTCOMES
We are not revising the expected outcomes for Goal 4. The current outcome targets are meaningful, measurable, and aligned with key district priorities, including chronic absenteeism reduction, suspension rate improvements, and increased parent and student engagement. Maintaining continuity in our targets will allow us to monitor progress over time and sustain our focus on long-term improvement.

METRICS
No changes are being made to the metrics associated with Goal 4. The existing set of metrics is comprehensive and includes both quantitative and perception-based data to monitor engagement, connectedness, discipline, and attendance. Goal 4 has a total of 23 metrics designed to monitor the progress of its actions:

->Aeries (Metrics 4.1, 4.5, 4.23)
->California Schools Dashboard (Metrics 4.2, 4.3, 4.5)
->DataQuest (Metrics 4.4, 4.6)
->California Healthy Kids Survey (CHKS) (Metrics 4.7, 4.8, 4.9, 4.10)
->California Parent Survey (Metrics 4.11, 4.12, 4.13, 4.14, 4.16, 4.17)
->California School Staff Survey (Metrics 4.18, 4.19, 4.20, 4.21
->Local Data (Metric 4.15)
->Effectiveness of Services Survey (Metric 4.22)

These tools allow for a multifaceted evaluation of school climate and engagement across student, parent, and staff perspectives.

ACTIONS
As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 4.1, 4.2, 4.5, 4.6, 4.10, 4.15, 4.16), along with the specific amount allocated. This was done for transparency and clarity.

As part of our annual LCAP reflection process, we reviewed implementation progress, outcome data, and educational partner feedback related to Goal 4. The suite of strategies implemented under this goal—including attendance monitoring systems, re-engagement teams, PBIS, mental health services, Wellness Centers, SEL programming, school climate initiatives, family engagement efforts, and targeted supports for vulnerable groups—has demonstrated clear effectiveness in improving student outcomes.

As explained on Prompt 3, both local and state-level data show gains in attendance, reductions in chronic absenteeism and suspensions, improved perceptions of school safety

and connectedness, and increased family involvement. Specific student groups—such as Low-Income students, English Learners, Foster Youth, and African American students—have shown measurable improvements in engagement, discipline, and school climate outcomes. While some implementation challenges remain, particularly in achieving consistent fidelity across all campuses, educational partner feedback affirms that these actions are making a meaningful impact in creating more equitable, supportive, and inclusive environments.

Across multiple conversations, committee meetings, and reflection sessions with stakeholders, there was strong consensus that the current set of actions is both comprehensive and aligned with district priorities. Educational partners noted that we have a robust number of initiatives already in place; therefore, the focus moving forward should shift toward deeper implementation and more rigorous progress monitoring.

Based on this input and analysis, we are not proposing any major changes to the descriptions of actions under Goal 4 for the 2025–2026 school year. The current framework of actions continues to reflect an intentional and strategic approach to supporting student engagement, improving climate and culture, and addressing the needs of our highest-need student populations.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Monitoring and Re-engagement Strategies	LREBG Action Chronic absenteeism declines when schools implement early alerts, parent outreach, and re-engagement efforts supported by research-based attendance teams (Balfanz & Byrnes, 2012). Data dashboards and multi-tiered intervention plans further enhance response and accountability. Compton Unified School District acknowledges the critical need to address chronic absenteeism, particularly among our low-income students and other unduplicated student groups. Recognizing the significance of enhancing student engagement and consistent participation, CUSD will implement tiered attendance monitoring and re-engagement strategies district-wide. Each school site will undertake initiatives aimed at reducing chronic absenteeism among our low-income students through proactive outreach efforts. These efforts will include targeted communication with families about absences, tardiness, and truancy, fostering a culture of attendance, and ensuring every student's consistent participation in learning. Metrics being used to monitor the action: Goal 4, Metrics 1 and 2. LREBG Funds supporting this action: $150,500 per year through 2027–28	$589,781.00	Yes
2	Chronic Absenteeism Task Force	LREBG Action Research shows that district-level task forces that use real-time data, cross-departmental collaboration, and community partnerships are effective in reducing absenteeism (Attendance Works, 2021). Success increases when schools combine data with targeted family outreach and	$400,000.00	No

		incentives. This non-contributing action will involve the establishment of an Attendance Task Force at each school site, consisting of administrators, attendance clerks, counselors, teachers, community relations specialists, and other relevant support staff. These multidisciplinary teams will systematically monitor student attendance data, identify barriers to regular attendance, and implement targeted re-engagement strategies for all schools and/or student groups with the lowest performance level (red) on the California Dashboard (Hispanic, African-American, Homeless, Students with Disabilities, Multiple-Race). The Attendance Task Force will convene regularly to analyze attendance trends, develop personalized interventions, and track the effectiveness of these initiatives. By proactively addressing chronic absenteeism among all student groups, CUSD aims to cultivate a culture of attendance and ensure every student's consistent participation in learning. Key metrics for measuring effectiveness will include reduction in chronic absenteeism across all student groups and increased academic progress. Metric being used to monitor the action: Goal 4, Metric 2 LREBG Funds supporting this action: $75,000 per year through 2027–28		
3	Positive Behavioral Interventions and Supports	As we meet with educators throughout the district, and carefully analyze input from educational partners 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. 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 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).	$619,440.00	Yes
4	Comprehensive Counseling and Mental Health Services	LREBG Action Access to school-based mental health professionals enhances academic performance, reduces behavioral issues, and increases attendance (Reback, 2010). Integrated services reduce stigma and ensure timely access to care, particularly in under-resourced communities. Compton Unified School District is committed to providing comprehensive counseling and mental health services to support the well-being of all students, including those identified as unduplicated (low-income, English Learners, and Foster Youth). These services aim to promote positive connections between students and adults, fostering a school culture where students feel safe, supported, and empowered to thrive academically and personally. Through this initiative, the district will offer counseling and mental health therapy to students as necessary, tailoring interventions to meet individual needs and circumstances. Trained counselors and mental health professionals will work collaboratively with students, families, and school staff to address a wide range of social, emotional, and behavioral concerns. By prioritizing the mental health and emotional well-being of all students, CUSD seeks to create a nurturing and inclusive learning environment conducive to academic success and personal growth.	$397,489.00	No

		Metric being used to monitor the action: Goal 4, Metrics 7 and 8 LREBG Funds supporting this action: $125,000 per year through 2027–28		
5	Expansion of Wellness Centers	LREBG Action Wellness centers support whole-child development, reduce mental health stigma, and improve academic engagement, especially in underserved communities (Brener et al., CDC, 2007). Schools with dedicated wellness spaces also report increases in student self-regulation and connectedness. Recognizing that children living in poverty often face significant challenges—including food insecurity, unstable housing, limited access to healthcare, and a lack of academic support at home—our district is committed to expanding and appropriately resourcing Wellness Centers at school sites (currently at 30 schools). These centers will serve as safe, supportive spaces offering basic mental health services, psychological support, and mentoring to address the academic and emotional needs of low-income and other unduplicated students. Additionally, Wellness Centers will provide access to college and career counseling, basic medical care, and trauma-informed services to help families navigate the stressors associated with poverty. By supporting students holistically, these centers aim to increase academic achievement, reduce dropout rates, and improve long-term outcomes. Success will be measured through metrics such as academic performance, dropout and retention rates, student well-being surveys, and utilization of Wellness Center services by students and families. Metric being used to monitor the action: Goal 4, Metrics 7, 8, 9, and 10. LREBG Funds supporting this action: $245,500 per year through 2027–28	$697,403.00	Yes
6	Equity-Centered Trauma-Informed Training	LREBG Action Training educators in trauma-informed care, with an equity lens, improves classroom management, student behavior, and academic achievement (SAMHSA, 2014). When sustained over time and linked to coaching, such training fosters inclusive environments for marginalized youth. Our district is committed to providing comprehensive trauma-informed training to all staff, including administrators, teachers, and counselors. This training aims to deepen understanding of trauma's effects on students, particularly those from marginalized backgrounds, and equip educators with strategies to effectively support them. By embracing a trauma-informed approach, our schools will undergo a transformative shift, fostering a more empathetic and responsive learning environment for all students. While all students stand to benefit from trauma-informed practices, this training is principally directed toward supporting the unique needs of our low-income students, foster youth, and newcomer ELs who may be disproportionately affected by trauma. By equipping educators with the tools and insights necessary to address trauma's impact, we aim to enhance academic performance, well-being, and overall success for these vulnerable student populations. Monitoring changes in the frequency of disciplinary actions and suspensions will help us determine whether trauma-informed practices are effectively mitigating behavioral challenges and promoting a positive school climate. Decreases in disciplinary incidents will suggest that students	$174,244.00	Yes

		are receiving more supportive and understanding responses to their needs, leading to a safer and more conducive learning environment. Metric being used to monitor the action: Goal 4, Metrics 7, 8, and 10. LREBG Funds supporting this action: $71,671 per year through 2027–28		
7	Social-Emotional Development Initiative	As a result of this need, all school sites will continue to implement our Social-Emotional Learning programs, which are Second Step for K-8 and Move This World for High Schools. Both teachers as well as classified staff will receive comprehensive training for a successful and holistic implementation of the model. While the scope of this initiative will be LEA-wide, it is principally directed toward meeting the social emotional needs of our low-income, minority students. In addition, Panorama, a baseline Social Emotional Learning assessment, will be administered twice a year. This survey will serve as a metric of success as it it will help us better monitor progress on the social and emotional competencies of our students. The assessment results will also 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.	$712,017.00	Yes
8	Team Joy and Fun	Compton Unified School District, in partnership with Child Welfare and Attendance, is dedicated to providing enriching activities for students in grades K-12 through the "Team Joy and Fun" initiative. These activities are designed to enhance student engagement both inside and outside the classroom, fostering social fluency, leadership skills, and racial equity awareness. Under this initiative, students will have access to a variety of enrichment opportunities, including peer mentorship programs, leadership development activities, athletic participation, and extended learning opportunities. These activities will be organized collaboratively by schools and Child Welfare and Attendance, with a focus on promoting a positive school culture and providing students with diverse experiences to support their holistic development. Through "Team Joy and Fun," CUSD aims to create a supportive and inclusive environment where students can thrive academically, socially, and emotionally, while also fostering a sense of belonging and community among all students.	$110,580.00	No
9	Student Recognition and Incentive Program	Pupil Services, in collaboration with all school sites, will orchestrate a comprehensive system of recognition programs and awards aimed at fostering a culture of achievement and positive behavior. These programs will encompass both site-based and district-wide recognition assemblies, celebrating student accomplishments in academic performance, growth across content areas, and exemplary behavior. To incentivize improved attendance and academic engagement, attendance incentives will be implemented for students and families. These incentives may include awards, banners, stickers, and other tangible rewards designed to motivate students to prioritize regular attendance and active participation in their academic journey. Through these initiatives, CUSD aims to cultivate a supportive and encouraging environment that celebrates student success and encourages continuous improvement.	$21,261.00	No
10	Building Effective Intervention Teams for Student Success	LREBG Action Reseach has told us that MTSS frameworks and school-based support teams promote collaboration, data-driven intervention, and more equitable student outcomes (Sugai & Horner,	$705,000.00	No

		2009). Effective teams incorporate educators, counselors, and social workers to ensure whole-child support. Compton Unified School District's initiative aims to bolster school sites' capacity to effectively address student behavior and attendance challenges. Under the guidance of Child Welfare and Attendance, professional development sessions will empower school staff to form robust Professional Learning Community (PLC) teams. By leveraging data analysis and implementing structures such as the Student Success and Monitoring Team (SSMT), these teams will systematically tackle behavior and attendance issues. Through this collaborative effort, the initiative seeks to cultivate a positive and supportive school environment that nurtures student success. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $80,000 per year through 2027–28		
11	Parent Engagement Activities	Compton Unified, in collaboration with schools and site Community Relations Specialists, along with external organizations,will expand parent education workshops, classes, and conferences. The workshops will cover a range of topics including Supporting Students at Home with Academic Standards and Assessments, Technology Usage, Trauma and Mental Health, Parenting Strategies, Racial Equity and Social Justice, IEP/504 Implementation, Understanding Student Disabilities, and Health-Related Issues. To accommodate diverse family schedules, these opportunities for parent involvement will be offered at various times throughout the day. These initiatives aim to equip families with the information, knowledge, and skills necessary to support unduplicated students in their educational journey.	$420,566.00	Yes
12	Promoting Parent Voice and Advocacy	Compton Unified School District is committed to amplifying parent voice and advocacy through targeted engagement efforts. By increasing communication with parent advisory groups such as 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), CUSD aims to foster collaboration and gather valuable input. These committees will play a pivotal role in identifying equitable and culturally responsive academic and social practices to ensure educational equity and address achievement disparities among various student groups, including African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness. Through this initiative, CUSD strives to create an inclusive and supportive educational environment that meets the diverse needs of all students.	$49,761.00	No
13	Compton STEP Program	Compton Unified remains committed to the ongoing implementation of the Success Through Educational Participation Program (STEPP), designed to support students facing unique needs and challenging behaviors that hinder their access to the core curriculum. STEPP offers IEP teams an alternative placement with tailored interventions aimed at facilitating the eventual successful return of students to their comprehensive school sites. Through STEPP, CUSD aims to provide a supportive environment where students can overcome obstacles and thrive academically, ensuring equitable access to educational opportunities for all learners.	$100,319.00	No
14	Counseling Services for Special Education Students	Compton Unified School District is dedicated to providing comprehensive mental health support for students with special needs through the Department of Pupil Services. Counseling services, including 1:1 and small group sessions, will be offered to students and their families as recommended by their Individualized Education Program (IEP) team. In cases where students require more intensive support, the IEP team will collaborate to determine the addition of on-site	$54,008.00	No

		counseling provided by school psychologists. By offering tailored counseling services, CUSD aims to address the diverse social-emotional needs of special education students, promoting their overall well-being and academic success.		
15	Disproportionate Discipline Reduction Strategies for African-American Students	LREBG Action Restorative practices and culturally responsive discipline approaches significantly reduce exclusionary practices for African-American students (Gregory et al., 2016). These strategies not only decrease suspension and expulsion rates but also strengthen student-teacher relationships and foster a greater sense of belonging. In our district, targeted strategies will be implemented to address and reduce disproportionate discipline rates among African-American students. This includes the adoption of restorative justice practices, implicit bias training for staff, and the development of positive behavior support systems. By addressing systemic disparities and promoting a more inclusive approach to discipline, this initiative aims to create supportive, equitable learning environments where all students are treated fairly and given the opportunity to thrive. Metric being used to monitor the action: Goal 4, Metric 5 LREBG Funds supporting this action: $50,000 per year through 2027–28	$92,341.00	No
16	Addressing School and Student Group Suspension Disparities	LREBG Action Data-informed discipline reforms and SEL integration are linked to reduced disparities in suspension rates and improved school climate (Losen et al., 2015). Schools that disaggregate discipline data by subgroup are better positioned to identify and address equity gaps. In collaboration with the Department of Pupil Services, we will provide intensive support to schools and specific student groups identified as being "red" on the California Dashboard. This targeted intervention aims to reduce suspension rates among vulnerable student populations across these identified school sites. The Wellness Centers at these schools will play a crucial role in this effort, offering additional support services such as counseling, mental health resources, and academic assistance. By integrating restorative justice practices into disciplinary procedures and offering tailored professional development opportunities, educators will enhance their ability to support these specific student groups effectively. Through community engagement and collaboration, we aim to build a shared responsibility for promoting positive student outcomes and reducing suspension disparities. This concerted effort seeks to create a supportive school climate where every student, especially those in "red" categories, has the opportunity to thrive academically and socio-emotionally. Metric being used to monitor the action: Goal 4, Metric 5 LREBG Funds supporting this action: $86,668 per year through 2027–28	$211,668.00	No

Goal

Goal #	Description	Type of Goal
5	All English Learners, including Newcomer students and Long-Term English Learners, as well as African-American Standard English Learners will receive targeted support and resources to enhance academic achievement and close the achievement gap.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The district developed this LCAP Goal to address the persistent achievement gaps that disproportionately affect English Learners (ELs), including Newcomer students and Long-Term English Learners, as well as African-American Standard English Learners. These student groups often face unique educational challenges that can hinder their academic progress. By providing targeted support and resources, the district aims to create an equitable learning environment where all students have the opportunity to succeed. Implementing this goal is essential for fostering inclusivity and ensuring that every student receives the individualized attention they need. Through focused interventions such as specialized instruction, tutoring, mentoring, and professional development for teachers on culturally responsive teaching practices, the district is committed to enhancing the academic achievement of these students. This concerted effort is designed to not only close the achievement gap but also to empower students to reach their full potential and prepare them for future educational and career opportunities.

To achieve Goal 5, our actions and metrics will create a comprehensive approach to enhancing the academic achievement of English Learners, including Newcomer students, Long-Term English Learners, and African-American Standard English Learners. These actions will include specialized instruction, tutoring, mentoring, and professional development for teachers on culturally responsive teaching practices, all aimed at addressing the unique educational challenges these student groups face.

We will measure the effectiveness of these actions and track progress towards the goal through various metrics. These will gauge the impact of specialized instruction and tutoring on language development and overall academic improvement. We will assess proficiency in ELA and Math to monitor academic gains from targeted support and mentoring programs. Reclassification rates, reductions in the number of LTELs, and the percentage of at-risk English Learners will provide insights into how well we are closing the achievement gap and promoting language proficiency.

We will also track the EL graduation rate and the number of students achieving the State Seal of Biliteracy to measure long-term academic success and readiness for post-secondary opportunities. Metrics on the effectiveness of training in cultural proficiency and culturally responsive teaching, as well as translation and interpretation services and workshops for parents of English Learners, will ensure that our support services are culturally relevant and accessible.

For our African-American students we will track the academic progress through the various metrics already incorporated in Goals 1 and 3, including performance on standardized assessments, diagnostic assessments, graduation rates, and college and career readiness indicators. By closely monitoring these metrics, we can identify areas needing improvement and ensure that African-American students receive the targeted support necessary to enhance their academic achievement and post-secondary preparedness.

By closely monitoring these metrics and adjusting our actions based on data-driven insights, we can ensure that the targeted support and resources are effectively enhancing academic achievement and closing the achievement gap for these student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Goal 5, Metric #1 Percentage of ELs making progress towards English language proficiency (ELPI)	47.6% (2022-2023)	47.3% (2023-2024)		55.%	-0.30% (2023-2024)
2	Goal 5, Metric # 2 EL English language proficiency for summative ELPAC Data Source: Summative ELPAC	16.15% (2022-2023)	14.84% (2023-2024)		25%	-1.31% (2023-2024)
3	Goal 5, Metric # 3 Newcomers and LTEL English Language Proficiency for Summative ELPAC Data Source: Summative ELPAC	Newcomers: 11.06% (3 years in program) LTELs: 19.8% (6 & more years in program) (2022-2023)	Newcomers: 13.5% (3 years in program) LTELs: 16.85% (6 & more years in program) (2023-2024)		Newcomers: 20% (3 years in program) LTELs: 25% (6 & more years in program)	Newcomers: 2.44% (3 years in program) LTELs: -2.95% (6 & more years in program)

4	Goal 5, Metric #4 Proficiency in ELA Data Source: ELA CAASPP	ELs: 8.62% LTELs: 6.5% AA: 32.62% (2022-2023)	ELs: 12% LTELs: 4.98 % AA: 35.65% (2023-2024)		ELs: 15% LTELs: 15% AA: 50 %	ELs: +3.38% LTELs: -1.52% AA: +3.03% (2023-2024)
5	Goal 5, Metric #5 Proficiency in Math Data Source: Math CAASPP	ELs: 12.4% LTELs: 2.6% AA: 23.55% (2022-2023)	ELs: 15.30% LTELs: 3.36% AA: 27.61% (2023-2024)		ELs: 15% LTELs: 15% AA: 40%	ELs: +2.9% LTELs: +0.76% AA: +4.06% (2023-2024)
6	Goal 5, Metric #6 Reclassification rate to a level above the state average Source Data: DataQuest and/or Aeries System	CUSD: 16.62% (2023-Aeries System) STATE: 6.9% (2020-2021 DataQuest)	CUSD: 15% (2024 -Aeries System) STATE: Not updated by the State (DataQuest)		CUSD: 15% or higher	CUSD: -1.62% (2024 -Aeries System) STATE: % (DataQuest)
7	Goal 5, Metric #7 Reduce the number of Long Term English Learners (LTELs) Source Data: DataQuest	10.7% (State Average: 17%). (2022- 2023)	10% (State Average: 10.6%). (2023- 2024)		≤8%	-0.7% (State Average: 10.6%). (2023- 2024)

8	Goal 5, Metric #8 Percent of At-Risk English Learners Data Source: DataQuest	6.5% (State Average: 7.2%) (2022-2023)	6.5% (State Average:7.0 %) (2023-2024)		≤5%	0% (State Average: 7.0 %) (2023-2024)
9	Goal 5, Metric #9 EL graduation rate for English Learners	EL: 82% LTEL: N/A (2022-2023)	91.1% (English Learners) 94.6% (LTELs) (2023-2024)		EL: 90% LTEL: 90%	+9.1% (English Learners) 94.6% (LTELs) (2023-2024)
10	Goal 5, Metric #10 Number of students achieving the State Seal of Biliteracy (Grade 12) Data Source: DataQuest and Local Data	ALL: 284 Hispanic: 283 African-American: 1 IFEP: 13 RFEP: 249 EO: 19 EL: 3 (2023-2024)	ALL: 311 Hispanic: 310 African-American: 1 IFEP: 13 RFEP: 278 EO: 17 EL: 3 (2024-2025)		ALL: 325 Hispanic: 305 African-American: 20 IFEP: 13 RFEP: 249 EO: 19 EL: 3	ALL: +27 Hispanic: +27 African-American: 0 IFEP: 0 RFEP: +29 EO: -2 EL: 0 (2024-2025)
11	Goal 5, Metric #11 Percentage of grade 8 students on track of completing 1 year of World Language Data Source: Aeries System	25% (2024)	34% (2025)		40%	+9% (2024-2025)

12	Goal 5, Metric #12 Effectiveness of the training in cultural proficiency and culturally responsive teaching Data Source: Effectiveness of Services Survey	Administrators: 80.6% Teachers: 76.3% (2023-2024)	Administrators: 89 % Teachers: 82.9% (2024-2025)		Administrators: 90% Teachers: 85%	Administrators: +8.4 % Teachers: +6.6 % (2024-2025)
13	Goal 5, Metric #13 Effectiveness of translation and interpretation services provided for families both at school and the district Data Source: Effectiveness of Services Survey	Administrators: 90% Teachers: 90.6% Parents: 93% (2023-2024)	Administrators: 82.6 % Teachers: 85.6% Parents: 93% (2024-2025)		Administrators: 95% Teachers: 95% Parents: 95%	Administrators: -7.4 % Teachers: -5 % Parents: 0% (2024-2025)

14	Goal 5, Metric #14 Parents of English Learners who agree/strongly agree that the workshops provided on EL related topics were effective Data Source: Effectiveness of Services Survey	Parents: 93.9% (2023-2024)	Parents: 93.2% (2024-2025)		Parents: 95%	Parents: -0.7% (2024-2025)
15	Goal 5, Metric #15 Number of Dual Immersion Students Attaining the Pathway to Biliteracy	178 Students (2023-2024)	223 Students (2024-2025)		200 Students	+45 Students (2023-2024)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 5.1, Professional Development on Research-Based Practices for English Learners, was partially implemented, making meaningful progress in several areas aligned with LCAP Goal 1. The district delivered targeted professional learning on academic vocabulary, differentiated instruction, and EL typologies. These efforts were bolstered by three focused training sessions for Bilingual Instructional Assistants, emphasizing small group instruction, intervention strategies, and maximizing district resources. The EL Director also played a key role in advancing this work by providing monthly training to principals, equipping site leaders with the knowledge and tools needed to support English Learner initiatives schoolwide.

Despite these successes, the action fell short of full implementation due to limited reach and inconsistent participation. Although monthly meetings with site-level EL Specialists followed a trainer-of-trainer model, scheduling challenges and low teacher availability meant that not all staff, especially classroom teachers, received the intended support. While select staff attended high-quality external conferences such as CABE and LACOE workshops, these opportunities were not widespread enough to establish consistent

districtwide capacity. The uneven access to training revealed a disconnect between the original plan and the professional development delivered, pointing to a need for more flexible scheduling options and expanded access to ensure broader impact in the future.

Professional Development to Support Long-Term English Learners (LTELs) (Action 5.2) was fully implemented, effectively supporting LTELs' language development and academic progress. A key highlight was Compton Unified's participation in the LTEL Collaborative with Stanford and the California Department of Education, which informed the development of actionable districtwide plans. Secondary teachers received training in using the English 3D curriculum, which included instructional routines and a project-based learning component. At the same time, administrators and EL Specialists participated in monthly sessions addressing LTEL dashboard data and intervention strategies. Furthermore, the district piloted the Summit K–12 program for all 6th–8th grade English learners, supported by two professional development sessions: one to introduce the platform and another to use student data for ELPAC preparation. After-school intervention teachers also received training to align with this effort.

Culturally Responsive Pedagogy for English Learners (Action 5.3) was fully implemented to cultivate inclusive, affirming learning environments for English learners. All professional development sessions embedded an asset-based approach, encouraging educators to view student performance through the lens of cultural and linguistic strengths. The district expanded its Dual Language Immersion Program and partnered with CABE to offer sessions, such as one on cross-linguistic transfer. These initiatives promoted equity and academic growth, ensuring ELs' cultural identities were acknowledged and supported in instruction.

The district also fostered community and celebration of student heritage through events such as Hispanic Heritage Month, culturally focused classroom activities, and schoolwide events. In collaboration with the Music Center of Los Angeles, over 400 students attended multicultural performances, including a production by We Tell Stories, which showcased folktales from Japan, Mexico, and Iran. These enriching experiences brought visibility to diverse cultures while reinforcing language development. However, the depth of implementation varied by school site, signaling a need for more consistent, systemwide support for culturally responsive practices.

Targeted Academic and Language Interventions for English Learners and At-Risk LTELs (Action 5.4) was fully implemented and provided comprehensive support through Bilingual Instructional Assistants (BIAs) and tutors. Approximately 30 BIAs were assigned to school sites to deliver in-class, real-time interventions based on ELPAC and academic performance data. These efforts were supported by 12 tutors at the secondary level who assisted across content areas. The district also leveraged digital tools like STAR Renaissance, Freckle, and Lexia Learning to provide personalized, adaptive instruction and assessment opportunities.

In addition to daytime support, Newcomers and LTELs received after-school interventions for ELPAC preparation and language acquisition. Ongoing professional development ensured that BIAs and tutors had the strategies and tools to support student learning. A notable success of Action 5.4 was the inclusion of the EL Journalism Club during summer school, which offered a unique opportunity for students to engage in authentic reading and writing experiences. However, implementation fidelity varied across school sites, leading to inconsistencies in the intensity and quality of support provided to ELs and LTELs.

Academic Interventions and Supports for Long-Term English Learners (Action 5.5) were fully implemented with substantial individualization and student engagement gains. Every at-risk LTEL received an individualized intervention plan developed in collaboration between the EL Specialist, classroom teachers, and families. These plans were data-driven and included clear strategies and goals. The EL Journalism Club was successfully piloted during summer school to engage students in literacy development through storytelling and expression, helping to prevent future LTEL identification.

The district also adopted Summit ELD for grades 6–8 and trained teachers in its implementation to ensure consistent support across sites. Additionally, twelve schools launched an ELPAC Master Class as an after-school program to build assessment readiness. Tutors were assigned at middle and high schools to support LTELs in ELA and math, providing integrated academic and language instruction. While these initiatives positively impacted engagement and outcomes, variability in implementation across sites remained a key challenge. Ensuring equitable access to high-quality interventions for all LTELs will be essential.

The Newcomer Program (Action 5.6) was fully implemented to address the needs of Newcomer students in English Language Development (ELD) and overall academic and

social-emotional growth. A key success was developing a comprehensive, multi-tiered support system with targeted ELD instruction, bilingual instructional assistant and tutor support, access to adaptive programs like Lexia for grades 3–5, and enrichment opportunities such as field trips and after-school clubs. The implementation of quarterly PLCs also supported teacher collaboration and instructional consistency. Notably, the district hosted a New Generation Conference tailored to 150 high school Newcomers, which provided exposure to higher education and career pathways through keynote speeches, college presentations, and career panels. Another highlight was the distribution of customized backpacks, differentiated by grade level, which supported students' language development at home.

Action 5.7 to support Biliteracy and Biliteracy Programs was fully implemented to address the needs of English learners, Dual Immersion students, and heritage language learners in language development, biliteracy, and academic achievement. A key success was the professional development provided to Dual Immersion teachers through partnerships with CABE and LACOE, focusing on Cross-Linguistic Transfer and Writing in Bilingual Classrooms. These trainings, paired with grade-level collaboration and participation in the CABE conference, supported instructional capacity and built teacher capacity across all three Dual Immersion sites. Additional successes included the purchase of iStation licenses and bilingual books for all three Dual Immersion classrooms and targeted academic support from Literacy Coaches, Bilingual Instructional Assistants, and Intervention Substitutes.

In World Language, students had access to Spanish 1 Non-Native and Native courses at multiple K-8 and middle schools and Spanish, Chinese, Sign Language, and AP Spanish courses at the high school level. Teachers participated in PLCs and received instructional support through coaching, while AP Spanish teachers engaged in quarterly collaborative sessions focused on lesson design and student work. However, a notable challenge was the ongoing coaching and monitoring of the professional development provided, as limited time and staffing constraints impacted the ability to follow up consistently across sites. This challenge affected the full implementation and reinforcement of newly introduced instructional strategies, prompting the need for more structured systems of follow-up and support.

Translation and Interpretation Services (Action 5.8) were fully implemented to address the needs of Spanish-speaking families in supporting their children's education across all subject areas. A key success was the consistent availability of a dedicated district translator and interpreter who ensures effective communication during IEP and 504 meetings and district-wide parent events. This has enhanced family engagement and supported equitable access to critical educational processes and information. Additionally, the district ensures that all correspondence is translated into English and Spanish, reinforcing inclusive and transparent communication.

Action 5.9, Workshops for Parents of English Learners, was fully implemented to address the needs of English learners in English Language Development (ELD) and academic success across content areas. A key success was the consistent implementation of monthly DELAC and ELAC meetings, which provided valuable information on reclassification, instructional programs, and collected meaningful parent input. Additionally, targeted workshops and literacy sessions, including the Latino Literacy Project and Dual Immersion parent meetings, strengthened home-school connections and supported biliteracy development. However, a notable challenge was ensuring consistent parent participation across all sites, which limited the reach of some workshops and may have impacted the uniformity of support provided districtwide.

Targeted Monitoring and Support for Long Term English Learners (Action 5.10) was fully implemented to address the needs of Long Term English Learners (LTELs) in language development and academic achievement. A key success was the district-wide use of a quarterly comprehensive tracker to monitor student progress, allowing timely identification of students in need of support and the development of individualized intervention plans. A significant component of addressing the needs of LTELs included structured data chats. These personalized sessions provided students with a clear understanding of their academic and language data, including ELPAC performance, and supported the setting of growth goals. Data chats promoted student ownership of learning. Additionally, ELPAC-focused student assemblies were held to emphasize the importance of the assessment, share test-taking strategies, and foster a growth mindset among English learners.

However, ensuring consistent implementation of data chats and assemblies across all school sites was challenging. While many schools successfully carried out these initiatives, there were variations in how often they were implemented due to site specific factors. Despite this, the district's data-informed and student-centered approach has supported English learners. Strong systems will ensure that these practices improve moving forward.

The action for Data-Driven Instruction and Monitoring of African-American Students (Action 5.11) was fully implemented to monitor the academic progress of African American students, ensuring timely interventions and personalized support. A key factor in successful implementation was the consistent use of monthly data chats during tutor training, principal meetings, and PD sessions, which raised educator awareness and supported timely, targeted interventions. This was strengthened by progress monitoring tools like Renaissance STAR, CBM, Illuminate, and District Data Trackers, which provided real-time data to guide instruction and track effectiveness.

However, challenges included low parent participation at some BPAC and DBPAC meetings, limiting communication with families. This led to fewer at-home supports, delayed intervention follow-through, and misalignment between school and home expectations, potentially contributing to uneven progress across sites.

The actions for Academic Interventions for African-American Students (Action 5.12) were fully implemented, focusing on data-driven practices and targeted support in reading and math. A key success was the deployment of 45 Project REACH tutors, trained to deliver consistent reading interventions across grade levels. For 3rd-grade students, 18 Think Together tutors provided small-group support in reading and math, emphasizing comprehension, writing, and key math domains like Operations and Algebraic Thinking. A challenge arose with tutor turnover at some sites, which disrupted continuity and impacted student progress and relationships.

Action 5.13, Implementation of Culturally Responsive Teaching for African-American Students, was partially implemented to promote culturally responsive instructional practices designed to support African-American learners. Key successes include training several teachers in Culturally and Linguistically Responsive (CLR) practices. To reinforce implementation, CLR kits—containing practical strategies and culturally relevant reading materials—were distributed to the home schools of trained teachers, focusing on grades 1–3. Additionally, culturally responsive books were ordered for all teachers at these sites, expanding student access to literature that reflects their cultural identities and lived experiences. However, a key challenge was that not all targeted teachers have been trained, limiting the consistent integration of CLR strategies across grade levels and school sites. This has delayed the broader impact of culturally responsive teaching on African-American student engagement and achievement. To address this, continued training is planned to support full implementation and long-term sustainability.

Culturally Relevant Curriculum Expansion for African-American Students (Action 5.14) was fully implemented to elevate African Americans' voices, histories, and contributions throughout the educational experience in Compton Unified School District. The district has actively expanded the curriculum across ELA, history, STEM, the arts, and career readiness to ensure students see themselves reflected in their learning. Culturally diverse libraries have been established at every school site, featuring books representing African-American perspectives and experiences. Monthly Virtual Career Days have connected students with successful Black professionals in underrepresented, high-paying fields, inspiring students to explore new pathways and envision broader possibilities for their futures. African-American themes have been embedded in the arts through the efforts of Black Student Achievement (BSA) Designees and Meet the Masters teachers, allowing students to engage with cultural heritage through creative expression.

To deepen STEM engagement and career awareness, the district has partnered with organizations such as Microsoft, Historically Black Colleges and Universities (HBCUs), the Black College Expo, and Junior Achievement Finance Park. These partnerships bring Black voices into STEM and finance-related instruction, broadening exposure and representation. Programs like “Black S.T.E.A.M. Leaders of the Week” share video profiles of young Black innovators. At the same time, the “Shining Stars” initiative celebrates the monthly academic progress of African-American students through district-wide recognition events. These efforts promote student achievement and identity development and foster a sense of pride and belonging. Compton Unified remains deeply committed to building inclusive and empowering educational experiences for African-American students through this comprehensive, equity-centered action.

Our African-American Student Mentorship Program (Action 5.15) was partially implemented to support African-American students' academic growth, leadership, and social-emotional development. One of the key successes was the launch of the CARES Mentoring Program, which provided middle school students with weekly one-on-one sessions and group activities. These sessions focused on building social-emotional skills, leadership development, self-confidence, goal setting, and academic support. Diverse mentors—from community leaders and entrepreneurs to social media influencers and HBCU students—were matched with students to guide and inspire personal growth. Additionally, staff-to-student and peer-to-peer mentorships in elementary schools and counselor check-ins for high school students contributed to the program’s success,

providing valuable connections for students at different educational levels.

Despite these achievements, challenges arose in securing mentors for elementary students and maintaining consistent program implementation across all sites. Scheduling conflicts and difficulties coordinating peer meet-ups hindered the full rollout of the mentorship program, particularly in elementary schools. These obstacles limited the intended reach and consistency of the program across sites. However, the integration of Hazel Health's on-demand counseling support for all students helped address emotional and mental health needs, partially compensating for gaps in the mentorship program's delivery. The progress made this year has laid a solid foundation for the full implementation of the African-American Student Mentorship Program during the 2025-2026 academic year.

Workshops for Parents of African-American Students (Action 5.16) were fully implemented to provide comprehensive workshops for parents of African-American students and other Standard English Learners. The workshops aimed to support their children in mastering academic language and preparing for college and career readiness.

A key success was the delivery of detailed workshops and resources for parents, which included guidance on fostering biliteracy through daily conversations, storytelling, and the use of bilingual media at home. Parents received valuable information on the benefits of the Dual Immersion program, along with practical strategies to support language development. Additionally, a well-structured series of workshops assisted parents in navigating college and career pathways. These sessions addressed topics such as A-G requirements, scholarship opportunities, FAFSA, and a specific "How to Save for College" workshop that covered 529 plans, budgeting tips, and early investment strategies. Parents were also introduced to career exploration tools, internship opportunities, and mentorship programs, with strong community partnerships linking students to real-world experiences.

However, a notable challenge was inconsistent parent participation in Zoom and in-person formats, impacting overall engagement. While the planned actions were fully executed, this challenge affected the level of reach and interaction with all intended families. Nevertheless, the workshops provided valuable support for those who participated and established a strong foundation for continued family engagement moving forward.

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.

Goal 5 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
Goal 5 actions prioritized improved outcomes for English Learners (ELs) and African-American students through targeted academic interventions, professional development, family engagement, culturally responsive teaching, and data-driven supports. Of the $10,208,083 allocated under Goal 5, approximately 99% of funds were expended by the reporting period. Nearly all actions were fully implemented with strong alignment between expenditures and budgeted amounts. This high implementation fidelity demonstrates the district's sustained commitment to closing opportunity gaps and supporting historically underserved student groups.

2. Actions with Close or Full Alignment
Most Goal 5 actions showed full expenditure alignment, including Professional Development for LTELs (5.2), Culturally Responsive Pedagogy for ELs (5.3), Interventions for ELs and LTELs (5.4, 5.5), Newcomer Services (5.6), Biliteracy/Multiliteracy Programs (5.7), Translation Services (5.8), Parent Workshops for ELs (5.9), Data Monitoring for LTELs (5.10), and a full suite of targeted supports for African-American students (5.11–5.14, 5.16). These actions reflect effective use of LCFF, Title III, and Learning Recovery Block Grant to promote equity-focused student supports and instructional improvements.

3. Actions with Material Differences
A few actions were partially expended, resulting in minor material differences:

--> Professional Development for ELs (5.1) expended 88% of its allocation, likely due to scheduling constraints or vendor delays in delivering all planned training sessions.
--> African-American Student Mentorship Program (5.15) utilized 87% of its funds, reflecting possible staffing or student participation challenges.

These variances are not indicative of reduced commitment, but rather reflect programmatic timing and evolving needs.

4. Overall Summary
Of the $10,208,083 allocated for Goal 5, $10,061,843 has been expended, representing 99% of the total allocation. This includes $746,070 in base funds and $9,315,773 in supplemental and concentration funds. The district demonstrated strong implementation of targeted academic supports, professional development, and culturally responsive strategies for English Learners and African-American students. Slight underspending in a few actions will guide next year's efforts to enhance delivery and ensure continuous progress toward equitable academic and engagement outcomes.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action pertinent to ELD Professional Development, Action 5.1, was effective in building educator capacity to support English learners, as evidenced by both quantitative and qualitative data. Specifically, 93% of administrators and 85% of teachers who completed this year's Effectiveness of Services Survey strongly agreed or agreed that the ELD professional development sessions better prepared them to implement research-based practices aligned to the academic and language needs of English learners. This professional learning contributed to 47.3% of English learners making progress toward English language proficiency (Goal 5, Metric 1) and 14.84% attaining Level 4 on the ELPAC (Goal 5, Metric 2). However, while these figures reflect promising movement in language development, only 12% of English learners scored proficient in ELA and 15% in Math on the CAASPP (Goal 1, Metrics 1 and 2), and just 7.06% of 11th-grade ELs met ELA standards (Goal 1, Metric 3), indicating a need for further alignment between language development supports and content area instruction. These findings suggest that while the action has been effective in shifting instructional practices, continued efforts are needed to improve student outcomes on state academic assessments.

Similarly, professional development focused on Long-Term English Learners, Action 5.2, was effective in increasing educator awareness and capacity to address the unique needs of LTELs. Evidence includes 93.2% of administrators and 84% of teachers reporting that the sessions enhanced their understanding of LTELs and improved their ability to provide targeted academic support. As a result, 43.5% of LTELs demonstrated progress toward language proficiency (Goal 5, Metric 3), contributing to the overall 47.3% of English learners showing growth. These outcomes reflect positive shifts in instructional practice and a more tailored alignment of strategies; however, the CAASPP data shows that only 4.98% of LTELs met standards in ELA and 3.36% in Math (Goal 1, Metrics 1 and 2), while just 5.88% of 11th-grade LTELs met ELA standards and 0% met Math standards (Goal 1, Metric 3), reinforcing the need for continued focus on closing academic gaps.

Cultural Proficiency and Culturally Responsive Teaching Training, Action 5.3, also proved effective in fostering greater cultural awareness and responsiveness among staff. Survey results revealed that 89.9% of administrators and staff, along with 82.9% of teachers, agreed or strongly agreed that the training enhanced their ability to understand and engage with students from diverse cultural backgrounds. This is affirmed by high performance in cultural inclusion efforts (Goal 5, Metric 12). Educational partner feedback further underscored this progress, highlighting an increase in inclusive classroom practices and stronger relationships between educators and students. These outcomes suggest a positive influence on school climate and instructional approaches, laying a strong foundation for equitable and culturally relevant learning environments. Continued implementation and monitoring will be essential to sustain and deepen these gains.

Targeted Interventions for At-Risk LTELs and English Learners, Action 5.4, were partially effective in promoting language development and academic growth, and areas for improvement remain. A total of 92.8% of certificated staff and 100% of administrators reported agreement on the Effectiveness of Services Survey that these interventions had a positive impact. Additionally, 85% of parents surveyed agreed or strongly agreed that intervention supports helped their child improve in reading, writing, and math. Student feedback mirrored these sentiments, with 82.4% in grades 5, 7, 9, and 11 affirming that before- and after-school interventions helped English learners in both literacy and math. However, only 47.3% of English learners made progress toward proficiency (Goal 5, Metric 1), closely aligning with the prior year's rate of 47.6%. The percentage of ELs who reached Level 4 on the ELPAC ws 14.84% (Goal 5, Metric 2), which means that there was a decrease compared to 16.15% in the baseline year. Finally, the percentage of at-risk English Learners over time (Goal 5, Metric 8) continues stagnant at 6.5%, although still below California (7%). These results highlight some meaningful impact as well as the need for refined, intensified supports tailored to this subgroup.

The targeted supports and interventions for Long-Term English Learners (LTELs) under Action 5.5 were effective in promoting both academic progress and language development. Survey data indicated strong support for these efforts, with 100% of administrators and 92.8% of certificated staff reporting positive outcomes for LTELs. A key success was a 12.2% increase in LTEL graduation rates, reaching 94.6% and earning a BLUE rating on the California Dashboard. Additionally, 27.3% of LTELs were classified as college and career prepared—an 11.3% improvement—resulting in a YELLOW rating. The overall percentage of LTELs also slightly decreased to 10% (from 10.7%) under Goal 5, Metric 7. Despite these gains, challenges remain. Notably, only 16.85% of LTELs achieved a Level 4 on the ELPAC in 2024, a slight decline from 19.8% in 2023 (Goal 5, Metric 3). These results indicate that while progress has been made, additional efforts are needed to further accelerate both academic and linguistic achievement for LTELs.

Expanded Newcomer Support Services, Action 5.6, effectively addressed the needs of students new to the country. Data show that 13.5% of Newcomer students demonstrated growth in language proficiency based on the ELPAC (Goal 5, Metric 3); this is a 2.44 percentage point growth from the baseline year. In surveys, 84.3% of students agreed their school provided support for Newcomers, while 86.1% of certificated staff and 93% of administrators affirmed the effectiveness of these services. The parent survey echoed this, with 91.6% expressing satisfaction with the academic and social-emotional supports offered. These data suggest that the district's investment in bilingual instructional assistance, targeted ELD instruction, and enrichment opportunities has had a positive impact on Newcomer integration and success.

The implementation of Dual Language and World Language Programs, Action 5.7, demonstrated clear effectiveness in promoting multilingualism. According to survey results, 84% of certificated staff and 100% of administrators strongly agreed or agreed that these programs support language development. Parent support was also strong, with 92.2% affirming the value of dual language programs in fostering cultural awareness and multilingual proficiency. Tangible outcomes include 223 Dual Immersion students receiving the Pathway to Biliteracy Award (Goal 5, Metric 15), and 311 seniors earning the State Seal of Biliteracy (Goal 5, Metric 10). These achievements validate the effectiveness of

expanding language programs.

Translation and interpretation services, Action 5.8, were equally impactful. An overwhelming 93% of parents who completed our survey agreed that these services effectively facilitated communication, strengthening home-school connections and enabling families to better support their children's education (Goal 5, Metric 13). Similarly, parent workshops for families of English learners, Action 5.9, also proved effective. Surveys show that 93.2% of parents found the workshops supportive, while 91.2% of administrators and 86.8% of certificated staff agreed they provided valuable resources for language development (Goal 5, Metric 14). These results illustrate the significant impact of family engagement efforts and reinforce the importance of collaborative partnerships between schools and homes.

The implementation of progress monitoring and individualized intervention plans under Action 5.10 demonstrated only partial effectiveness in addressing the academic and social-emotional needs of English learners. Survey data from 88.4% of administrators and 85.5% of certificated staff indicated a positive perception of these supports. Graduation outcomes were promising, with LTELs graduating at a rate of 94.6% (Goal 3, Metric 3). However, challenges persist in other key student outcomes. For instance, 43.5% of LTELs gained at least one level on the ELPAC, which is 2.3 points below the state average. The most recent public data show that only 16.85% of LTELs attained a Level 4 on the Summative ELPAC (Goal 5, Metric 3), marking a slight decline of 2.44 percentage points from the baseline year. Additionally, only 5% of LTELs met or exceeded standards in CAASPP ELA, and just 3% achieved this in Math, contributing to a RED performance level on the California Dashboard (Goal 1, Metrics 4 and 5).

While these supports appear to have fostered engagement and persistence—particularly at the secondary level—more targeted academic interventions are necessary to close the persistent achievement gaps.

Efforts to improve outcomes for African American students through the combined implementation of data-driven instruction (Action 5.11) and targeted academic interventions (Action 5.12) were effective, with evidence of meaningful progress across multiple metrics. All school sites conducted monthly data chats involving principals, teachers, and tutors, creating a consistent forum to review student progress and respond to academic needs in real time. The structured use of tools such as Illuminate and District Data Trackers supported this work by allowing educators to adjust instruction and implement timely interventions. Feedback from Think Together partners, who are closely supporting many of our African-American students, emphasized that these collaborations improved alignment between instructional staff and tutors, contributing to better-coordinated support systems.

These data-driven practices were complemented by direct academic support strategies, including tutoring, mentoring, and the use of culturally relevant instruction. Despite some challenges with tutor turnover at a few sites, survey data reflect strong perceptions of effectiveness. Over 90% of administrators, 83% of certificated staff, and 86% of students reported academic benefits from these services. Improvements in assessment data for African American students support these perceptions. On the CAASPP, African American students improved in English Language Arts from 32.62% meeting or exceeding standards to 35.65% in 2024. In mathematics, the percentage increased from 23.55% to 27.61% over the same period. Grade 11 ELA performance rose notably from 26.15% to 36.80%, while math performance increased from 7.85% to 10.31%. These increases, although modest, reflect meaningful gains within a single year and highlight the early impact of sustained, responsive instructional support.

The implementation of Culturally and Linguistically Responsive (CLR) practices (Action 5.13) also demonstrated clear progress. According to survey responses, 87% of administrators, 80% of teachers, and 86% of students acknowledged that CLR strategies improved engagement and learning. The training provided to grades 1–3 teachers played a key role, offering concrete tools to embed identity-affirming instruction. These findings reflect growing capacity across classrooms, with continued professional development planned to expand the initiative’s reach.

Curriculum expansion centered on African-American students (Action 5.14) also yielded strong outcomes. Survey results show that 87% of administrators, 80.8% of certificated staff, and 86.7% of students found the culturally responsive curriculum supportive of academic success and identity development. Full integration of African-American voices into ELA, history, STEM, arts, and enrichment—such as culturally diverse libraries and monthly career days—has deepened student connection and engagement.

The African-American Student Mentorship Program (Action 5.15) was another area of success. The launch of the CARES Mentoring Program at the middle school level, along with staff and peer mentorships in elementary and counselor check-ins in high school, provided consistent support across grade spans. A majority of stakeholders—96.9% of administrators, 71.7% of staff, and 86.7% of students—reported the program helped with academic achievement and future planning.

Finally, workshops for families of African-American students (Action 5.16) effectively provided strategies to support bilingualism, cultural connection, and college readiness. Workshops covered a wide array of topics, including A-G requirements, FAFSA, and financial planning. Families also gained access to career tools, internships, and mentorships. As a result, 95% of administrators, 83.5% of certificated staff, and 91.2% of parents agreed the workshops positively supported their children's academic and language development—further strengthening the home-school partnership.

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

As part of our annual LCAP review, we conducted an analysis of the implementation of actions, outcome data, and feedback from educational stakeholders related to Goal 5. After a thorough evaluation, we are recommending only minor revisions to the expected outcomes for the 2025–2026 school year. Goal 5 continues to focus on promoting equitable opportunities and academic success for Multilingual Learners and Standard English Learners. While only a few specific outcomes have been updated, the actions and services supporting Goal 5 will continue to be implemented consistently and effectively.

GOAL DESCRIPTION
No changes are being proposed to the goal description for the 2025–2026 school year. The current language related to Goal 5 remains aligned with the district's commitment to improving academic outcomes for English Learners and Standard English Learners. It emphasizes the delivery of targeted support and resources, reflecting both the district's vision and educational priorities.

All English Learners, including Newcomer students and Long-Term English Learners, as well as African American Standard English Learners, will receive targeted support and resources to enhance academic achievement and close the achievement gap.

EXPECTED OUTCOMES
The only proposed change to the expected outcomes in Goal 5 pertains to Metric 11, which measures the percentage of 8th grade students on track to complete one year of World Language. The revised target is 40%, reflecting a change from the original desired outcome.

When the metric was initially developed, it included both 7th and 8th grade students in calculating the number and percentage of students completing one year of World Language. However, beginning in the 2023–2024 school year, only 8th grade students were eligible to enroll in World Language courses. This shift significantly decreased the total number of students counted in the metric, which necessitated an adjustment to the desired outcome for 2027. The revised 40% target better reflects the updated enrollment structure and provides a more accurate benchmark for measuring progress.

METRICS
There are no proposed changes to the metrics, with the exception of Metric 11, which relates to the percentage of 8th grade students on track to complete one year of World Language.

The changes to this metric are being proposed due to a shift in enrollment practices. In previous years, both 7th and 8th grade students were eligible to enroll in World Language courses. However, beginning in the 2023–2024 school year, only 8th grade students are allowed to enroll. This change significantly impacted the number of students included in the metric, thereby affecting the baseline, end-of-year update, and desired outcome.

The revised figures for Metric 11 are as follows:
Baseline (2024): 25%
End-of-Year Update: 34%
Desired Outcome (2027): 40%

ACTIONS
As part of the requirements for the revised LCAP for 2025–2026, we explicitly identified each partially LREBG-funded action (Actions 5.1, 5.2, 5.4, 5.5., 5.10, 5.11, 5.12, 5.15), along with the specific amount allocated. This was done for transparency and clarity.

At this time, no changes are being proposed to the current set of actions under Goal 5, which is focused on improving outcomes for English Learners (ELs) and Standard English Learners (SELs). Each of the 16 actions continues to show measurable impact on language development, academic achievement, and access to college and career opportunities for these student groups.

Collectively, these actions support high-quality instruction, targeted language and literacy support, culturally and linguistically responsive practices, and family engagement strategies. They ensure that English Learners and Standard English Learners receive the differentiated instruction, scaffolds, and resources necessary to thrive academically and prepare for postsecondary success.

By continuing these actions without modification, the district maintains consistency in implementation and builds on existing successes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on Research-Based Practices for ELs	LREBG Action Sustained professional development in EL strategies—such as SDAIE, GLAD, and the ELD Framework—has been shown to significantly improve academic language development and overall achievement for English Learners (Calderón et al., 2011). These impacts are strongest when educators are supported in applying strategies across both integrated and designated ELD settings. To effectively meet the diverse linguistic and academic needs of English Learners, Compton Unified will offer extended, rigorous, and ongoing professional development for administrators, teachers, and bilingual instructional assistants. Led by ELD Specialists, the training will draw from the work of experts such as Kate Kinsella and Robert Marzano to deepen participants' understanding and application of research-based practices. This initiative aims to build educator capacity in supporting academic English proficiency across disciplines, ultimately fostering equitable access to grade-level content and enabling English Learners to thrive in all subject areas.	$1,363,246.00	Yes

		Metrics being used to monitor the action: Goal 1 Metrics 1, 2, and 3. LREBG Funds supporting this action: $150,000 per year through 2027–28		
2	Professional Development Focused on Long-Term English Learners (LTELs)	LREBG Action Research has shown that professional development targeting LTEL instructional and strategies (e.g., integrating content and language, academic vocabulary) as well as the complexity of the ELD Framework improves reclassification and access to rigorous coursework (Olsen, 2010). Compton Unified School District recognizes the distinct academic and linguistic challenges faced by Long-Term English Learners (LTELs) and the critical need for tailored support to address their needs effectively. In response, CUSD will implement a personalized professional development initiative focused specifically on enhancing educators' capacity to support LTELs. Long-Term English Learners (LTELs) professional development will address he specific needs of students who have been identified as English Learners for an extended period without progressing towards English proficiency. This type of professional development will delve deeper into understanding the unique challenges and barriers faced by LTELs, such as academic vocabulary gaps, limited access to grade-level content, and socio-emotional factors that may impact learning. This professional development will focus on strategies for supporting LTELs such as more intensive interventions, differentiated instruction tailored to their language proficiency level, and targeted academic support to accelerate language development and close learning gaps. In addition, teachers will take a deep dive into the ELD framework, which provides specific guidance for Long Term English Learners (LTELs), focusing on targeted ELD instruction and infusing English language development across the curriculum. Metrics being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $131,100 per year through 2027–28	$760,100.00	Yes
3	Culturally Responsive Pedagogy for English Learners	The English Learner Department has identified a critical need for focused and continuous professional development to enhance the effectiveness of educators working with English Learners (ELs). It is evident that there is a pronounced need to prioritize culturally responsive pedagogy for this student group. In response, the Department of English Learners will implement targeted professional development sessions aimed at enhancing teachers' cultural competency and equipping them with research-based, linguistically relevant strategies. These sessions will empower educators to improve their teaching practices and better meet the language and academic needs of ELs. Culturally responsive teaching approaches will equip educators with the tools to incorporate students' cultural experiences and background knowledge into daily instruction, while also validating their native language. By adopting an assets-based perspective, English learners' culture and family will be celebrated and leveraged as valuable resources to enrich their learning experiences and foster academic success.	$804,098.00	Yes
4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	LREBG Action Early intervention in literacy and language acquisition significantly increases long-term academic success for ELs (Goldenberg, 2008). Interventions should include both oral language development and early reading skills to build a strong foundation.	$2,259,477.00	Yes

		To address the unique needs of elementary ELs, CUSD is committed to implementing targeted interventions and support programs. In addition to providing specialized English Language Development (ELD) courses, this initiative will include customized before and after-school interventions, and summer school opportunities. Bilingual Instructional Assistants and/or other support personnel will be deployed to provide comprehensive academic and linguistic assistance across all subject areas, and mainly in English and Mathematics. By providing these individualized interventions and support programs, CUSD aims to improve academic outcomes and facilitate progress towards proficiency in essential subjects for elementary ELs. These initiatives are designed to narrow the achievement gap and promote academic success for this student demographic. Metrics being used to monitor the action: Goal 5, Metrics 1, 2, 8. LREBG Funds supporting this action: $329,750 per year through 2027–28		
5	Academic Interventions and Supports for Long-Term English Learners	LREBG Action Research shows that focused support for LTELs, including language-rich instruction and ELD block time, boosts achievement and graduation rates (Olsen, 2010). Schools must also offer explicit academic vocabulary instruction and access to college-preparatory coursework. To address these specific needs, CUSD is committed to providing targeted support for at-promise and Long Term English Learners (LTEL). This support will encompass not only the required English Language Development (ELD) courses, but also specially designed before and after-school interventions, summer school activities, data chats, and specialized core classroom support. Bilingual Instructional Assistants and tutors will be deployed to offer academic and linguistic support across all content areas. Additionally, the EL Journalism Program will be introduced as an after-school opportunity focused on reading and writing skills for at-promise LTELs. These tailored interventions and supports are specifically crafted to enhance outcomes in reclassification and proficiency in literacy and mathematics among Long-Term English Learners. Through these initiatives, CUSD aims to narrow the academic disparities and foster academic success for these student group. Metrics being used to monitor the action: Goal 5, Metric 7. LREBG Funds supporting this action: $150,000 per year through 2027–28	$900,000.00	Yes
6	Newcomer Services	Compton Unified recognizes the unique academic, linguistic, and socio-emotional challenges faced by newcomer English Learners (ELs), necessitating tailored support to ensure their successful integration into the regular core program. To address this need, Bunche Middle School and Dominguez High School will continue to offer the CUSD Newcomer Program. This program will be delivered by specially trained teachers and Bilingual Instructional Assistants who are equipped to address the linguistic and socio-emotional needs of our 6th-12th grade newcomer student population. Additional support services will be provide districtwide and will include access to instructional materials in students' primary language, online programs, and comprehensive family outreach initiatives. This action is specifically directed towards English Learners who are newcomers to the district, ensuring they receive the specialized services and resources needed to	$3,786,449.00	Yes

		thrive academically and socially as they transition into the regular core program.		
7	Biliteracy/Multiliteracy Programs	To close the opportunity gap for low-income students and support their journey to become bilingual and biliterate, Compton Unified will implement comprehensive Dual Language Immersion and World Language Programs. At the elementary level, the district will expand dual-immersion initiatives district-wide, offering professional development opportunities for educators through workshops hosted by organizations such as LACOE and CABE. At the middle school level, CUSD will introduce World Language Spanish courses. By offering Dual Language Immersion and World Language Programs, CUSD aims to provide low-income students with immersive language learning experiences that enhance their language proficiency in both their native and target languages, ultimately facilitating their academic success and readiness for a diverse, interconnected world.	$1,055,941.00	Yes
8	Translation Services	According to the California Department of Education (Dataquest), 39% of Compton Unified families report Spanish as their native language. Given this significant demographic, effective communication between schools and Spanish-speaking parents is crucial. Research indicates that providing translation and interpretation services enhances parental engagement, especially among families of English Learners (ELs). In response, Compton Unified will expand translation services to include real-time interpretation, bilingual presentations, and translated materials. These efforts aim to ensure that Spanish-speaking families are well-informed about their child's academic progress and needs. By facilitating communication in their native language, CUSD strengthens parental involvement, thereby supporting the educational journey and success of EL students.	$334,538.00	Yes
9	Workshops for Parents of English Learners	To ensure comprehensive support for all English Learners (ELs), including newcomers and Long-Term English Learners (LTELs), Compton Unified School District's parent workshops will cover essential topics such as language acquisition, academic support strategies, and navigating the U.S. educational system. Additionally, tailored sessions will address the unique challenges of newcomers, offering guidance on acclimating to a new educational environment, accessing language support services, and integrating into the school community. For LTELs, workshops will focus on strategies to accelerate language development, close learning gaps, and support academic success despite prolonged English language learning. Parents of students in dual immersion programs will receive guidance on biliteracy, multiculturalism, and language resources in the target language. This approach aims to empower all parents with the knowledge and resources necessary to actively engage in and support their child's educational journey, fostering success for EL students.	$532,003.00	Yes
10	Data Monitoring and Progress Tracking of LTELs	LREBG Action Research has shown that ongoing progress monitoring, aligned with formative assessment cycles, helps educators target support and accelerate language reclassification (Olsen, 2010). Monitoring should include both language acquisition and academic performance to ensure comprehensive support. With this in mind, Compton Unified School District will establish Individualized Support Plans (ISPs) for Long-Term English Learners (LTELs) to comprehensively address their academic, linguistic, and socio-emotional needs. Through collaborative efforts among administrators, counselors, teachers, and bilingual instructional assistants, tailored approaches will be implemented to monitor academic progress and foster holistic development. This includes conducting data chats with LTELs to set meaningful goals and analyze academic performance,	$340,586.00	Yes

		emphasizing collaboration among students, educators, and families. By cultivating caring and supportive relationships, educators will nurture a sense of belonging within the school community, enhancing LTELs' self-efficacy and overall academic success. ISPs will incorporate targeted interventions, differentiated instruction, and progress monitoring, developed collaboratively by educators and support staff based on ongoing assessments. Family engagement will be prioritized to ensure continuous collaboration between school and home, empowering LTELs to navigate their educational journey effectively for long-term success. Metrics being used to monitor the action: Goal 5, Metrics 3, 4, and 5. LREBG Funds supporting this action: $25,000 per year through 2027–28		
11	Data-Driven Instruction and Monitoring of African-American Students	LREBG Action Use of disaggregated data and culturally responsive teaching practices support academic growth and engagement for African-American students (Ladson-Billings, 1995). Equity-focused PLCs can amplify impact by identifying barriers and adapting instruction. Through this action, data will be used to monitor the academic progress of African American students, ensuring timely interventions and personalized support through the efforts of the Black Student Achievement site designee. Assessment tools and data analysis will track student performance, identify needs, and implement targeted instructional strategies. Regular assessments and data analysis meetings will help develop intervention plans. Personalized learning plans will be created for students needing additional support, coordinated by the designee. Teachers will receive professional development on data-driven instruction, and progress monitoring tools will provide real-time tracking. The designee will also engage families and the community through progress reports and workshops. This comprehensive, data-driven approach, led by the site designee, aims to improve educational outcomes and equity for African American students. Metrics being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $25,000 per year through 2027–28	$150,000.00	No
12	Academic Interventions for African-American Students	LREBG Action African-American students within Compton Unified School District face unique academic challenges that require dedicated attention and resources to ensure their educational success. Local assessment data reveals significant disparities in literacy and mathematics proficiency, highlighting the urgent need for targeted interventions. Factors contributing to these challenges include socio-economic barriers, limited access to advanced coursework, and a lack of culturally responsive teaching practices. To address these needs, CUSD will implement focused support strategies, including individualized or small group tutoring provided by college tutors, and small-group interventions after-school and/or on Saturdays. These efforts will aim to enhance proficiency in core subjects, ensuring that African-American students receive the necessary academic support to excel. By prioritizing these interventions, CUSD is committed to promoting equitable educational opportunities and fostering academic success for African-American students. This action is grounded in research which has proven that high-impact tutoring, identity-affirming	$265,000.00	No

		curriculum, and mentoring have been shown to improve academic outcomes for African-American students (Noguera, 2003). Interventions that draw on students' lived experiences foster both academic resilience and cultural pride. Metrics being used to monitor the action: Goal 1, Metrics 1, 2, and 3. LREBG Funds supporting this action: $215,000 per year through 2027–28		
13	Culturally Responsive Teaching for African-American Students	To support educators in implementing culturally responsive teaching practices specifically designed for African-American students, Compton Unified School District will offer tailored professional development sessions. These sessions will provide insights into recognizing implicit biases, integrating African-American cultural perspectives into the curriculum, and employing inclusive instructional strategies. By equipping educators with these skills and knowledge, we aim to cultivate learning environments that honor and celebrate the cultural backgrounds of African-American students, fostering greater engagement and academic success. Additionally, through the Culturally and Linguistically Responsive (CLR) program, educators will acquire strategies for creating inclusive classroom environments and engaging African-American students in meaningful learning experiences. The initiative also includes expanding culturally relevant curriculum materials to reflect the diverse experiences and contributions of African Americans, promoting cultural awareness, identity development, and academic achievement among African-American students.	$20,000.00	No
14	Culturally Relevant Curriculum Expansion for African-American Students	This action aims to enhance the educational experience and academic achievement of African-American students by expanding and integrating culturally relevant curriculum materials into the learning environment. Through this initiative, Compton Unified School District is committed to recognizing, honoring, and affirming the diverse cultural identities and contributions of African-American communities. The curriculum expansion will include the integration of historical perspectives, literature, art, and other subject matter that reflect the experiences, achievements, and resilience of African Americans. By incorporating diverse voices and narratives into the curriculum, we seek to create learning opportunities that resonate with the lived experiences of African-American students, fostering a sense of pride, belonging, and cultural affirmation. This action aligns with our district's commitment to equity, diversity, and inclusivity, and it aims to promote academic excellence, cultural awareness, and identity development among African-American students.	$155,000.00	No
15	African-American Student Mentorship Program	LREBG Action Mentorships enhance school connectedness, self-efficacy, and long-term academic success among African-American youth (Rhodes, 2005). Programs that match students with mentors from similar backgrounds yield even stronger engagement and trust. The BSA (Black Student Achievement) Department will continue with the implementation of our Co-ed Mentorship Program during the 2025-2026 academic year to provide targeted mentoring and counseling for African American students. This program will offer one-on-one sessions and group activities focused on social-emotional support, academic guidance, and mentorship opportunities. Mentors, including teachers, staff, community members, and alumni, will foster positive relationships with students, promoting academic success, resilience, and college and career readiness. The program aims to help students navigate challenges, build essential life skills, and explore future opportunities. While prioritizing the needs of Black students, it will also welcome participants from all backgrounds to encourage inclusivity and diversity.	$37,166.00	No

		Metrics being used to monitor the action: Goal 1, Metrics 1, 2, 3, 7 and Goal 4, Metric 10 . LREBG Funds supporting this action: $32,166 per year through 2027–28		
16	Workshops for Parents of African-American Students	CUSD schools will provide comprehensive workshops for parents of African American students and other Standard English Learners to support their children in mastering academic language and preparing for college and career readiness. These workshops will cover a range of essential topics, including culturally and linguistically responsive teaching practices, strategies for promoting biliteracy, and the importance of multiculturalism in education. Parents will also be introduced to various language resources available in the target language to help their children succeed academically. By equipping parents with the knowledge and tools they need, these workshops aim to foster a supportive home environment that complements the school's efforts in promoting academic excellence and cultural competence. Through this initiative, CUSD schools are committed to creating an inclusive educational community that values and leverages the diverse linguistic and cultural backgrounds of all students.	$391,720.00	No

Goal

Goal #	Description	Type of Goal
6	By the end of the 2024-2025 school year, we will increase the academic achievement of students in equity multiplier schools by 10% as measured by state standardized test scores and/or internal data. This will be achieved by providing comprehensive support and resources, including the implementation of after-school tutoring programs, enhanced college counseling services, professional development for teachers on culturally responsive practices, and increased community engagement through parent workshops. Additionally, we will improve overall school infrastructure to create a more conducive learning environment.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

We established Goal 6 last school year to directly confront and reduce the persistent disparities in academic achievement among students attending Equity Multiplier schools. The Equity Multiplier Schools for the upcoming school year are Cesar Chavez, Compton Community Day (Middle and High), Compton STEP, Compton Virtual Academy, Thurgood Marshall, and Enterprise Middle School. It is important to clarify that, although Walton MS was identified as an equity-multiplier school, the school will be closing, and CDE was informed. These schools serve some of the district's most vulnerable students, who often face systemic barriers and struggle to thrive in traditional educational settings. The achievement gaps they experience are both significant and urgent, demanding targeted, data-driven, and time-bound interventions. Through this goal, we aim to ensure that all students, regardless of their circumstances, receive the support and opportunities necessary to achieve equitable educational outcomes.

Across all of our Equity Multiplier schools, there seems to be a clear consensus on the need to improve academic achievement in literacy and mathematics as foundational areas impacting other important areas such as college and career readiness and graduation. For example, most recent CAASPP data at Cesar Chavez Continuation High School show that only 5.82% of students met or exceeded standards in ELA, while 1.98% showed proficiency in Mathematics. Thurgood Marshall Independent Studies showed better results in ELA (25.93%) and Math (20%), but the room for growth is still significant. Compton STEP had 18.75% proficiency in ELA, but 0% in Math. Although Compton Virtual Academy had no reported data on the CAASPP website, our internal data indicates a significant need for improvement in both areas.

To address student academic performance at our Equity Multiplier schools, we established a SMART goal aimed at achieving a 10% increase in academic achievement, as measured by state standardized test scores. This goal, which will remain in place for the duration of the LCAP cycle, provides a clear and measurable benchmark to assess the impact of our interventions. Comprehensive support strategies—including after-school tutoring, targeted professional development for teachers, and increased community engagement through parent workshops—serve as evidence-based practices designed to improve student outcomes across all sites.

Having established a goal of a 10% increase in academic achievement across all schools, we also looked at individual schools and specific needs identified either through the California Dashboard or through internal data and discussions with educational partners. At Cesar Chavez Continuation High School, we identified college and career preparedness as a key focus area since the school was in the "red" tier on the 2023 California Dashboard. Even though significant growth was seen on the 2024 Dashboard, we will continue with the actions in place to guarantee that the momentum is maintained. Additionally, we identified actions to address other areas of concern, including social-emotional support and attendance/chronic absenteeism.

For Thurgood Marshall Independent Studies, we met with all three teachers and the administration. It was determined that, in addition to focusing on increasing academic performance, it was necessary to address graduation rates and college and career readiness, as these areas were in the lowest tier (Red) of the 2023 California Dashboard. In 2024 we saw improvement and the school exited the Red tier, but maintaining a focus on these key areas is essential. Actions 6.7 and 6.8 were specifically created to address these needs, and they will continue to be implemented during the remainder of the LCAP Cycle. Parent engagement and professional development for teachers will also be addressed through our actions for Thurgood Marshall.

We also met with our Compton Virtual Academy teachers and administrator. While the California Dashboard does not identify any areas in "red," multiple areas were identified as requiring attention. In addition to academic performance, for which Actions 6.11 and 6.13 were created, the administration at the school would like to focus on parent engagement and enrichment opportunities for our students who participate in virtual learning. Additionally, the teacher indicated the need for ongoing support and opportunities to collaborate with other teachers to ensure alignment in goals and expectations.

During our meeting with the administration at the STEP program, emphasis on academics and behavioral support continue to be the areas of biggest concern (Action 6.16), as well as the need to engage parents and support them through the educational process with their children.

By implementing these targeted actions and strategies, we aim to provide equitable educational opportunities and close the achievement gaps for all students in our equity multiplier schools, ensuring that every student has the support and resources they need to succeed academically and prepare for their future.

To continue to measure the effectiveness of our actions under Goal 6, we have established a set of metrics that will provide a comprehensive overview of student performance, engagement, and readiness for post-secondary opportunities across our equity multiplier schools. These metrics encompass various aspects of academic achievement, attendance, and behavioral outcomes, ensuring that we capture a holistic view of our progress and areas needing improvement.

At Cesar Chavez Continuation High School, we will track the percentage of 11th-grade students who meet or exceed standards on the ELA and Math CAASPP assessments. We will also monitor the school's academic performance levels in ELA and Math through the California Dashboard, graduation rates, and the percentage of students deemed college and career ready. Additionally, we will assess chronic absenteeism and suspension rates to gauge student engagement and behavioral outcomes.

For Marshall Independent Studies, we will measure the percentage of freshmen and sophomores on track for graduation at the end of their respective years, as well as the percentage of 11th-grade students meeting or exceeding standards on the ELA and Math CAASPP assessments. The academic performance levels in ELA and Math, graduation rates, and college and career readiness will also be tracked through the California Dashboard. Chronic absenteeism rates will be monitored to ensure consistent student attendance.

At Compton STEP, we will evaluate the percentage of students in grades 3-8 who meet or exceed standards on the ELA and Math CAASPP assessments. Chronic absenteeism and suspension rates will be assessed to understand student engagement and behavioral trends. For Compton Virtual Academy, we will track the percentage of freshmen and sophomores on track for graduation at the end of their respective years. Additionally, we will monitor chronic absenteeism rates to ensure students are regularly attending and engaging with their coursework.

By consistently monitoring these metrics, we will be able to evaluate the impact of our targeted interventions, such as after-school tutoring, professional development for teachers, and parent engagement initiatives. This data-driven approach will enable us to make informed adjustments to our strategies, ensuring that we are effectively addressing the academic disparities and promoting equitable educational outcomes for all students in our equity multiplier schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Goal 6, Metric #1 Percent of students in grade 11 at Cesar Chavez Continuation High School who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 10.3% SED: 10.6% AA: 10.3% Hispanics: 10.5% LEP: 2.3% LTELs: 3.6% SWD: 7.7% FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 5.8% SED: 5.1% AA: 0% Hispanics: 6.8% LEP: 0% LTELs: 0% SWD: 9.1% FY: N/A Homeless: N/A (2024 CAASPP data) N/A: Not enough students in the cohort		All Students: 20% SED: 20% AA: 20% Hispanics: 20% LEP: 15% LTELs: 15% SWD: 15% FY: 20% Homeless: N/A	All: -4.5% SED: -5.5% AA: -10.3% Hispanics: -3.7% LEP: -2.3% LTELs: -3.6% SWD: +1.4 % FY: N/A Homeless: N/A (2024 CAASPP data) N/A: Not enough students in the cohort
2	Goal 6, Metric #2 Percent of students in grade 11 at Cesar Chavez Continuation High School who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 0% SED: 0% AA: 0% Hispanics: 0% LEP: 0% LTELs: 0% SWD: 0% FY: N/A Homeless: N/A N/A: Not enough students in the cohort (2023)	All Students: 2.0% SED: 2.1% AA: 0% Hispanics: 2.3% LEP: 0% LTELs: 0% SWD: N/A FY: N/A Homeless: N/A (2024 CAASPP data) N/A: Not enough students in the cohort		All Students: 15% SED: 15% AA: 15% Hispanics: 15% LEP: 15% LTELs: 15% SWD: 15% FY: 15% Homeless: 15%	All: -2.0% SED: -2.1% AA: 0% Hispanic: -2.3% LEP: 0% LTELs: 0% SWD: N/A FY: N/A Homeless: N/A (2024 CAASPP data) N/A: Not enough students in the cohort

3	Goal 6. Metric # 3 Cesar Chavez Continuation High School Academic Performance Level in ELA (Dashboard color) Data Source: California Dashboard	All Students: Orange SED: Orange AA: N/A Hispanics: Orange LEP: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: Red SED: Red AA: N/A Hispanics: Red LEP: N/A SWD: N/A FY: N/A Homeless: N/A (Dashboard 2024) N/A: Not enough students in the cohort		All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Yellow FY: Yellow Homeless: Yellow	All Students: - 1 Level SED: - 1 Level AA: N/A Hispanics: - 1 Level LEP: N/A SWD: N/A FY: N/A Homeless: N/A (Dashboard 2024) N/A: Not enough students in the cohort
4	Goal 6. Metric # 4 Cesar Chavez Continuation High School Academic Performance Level in Math (Dashboard color) Data Source: California Dashboard (Color)	All Students: Orange SED: Orange AA: N/A Hispanics: Orange LEP: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: Red SED: Red AA: N/A Hispanics: Red LEP: N/A SWD: N/A FY: N/A Homeless: N/A (Dashboard 2024) N/A: Not enough students in the cohort		All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Yellow FY: Yellow Homeless: Yellow	All Students: -1 Level SED: -1 Level AA: N/A Hispanics: -1 Level LEP: N/A SWD: N/A FY: N/A Homeless: N/A (Dashboard 2024) N/A: Not enough students in the cohort

5	Goal 6, Metric # 5 Percentage of Students at Cesar Chavez Continuation High School that are College and Career Ready Data Source: California School Dashboard	All Students: 1.8% SED: 1.8% AA: 0.0% Hispanics: 2.2% LEP: 0.0% LTELs: N/A SWD: 0.0% FY: 0.0% Homeless: 0.0% N/A: Not enough students in the cohort (2023)	All Students: 6% SED: 6% AA: 13% Hispanics: 5% LEP: 5% LTELs: 5% SWD: 5% FY: N/A% Homeless: 6% N/A: Not enough students in the cohort (2024 Dashboard Data)		All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP:25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%	All Students: +4.2% SED: +4.2% AA: +13% Hispanic: +2.8% LEP: +5% LTELs: +5% SWD: N/A FY: N/A Homeless: N/A (2024 Dashboard Data) N/A: Not enough students in the cohort

6	Goal 6, Metric # 6 Cesar Chavez Continuation High School Chronic Absenteeism Rates. Data Source: DataQuest and Aries System.	All Students: 99.8% SED: 99.8% AA: 100% Hispanics: 99.7% LEP: 99.1% LTELs: NR SWD: 100% FY: 100% Homeless: N/A N/A: Not enough students in the cohort NR: LTELs not included in Dataquest as a cohort (2023 Dataquest) ========== All Students: 74.5% SED: 76.4% AA: 71.2% Hispanics: 74.9% LEP: 78.6% LTELs: 76.4% SWD: 59.1% FY: 100% Homeless: 0% (Aeries. Spring 2024)	All Students: 99.8% SED: 99.8% AA: 100% Hispanics: 98.3% LEP: 99.0% LTELs: 100% SWD: 100% FY: N/A Homeless: 100% N/A: Not enough students in the cohort (2024 Dataquest) ===== All Students: 62.3% SED: 63.9% AA: 61.8% Hispanics: 63% LEP: 60% LTELs: 59.2% SWD: 63.3% FY: 66.7% Homeless: 66.7% (Aeries. Spring 2025)		All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP:50% LTELs: 50% SWD: 50% FY: 50% Homeless: 50% (California Dashboard) ===== All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 50% LTELs: 50% SWD: 50% FY: 50% Homeless: 50% (Aeries)	All Students: 0% SED: 0% AA: 0% Hispanics: -1.4% LEP: -0.1% LTELs: 0% SWD: 0% FY: N/A Homeless: 0% (2024 Dataquest) N/A: Not enough students in the cohort ========== All Students: -12.2% SED: -12.5% AA: -9.4% Hispanics: -11.9% LEP: -18.6% LTELs: -17.2% SWD: +4.2% FY: -33.3% Homeless: +66.7% (Aeries. Spring 2025)

7	Goal 6, Metric # 7 Cesar Chavez Continuation High School Suspension Rates Data Source: California School Dashboard and Aries System	All Students: 3.9% SED: 3.5% AA: 11.7% Hispanics: 2.4% LEP: 2.5% LTELs: N/A SWD: 13.2% FY: 13.3% Homeless: N/A (2023 Dashboard Data) N/A: Not enough students in the cohort ========== All Students: 4.4% SED: 4.7% AA: 11.9% Hispanics: 2.3% LEP: 1.0% LTELs: 1.8% SWD: 0% FY: 0% Homeless: 10.0% (Aeries. Spring 2024)	All Students: 5.2% SED: 5.4% AA: 13.6% Hispanics: 3.0% LEP: 2.0% LTELs: 2.2 SWD: 0% FY: N/A Homeless: N/A (2024 California Dashboard) N/A: Not enough students in the cohort ===== All Students: 2.7% SED: 3.4% AA: 7.5% Hispanics: 1.7% LEP: 1% LTELs: 1% SWD: 3.2% FY: 0% Homeless: 0% (Aeries. Spring 2025)		All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2.0% LTELs: ≤ 2.0% SWD: ≤ 2% FY: ≤ 2.0% Homeless: ≤ 2.0% (California Dashboard) ===== All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2% LTELs: 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2% (Aeries)	All Students: +1.3% SED: +1.9% AA: +1.9% Hispanics: +0.6% LEP: -0.5% LTELs: +2.2% SWD: -13.2% FY: -13.3% Homeless: N/A (2024 California Dashboard) N/A: Not enough students in the cohort ========== All Students: -1.7% SED: -1.3% AA: -4.4% Hispanics: -0.6% LEP: 0% LTELs: -0.8% SWD: +3.2% FY: 0% Homeless: -10% (Aeries. Spring 2025)

8	Goal 6, Metric # 8 Freshmen On Track for Graduation at the end of their 9th grade year at Marshall Independent Studies Data Source: Aeries	All Students: 33.33% (Spring 2024)	All Students: 100% (9 Students) (Spring 2025)		All Students: 80%	All Students: +66.67% (Spring 2025)
9	Goal 6, Metric # 9 Sophomores On Track for Graduation at the end of their 10th grade year at Marshall Independent Studies Data Source: Aeries	All Students: 33.33% (2024)	All Students: 20% (13 students) (Spring 2025)		All Students: 80%	All Students: -13.33% (2025)

10	Goal 6, Metric # 10 Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the ELA CAASPP Data Source: CAASPP Website	All Students: 31.6% SED: 31.6% AA: N/A Hispanics: 37.5% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 25.9% SED: 25.9% AA: N/A Hispanics: 27.8% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 CAASPP Website) N/A: Not enough students in the cohort		All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 40% LTELs: 40% SWD: 40% FY: 40% Homeless: 40% (CAASPP website)	All Students: -5.7% SED: -5.7% AA: N/A Hispanics: -9.7% LEP: N/A LTELs: N/A SWD: N/A FY: N/A
11	Goal 6, Metric # 11 Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the Math Data Source: CAASPP Website	All Students: 0% SED: 0% AA: N/A Hispanics: 0% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 20.0% SED: 20.0% AA: N/A Hispanics: 25.0% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 CAASPP Website) N/A: Not enough students in the cohort		All Students: 15% SED: 15% AA: 15% Hispanics: 15% LEP: 15% LTELs: 15% SWD: 15% FY: 15% Homeless: 15%	All Students: +20.0% SED: +20.0% AA: N/A Hispanics: +25.0% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 CAASPP Website)

12	Goal 6, Metric # 12 Marshall Independent Studies Graduation Rates Data Source: California School Dashboard	All Students: 65.1% SED: 66.7% AA: N/A Hispanics: 62.2% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 84% SED: 84% AA: 75% Hispanics: 87% LEP:93% LTELs: 91% SWD: N/A FY: N/A Homeless: N/A (2024 Dashboard data) N/A: Not enough students in the cohort		All Students: 80% SED: 80% AA: 80% Hispanics: 80% LEP: 80% LTELs: 80% SWD:80% FY: 80% Homeless: 80%	All Students: +18.9% SED: +17.3% AA: 75% Hispanics: +24.8% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 Dashboard Data)
13	Goal 6, Metric # 13 Percentage of Students at Marshall Independent Studies that are College and Career Ready Data Source: California School Dashboard	All Students: 7.3% SED: 7.5% AA: N/A Hispanics: 8.6% LEP: 7.7% LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 10.3% SED: 10.3% AA: N/A Hispanics: 7.4% LEP: 0% LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 Dashboard Data) N/A: Not enough students in the cohort		All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%	All Students: +2.7% SED: +2.5% AA: N/A Hispanics: 0% LEP: -7.7% LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 Dashboard Data)

14	Goal 6, Metric # 14 Marshall Independent Studies Chronic Absenteeism Rates. Data Source: Dataquest & Aries System.	All Students: 86.3% SED: 86% AA: 94.4% Hispanics: 84.5% LEP: 87% LTELs: N/A SWD: 100% FY:N/A Homeless: N/A N/A: Not enough students in the cohort (2023 Dataquest) ========== All Students: 64.2% SED: 63.6% AA: 73.5% Hispanics: 60.2% LEP: 52.4% LTELs: 53.3% SWD: 72.7% FY: 100% Homeless: 57.1% (Aeries. Spring 2024)	All Students: 88% SED: 88.9% AA: 82.8% Hispanics: 91.8% LEP: 91.7% LTELs: N/A SWD: 88.9% FY: N/A Homeless: N/A (2024 Dashboard Data 2024 Data Quest) N/A: Not enough students in the cohort ===== All Students: 67.2% SED: 68.0% AA: 73.3% Hispanics: 67.4% LEP: 76.0% LTELs: 75.0% SWD: 50.0% FY: 100% Homeless: 0% (Aeries. Spring 2025)		All Students: 10% SED: 10% AA: 10% Hispanics: 10% LEP: 10% LTELs: 10% SWD: 10% FY: 10% Homeless: 10% (Aeries)	All: +1.7% SED: +2.9% AA: -11.6% Hispanics: +7.3% LEP: +4.7% LTELs: N/A SWD: -11.1% FY: N/A Homeless: N/A (2024 Dashboard Data 2024 Data Quest) N/A: Not enough students in the cohort ========== All: +3.0% SED: +4.4% AA: -0.2% Hispanics: +7.2% LEP: +23.6% LTELs: +21.7% SWD: -22.7% FY: 0% Homeless: -57.1% (Aeries. Spring 2025)

15	Goal 6, Metric # 15 Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 13.3% SED: 16.7% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 13.3% FY: N/A Homeless: N/A (2023)	All Students: 18.8% SED: 21.4% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 18.8% FY: N/A Homeless: N/A (2024 CAASPP Website)		All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%	All Students: +5.5% SED: +4.7% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: +5.5% FY: N/A Homeless: N/A (2024 CAASPP Data)
16	Goal 6, Metric # 16 Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 0% SED: 0% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 0% FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 0% SED: 0% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 0% FY: N/A Homeless: N/A (2024 CAASPP Website) N/A: Not enough students in the cohort		All Students: 15% SED: 15% AA: 15% Hispanics: 15% LEP: 15% LTELs: 15% SWD: 15% FY: 15% Homeless: 15%	All Students: 0% SED: 0% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 0% FY: N/A Homeless: N/A (2024 CAASPP Data)

17	Goal 6, Metric # 17 Compton STEP Chronic Absenteeism Rates. Data Source: DataQuest and Aries System.	All Students: 47.8% SED: 50% AA: 35.7% Hispanics: N/A LEP: N/A LTELs: N/A SWD: 47.8% FY: N/A Homeless: N/A (2023 DataQuest) ========== All Students: 50.0% SED: 52.6% AA: 53.3% Hispanics: 40.0% LEP: 50.0% LTELs: N/A SWD: 50.0% FY: 25.0% Homeless: 100.0% (Aeries. Spring 2024)	All Students: 52.2% SED: N/A AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A N/A: Not enough students in the cohort (2024 Dataquest) ========== All Students: 21.7% SED: 27.8% AA: 27.3% Hispanics: 12.5% LEP: 0% LTELs: N/A SWD: 15 FY: 0% Homeless: N/A (Aeries. Spring 2025)		All Students: 25% SED: 25% AA: 25% Hispanics: N/A LEP: N/A LTELs: N/A SWD: 25% FY: N/A Homeless: N/A (Dashboard) ========== All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: N/A SWD: 25% FY: 25.0% Homeless: 25% (Aeries)	All Students: +4.4% SED:-50% AA: -35.7% Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 Dataquest) ========== All Students: -28.3% SED: -24.8% AA: -26%% Hispanics: -27.5% LEP: -50% LTELs: N/A SWD: -35% FY: -25% Homeless: N/A (Aeries, Spring 2025)

18	Goal 6, Metric # 18 Compton STEP Suspension Rates Data Sources: California School Dashboard and Aeries System.	All Students: 3.7% SED: N/A AA: 5.9% Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2023 Dashboard Data) ===== All Students: 3.8% SED: 5.3% AA: 6.7% Hispanics: 0.0% LEP: 0.0% LTELs: N/A SWD: 3.8% FY: 12.5% Homeless: 0% (Aeries as of May 2024)	All Students: 3.8% SED: N/A AA: 5.9% Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 California Dashboard) ========== All Students: 0% SED: 0% AA: 0% Hispanics: 0% LEP: 0.0% LTELs: N/A SWD: 0% FY: 0% Homeless: N/A (Aeries. Spring 2025)		All Students: ≤ 2% SED: ≤ 2% AA: ≤ 2% Hispanics: ≤ 2% LEP: ≤ 2% LTELs: ≤ 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2% (California School Dashboard) ========== All Students: ≤ 2% SED: ≤ 2% AA: ≤ 2% Hispanics: ≤ 2% LEP: ≤ 2% LTELs: ≤ 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2% (Aeries)	All: +0.1% SED: N/A AA: 0% Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A (2024 California Dashboard) ========== All: -3.8% SED: -5.3% AA: -6.7% Hispanics: 0% LEP: 0% LTELs: N/A SWD: -3.8% FY: -12.5% Homeless: N/A (Aeries. Spring 2025)

19	Goal 6, Metric # 19 Freshmen On Track for Graduation at the end of their 9th grade year at Compton Virtual Academy Data Source: Aries System	All Students: (0/1) 0% (2023)	All Students: (1/1) 100%		All Students: 75%	All Students: (1/1) 100%
20	Goal 6, Metric # 20 Sophomores On Track for Graduation at the end of their 10th grade year at Compton Virtual Academy Data Source: Aeries System	All Students: 60% (2023)	All Students: 67%		All Students: 75%	All Students: +7%
21	Goal 6, Metric # 21 Compton Virtual Academy Chronic Absenteeism Rates. Data Source: Aries System.	All Students: 48.6% SED: 45.5% AA: 50.0% Hispanics: 47.8% LEP: 40.0% LTELs: 50.0% SWD: 66.7% FY: 100.0% Homeless: 0% (Aeries. Spring 2024)	All Students: 25.0% SED: 19.1% AA: 0% Hispanics: 35.3% LEP: 60.0% LTELs: 75.0% SWD: 33.3% FY: 0% Homeless: N/A (Aeries. Spring 2025)		All Students: 20% SED: 20% AA: 20% Hispanics: 20% LEP: 20% LTELs: 20% SWD: 20% FY: 20% Homeless: 20%	All: -23.6% SED: -26.4% AA: -50.0% Hispanic: -12.5% LEP: +20.0% LTELs: +25.0% SWD: -33.4% FY: -100.0% Homeless: N/A (Aeries. Spring 2025)

22	Goal 6. Metric #22 Percentage of Students at Enterprise MS who meet or exceed standards on the ELA CAASPP assessment. Data Source: CAASPP	All Students: 33.33% SED: 33.33% AA: 25% Hispanics: 38.46% LEP: 6.25% LTELs: 8.33% SWD: 3.70% FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 29.14% SED: 27.17% AA: 12.90% Hispanics: 36.57% LEP: 5.40% LTELs: 5.56% SWD: 4.88% FY: N/A Homeless: N/A (2024) N/A: Not enough students in the cohort		All Students: 40.00% SED: 40% AA: 40% Hispanics: 40% LEP: 15% LTELs: 20% SWD: 10% FY: N/A Homeless: N/A N/A: Not enough students in the cohort	All Students: -4.19% SED: -6.16% AA: -12.1% Hispanics: -1.98% LEP: -0.85% LTELs: 2.77% SWD: +1.18% FY: N/A Homeless: N/A N/A: Not enough students in the cohort
23	Goal 6. Metric #23 Percentage of Students at Enterprise MS who meet or exceed standards on the Math CAASPP assessment. Data Source: CAASPP	All Students: 20.09% SED: 20.09% AA: 8.34% Hispanics: 26.92% LEP: 6.25% LTELs: 0.00% SWD: 7.41% FY: N/A Homeless: N/A (2023) N/A: Not enough students in the cohort	All Students: 14.07% SED: 13.58% AA: 8.07% Hispanics: 17.16% LEP: 2.70% LTELs: 0.00% SWD: 2.44% FY: N/A Homeless: N/A (2024) N/A: Not enough students in the cohort		All Students: 40% SED: 20% AA: 40% Hispanics: 40% LEP: 20% LTELs: 20% SWD: 2.44% FY: 30% Homeless: 30% (2024) N/A: Not enough students in the cohort	All Students: -6.02% SED: -6.51% AA: -0.27% Hispanics: -9.76% LEP: -3.55% LTELs: 0.00% SWD: -9.85% FY: N/A Homeless: N/A N/A: Not enough students in the cohort

24	Goal 5, Metric #24 Enterprise Middle School Suspension Rates Data Source: California Dashboard and Aeries System	All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: % Homeless: % (2023 Dashboard Data) N/A: Not enough students in the cohort ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: 0% Homeless: % (Aeries. Spring 2024)	All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: % Homeless: % (2023 Dashboard Data) N/A: Not enough students in the cohort ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: 0% Homeless: % (Aeries. Spring 2024)		All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2.0% LTELs: ≤ 2.0% SWD: ≤ 2% FY: ≤ 2.0% Homeless: ≤ 2.0% (California Dashboard) ========== All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2% LTELs: 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2% (Aeries)	All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: % Homeless: % (2023 Dashboard Data) N/A: Not enough students in the cohort ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: 0% Homeless: % (Aeries. Spring 2024)

25	Goal 6, Metric #25 Enterprise Middle School Chronic Absenteeism Rates Data Source: California Dashboard and Aeries	All Students: 39.7% SED: 41% AA: 52.8% Hispanics: 32.9% LEP: 41.2% LTELs: NR SWD: 44.6% FY: NR Homeless: N/A NR: Not Reported (2023 California Dashboard) ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: % Homeless: 0% (Aeries. Spring 2024)	All Students: 27.3% SED: 27% AA: 37% Hispanics: 21.9% LEP: 36.4% LTELs: 42.9% SWD: 40.4% FY: NR Homeless: 30.8% (2024 California Dashboard) NR: Not Reported ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: NR SWD: % FY: % Homeless: N/A (Aeries. Spring 2024)		All Students: 10% SED: 10% AA: 10% Hispanics: 10% LEP: 10% LTELs: 10% SWD: 10% FY: NR Homeless: 10% (California Dashboard) ========== All Students: 10% SED: 10% AA: 10% Hispanics: 10% LEP: 10% LTELs: 10% SWD: 10% FY: 10% Homeless: 10% (Aeries)	All Students: -12.4% SED: -14% AA: -15.8% Hispanics: -11% LEP: -4.8% LTELs: SWD: -4.2% FY: NR Homeless: NR NR: Not Reported (California Dashboard) ========== All Students: % SED: % AA: % Hispanics: % LEP: % LTELs: % SWD: % FY: % Homeless: % (Aeries)

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1, Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students, was partially implemented to address the needs of low-income students in literacy and mathematics. A key success was the establishment of after-school intervention support at Dominguez Chavez, where two teachers provided yearlong tutoring, and at Centennial Chavez, where one teacher supported English Language Arts students. Additionally, an interventionist at Centennial Chavez offered critical academic and mentoring support to seniors at risk of not graduating. However, a notable challenge was the limited teacher participation at certain sites, particularly at Compton Chavez, where no teachers opted to provide after-school tutoring. This significantly reduced the program's scope and reach, limiting its ability to offer structured academic interventions as originally intended. Despite this limitation, the partial implementation still enabled targeted support for a portion of the student population aligned with the program's objectives.

Continuing with Action 6.2, Enhanced College Counseling Services for Cesar Chavez Students, was partially implemented to support students' post-secondary readiness. A key success was the revision and implementation of the College Roadmap and the finalization of post-secondary plans, which provided structured guidance for students as they prepared for life beyond high school. Additionally, a Memorandum of Understanding was established with the local AJCC to expand job opportunities for students. However, the delayed rollout of these services at the satellite campuses meant that not all students received consistent access to college readiness activities. This implementation gap hindered the action's ability to fully prepare all Chavez students for post-secondary success and highlights the need for more comprehensive and timely support across all sites.

Next, Action 6.3, Professional Development for Educators at Cesar Chavez Continuation High School, was partially implemented to enhance the instructional capacity of teachers. A key success was staff participation in professional development sessions on Canvas, equitable grading, chronic absenteeism, and an Academic Success curriculum. Teachers also attended external conferences, including CABE and CTE events, which expanded their professional learning. However, a notable challenge was the shift in focus toward training on the new Canvas learning management system, which diverted time and attention from planned professional learning on culturally responsive pedagogy and trauma-informed practices. As a result, while professional development occurred, its broader intended impact on teacher practice and student engagement was somewhat diminished.

Moving on to Action 6.4, Engaging Parent Workshops for Families at Cesar Chavez Continuation High School, this action was partially implemented to foster greater parental engagement. A key success was the hosting of impactful workshops, such as the Financial Aid Parent Workshop and the FACTOR Academy sessions led by Dr. Jackson at Centennial Chavez, which addressed both academic and social-emotional themes. These efforts marked an important step toward building stronger school-family relationships. However, limited participation, particularly at Compton Chavez, posed a challenge, reducing the action’s overall reach and effectiveness. The uneven engagement across campuses prevented the full realization of the program’s goal to create sustained and meaningful partnerships with families.

Action 6.5, Cesar Chavez Attendance Recovery Efforts, was fully implemented to address chronic absenteeism across Chavez campuses. A key success was the formation of an Attendance Task Force that executed daily teacher phone calls to families, data tracking to identify at-risk students, and personalized action plans. These strategies were reinforced by home visits and student incentives, such as field trips, to encourage consistent attendance. However, a continuing challenge was the need for increased mental health support to address the external factors influencing absenteeism. This gap was recognized by staff and is being addressed through ongoing efforts to secure additional mental health resources for the coming school year, aiming to further improve student attendance outcomes.

Action 6.6, Implement a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School, was fully implemented to support students’ social-emotional growth and trauma-related needs. A key success was the robust SEL programming at Centennial Chavez, highlighted by Mental Health Awareness Day and recurring SEL Zoom meetings. At Dominguez Chavez, the administration partnered with the Wellness Center to deliver group and art therapy, while Compton Chavez leveraged a Community Schools Administrator to provide additional trauma-informed support. Nonetheless, a challenge was the inconsistent implementation of SEL lessons across sites, particularly at Dominguez Chavez, where a more structured delivery is still needed. Despite these inconsistencies, the action has had a positive effect on student well-being, and refinement efforts are ongoing to ensure equitable access to SEL services across all campuses.

The implementation of Enhanced Tutoring and Mentoring Programs at Thurgood Marshall Independent Study (Action 6.7) was partially implemented. The program successfully hired three intervention substitute teachers to provide daily academic support during school hours. However, the extended tutoring hours intended for after-school support were not fully realized. As a result, while the daytime support showed good implementation, the after-school services did not have enough time to impact students meaningfully.

Action 6.8, In-Person and Virtual College Counseling Services for Thurgood Marshall Students, was partially implemented to enhance college readiness. Key accomplishments included the delivery of multiple workshops and targeted support for seniors, particularly through collaboration with the Compton College Student Advisor and 12th-grade counselors. Students benefited from exposure to college systems such as the CSU and participated in exploration activities related to post-secondary pathways. However, a significant shortcoming was the absence of college field trips for Marshall students during the academic year. This lack of experiential learning limited opportunities to strengthen a college-going culture. Planning is underway to better integrate field trips into the counseling program next year, which would help provide the real-world exposure necessary to support post-secondary aspirations.

Moving on to Action 6.9, Professional Development for Virtual Instruction at Thurgood Marshall, was initiated to improve instructional practices within the independent study model. A highlight of the year was teacher participation in the California Consortium for Independent Study (CCIS) conference, where staff learned best practices for virtual instruction. While this represented a positive step, the implementation remains in early stages, and widespread application of learned strategies has yet to occur. To strengthen the action's impact, the next steps will focus on site visits to model schools and additional training, ensuring that innovative virtual practices become embedded in daily instruction.

Action 6.10, Workshops for Thurgood Marshall Families, was partially implemented with the goal of enhancing family engagement. Families were invited to attend district-led workshops, including those hosted by Dr. Jackson and FACTOR Academy, and plans were made to deliver Marshall-specific sessions. However, the reach and effectiveness of these workshops were limited, with some families not fully accessing or benefiting from the sessions. This underscores the need for stronger communication and outreach, as well as more personalized workshop offerings in the coming year to improve family engagement and participation.

Action 6.11, Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars at Compton Virtual Academy (K–8), was partially implemented to provide targeted academic support. The initiative successfully launched tutoring services across core content areas in the second semester, offering personalized instruction in literacy, math, science, and social studies. Despite this progress, the delayed start significantly constrained the potential impact, as students missed out on early-year interventions that could have supported academic growth throughout the year. To maximize effectiveness in the future, timely implementation at the beginning of the academic year will be essential.

Action 6.12, Engaging Parents in a Virtual Setting, at Compton Virtual Academy (K–8) was partially implemented to support parents in navigating online learning platforms. While the workshops were well-attended and positively received, issues related to technology access and digital literacy limited full participation. These barriers prevented some parents from effectively supporting their children's virtual learning. In response, the academy is planning to expand the program with digital literacy training, multilingual support, and more flexible scheduling. These enhancements are intended to ensure more equitable access and deeper engagement for all families.

Next, Action 6.13, Virtual Academy Teacher Planning, Collaboration, and Professional Development, was partially implemented to address students in the virtual learning environment. A key success was the establishment of dedicated planning time for teachers, allowing them to collaborate on designing high-quality, standards-aligned instructional materials tailored to the virtual setting. These sessions also provided opportunities for educators to share best practices and ensure instructional consistency across virtual classrooms. However, a notable challenge was the difficulty in providing teachers with ongoing professional development opportunities, especially due to the strict requirements around instructional minutes in a virtual setting. This constraint limited the opportunity for teachers to participate in conferences or external training, which may have hindered the full enhancement of their online teaching skills, particularly in technology integration and student engagement techniques.

Moving on to Action 6.14, Enrichment Opportunities for Virtual Academy Students, this action was partially implemented to address the needs of all students by providing enriching field trips outside of the virtual classroom. A key success was the successful execution of a field trip that allowed students to explore museums and cultural landmarks, offering hands-on learning experiences that complemented the virtual curriculum. However, a notable challenge was the barrier of transportation, which limited participation for some families. This impacted the action's effectiveness, as it prevented all students from accessing these valuable, real-world learning opportunities, highlighting the need for alternative methods, such as virtual field trips or improved transportation options, to ensure equity in participation.

Action 6.15, Enhanced Individualized Behavioral and Academic Support for Compton STEP Students, was fully implemented to address the needs of African-American and Students with Disabilities (SWD) in academic and behavioral support. A key success was the successful implementation of Positive Behavioral Interventions and Supports (PBIS), the creation of individualized behavior plans, and flexible groupings to meet students' varied learning styles. These efforts provided a structured and supportive learning environment that positively impacted students' academic and social-emotional development. However, a notable challenge was the difficulty in addressing the more intensive behavioral needs of some students, which at times limited the overall effectiveness of the support provided. This challenge may have contributed to disparities in outcomes for students who required more targeted, individualized behavioral interventions.

Next, Action 6.16, Expanded Counseling and Wellness Services for Compton STEP Students, was fully implemented to address the needs of all students in the STEP program by providing enhanced mental health and wellness support. A key success was the establishment of calming rooms, which provided students with a safe space to self-regulate and manage stress. In addition, counseling sessions, trauma-informed care, and wellness workshops helped students build coping skills and resilience. However, a notable challenge was the limited availability of mental health professionals, which sometimes led to delays in services and reduced the frequency of counseling sessions. This issue affected the overall reach and effectiveness of the services, as some students may not have received the consistent support needed to fully benefit from the wellness initiatives.

Action 6.17, Empowering Parent Engagement through Workshops and Resources for Compton STEP Families, was partially implemented to address the needs of all families in supporting their children's academic and behavioral development. A key success was the consistent communication between schools and parents through progress reports and phone calls, which helped foster strong partnerships between home and school. These efforts contributed to a more cohesive support system for students, ensuring that parents were informed and engaged in their children's progress. However, a notable challenge was the logistical difficulty of fully implementing the workshops, which limited the breadth and scope of parent engagement opportunities. This challenge may have restricted the action's ability to reach all parents, ultimately impacting the level of support families could provide to their children’s success.

Action 6.18, Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators, was fully implemented to address the needs of students with significant behavioral challenges in the STEP program. A key success was the completion of several key professional development sessions, such as Crisis Prevention and Intervention, Trauma-Informed Care, and best practices in behavior management. These sessions provided teachers with the tools and strategies to better support students, and the opportunity for collaboration on lesson planning further strengthened the cohesiveness of instructional approaches. This, in turn, contributed to improved student outcomes. However, a notable challenge was the timing of the professional development sessions, which resulted in some teachers being unable to attend. This gap in participation limited the extent of the action's impact, and ensuring that all educators have the opportunity to take part in future sessions will be critical for maximizing the effectiveness of this initiative.

Moving on to Action 6.19, Comprehensive Academic Support Services for District Office Students, this action was partially implemented to address the academic needs of students in the Home Hospital and Community Day programs. A key success was the establishment of tutoring and academic support services, alongside strong communication between Home Hospital teachers and tutors. This collaboration ensured that students received the necessary academic support. However, the implementation timeline for these services was delayed due to the approval process for e106s, which postponed the start of tutoring and academic supports. As a result, the full potential of the support services was not realized during the first semester. These delays impacted the timely delivery of essential resources, such as take-home reading materials and online supplementary resources, which could have better supported students’ academic progress. Streamlining the approval process would be essential to addressing this challenge in future implementations.

Next, Action 6.20, Holistic Health and Wellness Program, was fully implemented to address the socio-emotional and behavioral needs of students in the district. A key success of this action was the comprehensive range of services provided, including individual counseling, group therapy, and workshops focused on social skills, emotional regulation, and coping strategies. These services were delivered in a trauma-informed manner, creating a supportive learning environment for students. Notably, the inclusion of social-emotional support in both internal and external service providers (Marriage and Family Therapists -MFTs) contributed to reducing absenteeism and behavioral incidents, particularly in the Community Day program.

Finally, Action 6.21, Parental Engagement and Support Initiative, was partially implemented to enhance parental involvement in the educational process for programs associated with the District Office, including students across our Home Hospital program and Community Day Schools. A key success was the development of a calendar for workshops and trainings led by MFTs, which focused on academic support, mental health awareness, and navigating school resources. This initiative began to strengthen partnerships between parents, students, and the school, fostering better engagement in students' academic and behavioral development. However, the start of the parental workshops and training sessions took some time, which hindered the full implementation of the program. Nevertheless, strong communication channels, such as Parent-Square, flyers, mail, and calls,

helped maintain parental involvement during the delay.

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.

Goal 6 – Explanation of Material Differences Between Budgeted and Actual Expenditures

1. Overall Alignment of Services and Spending
Goal 6 actions supported school climate, student safety, engagement, and wellness through investments in mental health services, climate and culture initiatives, community partnerships, and alternative placement programs. Of the $903,617 allocated under Goal 6, approximately 90% of funds were expended by the end of the reporting period. While several actions were fully implemented with tight alignment to budgeted amounts, a number of others were only partially expended due to implementation delays or strategic use of alternate funding sources. Despite minor variances, overall expenditures under Goal 6 reflect the district's sustained focus on fostering safe, inclusive, and supportive learning environments.

2. Actions with Close or Full Alignment
Several Goal 6 actions demonstrated full or near-full implementation and expenditure alignment: School Climate Supports (6.5, 6.6, 6.15, 6.16, 6.18, 6.19, and 6.20) all expended 99–100% of allocated funds, often through the strategic use of equity multiplier funds. These actions included school safety programs, climate teams, and behavioral support structures that were prioritized for full implementation to address student wellbeing and promote positive campus culture.

The effective use of equity multiplier funds in these areas underscores a districtwide emphasis on ensuring consistent access to climate and wellness supports across all school sites.

3. Actions with Material Differences
The majority of partially expended actions were still implemented, but did not reach full expenditure due to modest variances, such as delayed purchases, staff vacancies, or conservative use of resources:

--> Actions 6.1 through 6.4, 6.7 through 6.14, and 6.17 expended between 82% and 87% of their allocated budgets. These actions included site-based student engagement programs, restorative practices, attendance campaigns, and mental health partnerships.
--> Action 6.21, supporting alternative placement services, expended 81% of its budget. This difference may reflect unfilled staffing positions or timing mismatches in contracting with outside providers.

These gaps are minor and do not signal under-implementation, but rather point to efficiencies and adaptive use of funds as student needs evolved.

4. Overall Summary
Of the $812,617 allocated for Goal 6, $730,397 has been expended, representing 90% of the total allocation. The district demonstrated effective implementation of school climate, safety, and wellness initiatives, with multiple actions fully aligned to their intended budgets. Partial expenditures in a few areas were driven by implementation timing, resource optimization, and evolving site-level needs. These insights will inform next year's planning to ensure continued alignment between budget and service delivery in support of safe, inclusive, and engaging school environments.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action: Action 6.1, Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students, was partially effective in addressing the academic needs of low-income and historically underserved student groups, including African American (AA), Hispanic, English Learner (LEP and LTEL), and Students with Disabilities (SWD). Survey results indicate that approximately 79% of respondents (11 out of 14) agreed or strongly agreed that the intervention staff were effectively supporting student improvement in reading and math. However, 21% of respondents expressed dissatisfaction or skepticism about the support provided. The overall trend suggests that the interventionists are perceived as effective by a clear majority, though the presence of multiple Disagree or Strongly Disagree responses points to uneven implementation or inconsistent quality across settings. These dissenting opinions may reflect differences in staffing, scheduling, or program fidelity at specific sites, and should prompt further investigation into how support services are being delivered and where improvements might be needed.

The 2024 California Dashboard (Goal 6, Metrics #1 and #2), which became public in the fall, shows that students lost ground when compared to the previous year. In the area of English, All students ended up in Red (DFS -158.8). SED (-168.1 DFS) and HI students (DFS -151.2) were also Red. In the area of Mathematics, All students dropped from Orange (DFS -229.5) to Red (-250 DFS). English Learners (-256) and LTELs (-271.9) did not have a color, but their Distance from Standard (DFS) became really significant. SED (DFS -252.1) and HI students (DFS -250) were also RED.

On CAASPP, African American students had a 0% proficiency rate in both ELA and Math, ELs and LTELs also showed 0% in both, and low-income (SED) students demonstrated only 5.1% in ELA and 2.1% in Math. SWD students, however, showed some positive movement, with 9.1% meeting standards in ELA, indicating localized success where support was consistent.

It is important to note that the available Dashboard and CAASPP results reflect progress and performance on assessments administered in spring 2023 and released in fall 2024, prior to the full implementation of this year's tutoring and mentoring efforts. As such, the true academic impact of this action will be better understood when the 2025 CAASPP results are released in June.

Action 6.2, Enhanced College Counseling Services for Cesar Chavez Students, was partially effective. The creation of a College Roadmap and individualized post-secondary plans marked meaningful progress, and the new partnership with the America's Job Center of California (AJCC) offered valuable work-based learning opportunities for students. However, implementation gaps at satellite campuses limited equitable access to these services. The 2024 California Dashboard data for College and Career Readiness (Goal 6, Metric #5) shows that only 8.2% of all Grade 12 Chavez students met the standard, with subgroup data revealing significant disparities: African American students performed highest at 13%, while Hispanic, SED, LEP, LTEL, SWD, and Homeless students each performed at or below 6%. These outcomes highlight the uneven reach of college readiness supports and the need for more consistent and timely delivery across all sites. Educational partner feedback echoed this concern, noting that while students benefited from career exposure and planning tools at the main campus, those at satellite locations lacked comparable services.

Action 6.3, Professional Development for Educators at Cesar Chavez Continuation High School, was partially effective. Teachers received targeted professional development in Canvas, equitable grading practices, and chronic absenteeism. However, the shift to implementing a new learning management system (Canvas) redirected focus from trauma-informed instruction and culturally responsive teaching. Teachers also benefited from the CABE and CTE conferences throughout the school year. While 83.33% of the teachers at Cesar Chavez who completed the Effectiveness of Services Survey indicated that the professional development opportunities offered during the summer and throughout the school year have been effective in equipping teachers with research-based strategies to enhance instruction, a more focused training aligned with the unique needs of continuation students.

Action 6.4, Engaging Parent Workshops for Families at Cesar Chavez Continuation High School, was partially effective. Multiple workshops—such as the FAFSA information night and FACTOR Academy sessions—were delivered at various sites, providing valuable support to participating families. However, outreach and implementation varied, with limited engagement at Compton Chavez. A total of 83.33% of teachers at the school who completed our survey agreed or strongly agreed that the parent education workshops and engagement efforts have effectively provided families with the knowledge and skills needed to support student success.

Action 6.5, Cesar Chavez Attendance Recovery Efforts, was effective in addressing chronic absenteeism through a multi-pronged approach centered on data-driven strategies and proactive outreach. According to Goal 6 Metric #6, chronic absenteeism remains a critical issue, with 62.3% of all students affected. The rates are even higher among key student groups, including Socioeconomically Disadvantaged (SED) students (63.9%), African American students (61.8%), Hispanic students (63%), Students with Disabilities (63.3%), Foster Youth (66.7%), and Homeless students (66.7%). English Learners (60%) and Long-Term English Learners (59.2%) also continue to demonstrate elevated rates. Despite these challenges, internal progress is evident. Last school year, the chronic absenteeism rate at Chavez peaked at nearly 100%; however, through the establishment of a fully functioning Attendance Task Force, the use of real-time data monitoring, daily family outreach, and strategic incentive programs, the school has made measurable improvements. In fact, 73.33% of teachers who responded to the Effectiveness of Services Survey agreed or strongly agreed that the Attendance Task Force had been successful in tracking attendance, identifying root causes, and implementing targeted supports for students most at risk. While these gains are promising, particularly in comparison to prior years, ongoing work—especially in addressing mental health barriers—remains essential to sustain and deepen progress for all student groups.

The implementation of a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School (Action 6.6) was effective in supporting students' well-being through initiatives such as Mental Health Awareness events, SEL Zoom meetings, group therapy, and trauma-informed practices. The district's expanded counseling and mental health services, including Wellness Centers, had a positive impact on student well-being and academic achievement, with 81.25% of survey respondents agreeing or strongly agreeing. Additionally, 92.3% of staff found the trauma-informed professional development valuable, particularly for addressing the needs of low-income students, foster youth, and newcomer English Learners. Social-emotional learning programs like Move This World also proved effective, with 84.6% of respondents noting their positive impact in the classroom.

These efforts have translated into a decline in suspension rates. Our most current available data shows that the overall suspension rate for All Students dropped from 5.2% (Dashboard 2024 —Orange) to 2.7% (2025 Aeries Spring internal data), with Socioeconomically Disadvantaged (SED) students decreasing from 5.4% (Orange) to 3.4%. African American students saw the most significant decline—from 13.6% (Red) to 7.5%—while Hispanic students dropped from 3.0% to 1.7%. Encouragingly, English Learners (LEP) and Long-Term English Learners (LTELs) both decreased to 1.0%. However, Students with Disabilities (SWD) saw an increase from 0% to 3.2%, suggesting a need for more targeted behavioral supports for this group. No suspensions were reported for Foster Youth or Homeless students in 2025. These improvements indicate that the district's discipline reform efforts are making a positive impact, though continued refinement is needed to ensure equitable outcomes for all students. It is important to note, too, that we will still need to wait until the fall for us to get the most current state public data.

Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thurgood Marshall (Action 6.7) was partially effective in addressing the academic needs of independent study students. The hiring of three intervention substitute teachers provided essential academic support, particularly for seniors working toward graduation. The two Marshall teachers who completed the survey (there are a total of three) indicated that these interventionists helped provide extra support and lessons in reading and math, which contributed to student improvement. However, the delayed implementation of after-school tutoring through equity multiplier funds limited the program's reach, reducing its potential impact.

The most recent Grade 11 CAASPP results for Marshall reflect mixed outcomes. On the ELA CAASPP, the overall performance of students decreased from 31.6% in 2023 to 25.9% in 2024, with Hispanic students experiencing a significant drop from 37.5% to 27.8%. In contrast, Math performance showed improvement, with the overall student percentage rising from 0% in 2023 to 20% in 2024, and Hispanic students seeing an increase from 0% to 25%. While the improvement in Math is promising, the decline in ELA performance underscores the need for more consistent and timely implementation of academic support. The lack of data for certain student groups, such as LEP and SWD, is due to insufficient cohort sizes. It's important to note that the data provided became public in the fall, and we will need to wait until mid June to assess the full impact of this action with the most current state data.

Action 6.8, In-Person and Virtual College Counseling Services for Thurgood Marshall Students, was partially effective. A key success was the delivery of multiple workshops and the involvement of the Compton College Student Advisor, which supported students in completing college applications and exploring local programs. However, Marshall students did not participate in any college field trips this year, which limited exposure to post-secondary options. According to Goal 6, Metric #13, only 10.3% of Grade 12

Marshall students were identified as college- and career-ready. This figure highlights the need to integrate more immersive experiences, like college tours and job-shadowing, to build a stronger college-going culture. Nonetheless, foundational counseling efforts are in place and can be scaled with better planning.

Action 6.9, Professional development for virtual instruction at Thurgood Marshall, was partially effective, offering initial promise but limited in scope. Participation in the California Consortium for Independent Study (CCIS) introduced staff to effective independent study practices, yet the professional learning has not fully translated into consistent application or observable shifts in instructional practice. Nonetheless, teacher interest in visiting model programs reflects a growing commitment to strengthening virtual instruction. According to the Effectiveness of Services Survey conducted this year, Marshall teachers reported that the professional development offered during the summer and school year was effective in providing research-based instructional strategies. As we plan for the upcoming school year, expanding structured training and peer collaboration opportunities will be essential to further build instructional capacity and ensure sustainable improvements in virtual learning.

Action 6.10, Workshops for Thurgood Marshall Families, was partially effective. Marshall parents were invited to districtwide workshops and targeted parent sessions were planned. While this demonstrates progress toward family engagement, overall attendance and reach were limited. This reflects the need for improved outreach and delivery of virtual-friendly workshop formats that better accommodate parent schedules and technology access. Continued efforts to personalize parent engagement will help strengthen the school-home partnership.

Action 6.11, Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars, was partially effective in supporting student learning. Personalized tutoring sessions and the provision of academic materials were successfully launched in the second semester, offering targeted assistance in core content areas. These supports contributed to increased student engagement and provided much-needed reinforcement for those struggling with virtual instruction. However, the late implementation limited the amount of instructional time available for sustained impact. Feedback from staff indicates that students who consistently participated in the tutoring sessions showed greater confidence and improved task completion. To strengthen effectiveness, tutoring should begin earlier in the school year and be extended to allow for more comprehensive support. Building in progress monitoring and student input can also help ensure the interventions meet learners' evolving academic needs.

Action 6.12, Engaging Parents in a Virtual Setting, was partially effective in fostering family involvement within the Virtual Academy. Collaborative workshops offered in partnership with Child Welfare and Attendance were well received by participating families and served as an important bridge between home and school. These sessions provided valuable information and helped some parents feel more connected to their child's learning. However, participation was uneven due to persistent challenges with digital access and literacy, which created barriers for full engagement. Despite these obstacles, the school demonstrated responsiveness by planning future enhancements such as digital literacy training, more flexible participation formats, and expanded multilingual options. These adjustments reflect a clear commitment to building more inclusive and accessible pathways for all families, which will likely strengthen the effectiveness of this action moving forward.

Action 6.13, Virtual Academy Teacher Planning, Collaboration, and Professional Development was partially effective in enhancing instructional quality at Compton Virtual Academy. A key strength was the structured planning time, which enabled teachers to collaborate on lesson design, curriculum pacing, and virtual instructional strategies. This consistent collaboration helped promote alignment across classrooms and contributed to improved student engagement. However, scheduling constraints during instructional hours limited teacher access to external professional development opportunities. Notably, 100% of Marshall teachers who completed the Effectiveness of Services Survey this year indicated that collaborative structures—such as PLCs, release time, and curriculum councils—effectively supported them in building school culture, sharing best practices, analyzing student progress, and fostering a shared sense of responsibility. While these foundational efforts were successful, expanding access to targeted professional development in online learning best practices will be critical to further strengthening instructional effectiveness in the virtual setting.

Action 6.14, Enrichment Opportunities for Virtual Academy Students, was partially effective. Students participated in one successful educational field trip, providing hands-on learning and peer interaction outside the virtual environment. Families expressed appreciation for this real-world enrichment opportunity. Nevertheless, the program did not reach all students, largely due to the unique challenges of serving a virtual population that includes students with health or social-emotional needs. 100% of the teachers completing our annual survey indicated that enrichment opportunities at their school (participation in clubs, fieldtrips, etc.) help increase student engagement, learning,

attendance, and school connectedness. Increasing accessibility through alternative enrichment formats—such as virtual museum tours or small-group local trips—may help broaden participation and impact.

Action 6.15, Enhanced Individualized Behavioral and Academic Support for Compton STEP Student, was effective. The implementation of PBIS strategies, individualized behavior plans, and flexible academic groupings helped create a more supportive learning environment tailored to the unique needs of STEP students. Staff conducted regular check-ins and adjusted support plans in real time, contributing to improved engagement and a noticeable reduction in behavioral incidents. According to the 2025 student survey results, a greater percentage of STEP students reported feeling connected to school—an increase from the previous year and a strong indicator that behavioral and emotional supports are fostering meaningful student relationships and academic success.
Furthermore, 100% of STEP students completing the Effectiveness of Services Survey indicated that they feel safe and secure at school, both inside the building and on school grounds. This includes feeling protected from physical harm, learning in a secure environment, and trusting that staff are responsive to safety concerns. Additionally, all students surveyed reported that their Teacher Instructional Assistants and/or Intervention Teachers have been very helpful in supporting their progress in reading and/or mathematics. These outcomes reflect a well-rounded system of support that addresses both academic and social-emotional needs. Continued refinement and expansion of these services will be essential to maintaining momentum and meeting the evolving needs of STEP students.

Action 6.16, Expanded Counseling and Wellness Services for Compton STEP Students, was fully effective. Through the integration of calming rooms, a structured social-emotional learning (SEL) curriculum, and consistent counseling provided by psychologists and BCBAs, STEP students received targeted wellness support throughout the school year. Group therapy sessions that emphasized communication, emotional regulation, and resilience were well-embedded into the school culture, contributing to a supportive environment.

This action positively influenced campus climate. Our annual survey shows that STEP teachers and staff agreed that their site is a safe place for students—evidence that the wellness and behavioral supports are aligned with the district's whole-child approach. Certificated staff survey results further confirm the action's effectiveness: respondents agreed that the district's implementation of the STEP program and its comprehensive mental health services have successfully addressed the behavioral and social-emotional needs of students with IEPs. Tailored interventions, counseling, and alternative placements have promoted both academic success and equitable access to education. These outcomes highlight the value of continuing and expanding this multi-tiered support model.

Action 6.17, Empowering Parent Engagement through Workshops and Resources for Compton STEP Families, was partially effective. Regular communication, including weekly progress reports and home behavior support resources, strengthened school-home connections and reinforced interventions. However, formal workshops were delayed in the first semester due to planning challenges. Still, 75% of staff survey respondents agreed their school effectively engages parents through groups like PTA, ELAC, and SSC. While few STEP parents completed the survey, all who did indicated that parent groups provided a meaningful platform to share input and support school improvement. Expanding structured, multilingual workshops next year will help deepen engagement.

Action 6.18, Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators, was fully effective. Teachers participated in high-quality professional development focused on trauma-informed care, behavior management, and equitable practices. Teacher collaboration improved lesson planning and ensured accommodations were effectively implemented. Educational partner feedback highlighted increased staff confidence and improved student outcomes as key indicators of success.

Action 6.19, Comprehensive Academic Support Services for District Office Students, was partially effective. Home Hospital and Community Day programs successfully began providing tutoring and academic interventions, including Zoom-based instruction and counseling. However, delayed approval of e106s resulted in a late start, limiting the total number of sessions delivered during the year.

Despite these challenges, students who participated showed improved academic engagement, and teachers appreciated the added support. Staff observed stronger student participation and more consistent assignment completion among those receiving targeted tutoring. These early outcomes suggest the action has strong potential when implemented consistently across the full school year.

Action 6.20, Holistic Health and Wellness Program, was fully effective in meeting the mental health needs of students in the Home Hospital and Community Day programs. Marriage and Family Therapists (MFTs) delivered counseling, art therapy, and trauma-informed care that helped reduce behavioral incidents and increase student stability. Educational partner input praised the individualized and group-based interventions for addressing chronic absenteeism and improving students' emotional health. Staff reported noticeable improvements in students' coping skills, emotional regulation, and overall readiness to engage in learning. The integration of wellness services into daily routines contributed to a more positive and supportive school climate.

Action 6.21, Parental Engagement and Support Initiative, was partially effective in strengthening family-school partnerships. Although workshops led by Marriage and Family Therapists (MFTs) on academic and mental health support were delayed, the communication strategies put in place—such as ParentSquare and direct outreach—effectively kept families informed and engaged. Once sessions began, participating families reported increased confidence in supporting their children's academic and emotional needs. Educational partner feedback reflected high interest in the workshops and emphasized their value in promoting student well-being and consistent attendance. Continued expansion of these supports will be essential to deepening impact in future years.

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

As part of our annual LCAP reflection cycle, we conducted a thorough review of Goal 6, which focuses on increasing academic achievement and support for students attending Equity Multiplier schools. This review included analysis of state and local data, site-level progress updates, and educational partner input. Based on this comprehensive review, we are not proposing any changes to the goal description, expected outcomes, or overall structure for the 2025–2026 school year. Focus Goal 6 remains an area of significant need, particularly in English Language Arts and Mathematics, and the current approach provides a comprehensive framework to support student achievement at these high-priority campuses. The only significant changes that we made to this goal was the addition of new actions and metrics for a newly identified Equity Multiplier school: Enterprise Middle School.

GOAL DESCRIPTION
No changes are being proposed to the Goal 6 description. The current goal remains relevant, targeted, and aligned with the district's mission to serve students in our highest-need schools and increase their ELA and Math performance. The description reads:

"By the end of the 2025–2026 school year, we will increase the academic achievement of students in equity multiplier schools by 10% as measured by state standardized test scores and/or internal data. This will be achieved by providing comprehensive support and resources, including the implementation of after-school tutoring programs, enhanced college counseling services, professional development for teachers on culturally responsive practices, and increased community engagement through parent workshops. Additionally, we will improve overall school infrastructure to create a more conducive learning environment."

This language reflects our continued commitment to addressing long-standing opportunity gaps and accelerating learning for students in schools with the greatest needs.

EXPECTED OUTCOMES
We are maintaining our existing expected outcomes for Goal 6, which include a 10% increase in student achievement in English Language Arts and Mathematics over the course of the school year. Given the persistent performance concerns at all the Equity Multiplier Schools, the current outcomes remain both appropriate and aspirational. Educational partners expressed strong agreement that sustained focus and consistent implementation are necessary before outcome targets are adjusted.

METRICS

We are not removing or altering any existing metrics under Goal 6. However, with the addition of Enterprise Middle School as a newly designated Equity Multiplier site, we have expanded our metrics to ensure targeted progress monitoring specific to this campus.

To reflect the urgent areas of need at Enterprise, we have added four new metrics:
->CAASPP English Language Arts academic performance
->CAASPP Mathematics academic performance
->Chronic absenteeism (school connectedness)
->Suspensions (school climate)

These metrics have been created to track Enterprise's progress in core academic areas, as the school currently reflects Red-level performance across nearly all student groups in both ELA and Math. Chronic absenteeism and discipline have also been flagged as priority concerns based on local data.

The expanded set of metrics will allow for more precise monitoring of progress and impact at Enterprise, while maintaining the broader focus on academic achievement at all Equity Multiplier schools.

ACTIONS
We reviewed all actions under Goal 6 for implementation fidelity, expenditure alignment, and overall impact. At this time, we are not proposing major structural changes, as the existing actions remain well-aligned with the specific needs of our Equity Multiplier Schools. Notably, Cesar Chavez shows continued urgency, with Dashboard indicators in ELA and Math declining from Orange to Red for All Students, Socioeconomically Disadvantaged, and Hispanic subgroups. Although other small-enrollment sites like Thurgood Marshall, Virtual Academy, STEP, and Community Day lack color-coded Dashboard indicators, internal academic data and staff feedback consistently highlight the need for ongoing academic support—particularly in English and Math. In response, we will maintain the current goal structure, deepen implementation, and increase monitoring for impact. Educational partners strongly support this approach and emphasize the importance of continuity in achieving sustained academic growth at our Equity Multiplier schools.

Adjustments to Existing Actions:

The actions previously created to support "District Office" students (6.19, 6.20, 6.21) were implemented last year to assist students in both the Home Hospital and Community Day programs. However, for the current year, funding has been explicitly allocated to Community Day Middle School and Community Day High School. As a result, the descriptions of these actions have been revised to focus solely on the needs of Community Day students.

6.19 Comprehensive Academic Support Services for [Deleted: District Office Students] [Added: Middle and High School Students at Community Day]
Equity multiplier funds will be utilized to provide comprehensive academic support to middle and high school students on Community Day. The funds will be used to offer supplemental tutoring services through tutors and other support personnel who will work closely with students to address their individual learning needs. Services will include one-on-one tutoring sessions, small group instruction, and supplementary online resources tailored to each student's academic requirements. Additionally, take-home reading materials and supplementary resources for learning will be provided to support continuous academic engagement. The goal is to help students catch up on missed coursework, improve their grades, and successfully transition back to regular school settings.

6.20 Holistic Health and Wellness Program
We will provide targeted social-emotional and behavioral support services to [Deleted: District Office students across our Home Hospital program and] [Added: Middle and High Students at Community Day]. Through internal and external service providers we will offer counseling, behavioral interventions, and trauma-informed care tailored to the unique needs of these students. These services will include individual counseling sessions, group therapy, and workshops focused on social skills, emotional regulation, and coping strategies. The goal is to address the mental health and behavioral challenges faced by students, reduce absenteeism and behavioral incidents, and promote a positive,

supportive school environment.

6.21 Parental Engagement and Support Initiative
We will strengthen parental involvement and support for families of [Deleted: District Office students across our Home Hospital program and] [Added: Community Day Middle and High School]. The funds will be used to organize regular workshops and training sessions for parents, focusing on how they can effectively support their children's education and well-being. Topics will include academic support strategies, mental health awareness, and navigating school resources. Additionally, this initiative will provide parents with access to a dedicated support hotline and resources center, ensuring they have the necessary tools and information to advocate for their children's success. The initiative aims to foster a strong partnership between the school, students, and their families, enhancing the overall educational experience for these students.

New Actions for Enterprise Middle School:

New for 2025–2026 is the addition of Enterprise Middle School as an Equity Multiplier site. In response to this designation, four new actions have been added to the plan. These additions were informed by Enterprise's current Dashboard performance and other local data:

->ELA (2023 to 2024): Red for English Learners, Students with Disabilities, and African American students (no improvement from prior year)
->Math: Red across nearly all student groups including ELs, SED, AA, SWD, and Hispanic students
->Chronic Absenteeism (2024): Orange for ELs, SWD, and AA
->Suspension Rates (2025): 15 suspensions as of March 2025

The actions are as follows:

6.22: Targeted Literacy Support for Enterprise Middle School
Enterprise Middle School will implement focused literacy interventions to address low academic performance in English Language Arts. Support will include small-group instruction, after-school tutoring, and the use of data to guide targeted reading strategies. These efforts aim to improve student reading comprehension, fluency, and overall achievement in ELA.

6.23: Targeted Math Support for Enterprise Middle School
To address significant learning gaps in mathematics, Enterprise Middle School will provide targeted math interventions. This includes supplemental instruction, tutoring programs, and data-informed practices to support struggling students. The goal is to raise math proficiency and build foundational skills necessary for long-term academic success.

6.24: Attendance Recovery and School Connectedness Efforts at Enterprise Middle School
Enterprise Middle School will implement targeted strategies to improve student attendance and strengthen school connectedness. This includes attendance monitoring, outreach to chronically absent students, and the development of schoolwide activities that build a positive and inclusive campus culture. Efforts will focus on fostering relationships, increasing student engagement, and creating a welcoming environment that encourages daily attendance and active participation in school life.

Action 6.25: Suspension Reduction and Positive Behavior Supports at Enterprise Middle School
Enterprise Middle School will implement targeted strategies to reduce student suspensions and improve campus climate. This action will include the use of restorative practices, staff training on trauma-informed approaches, and consistent implementation of a schoolwide positive behavior intervention system (PBIS). Support personnel will facilitate behavior intervention plans, conflict resolution sessions, and student check-ins to proactively address issues before they escalate. The goal is to promote a more supportive, inclusive environment that minimizes exclusionary discipline practices and keeps students engaged in learning.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students	Equity multiplier funding will be utilized to establish a comprehensive tutoring and mentoring program at Cesar Chavez Continuation High School. This program will provide after-school and in-school tutoring and mentoring services, focusing on core subjects such as literacy and mathematics. Staffed by qualified teachers and trained peer tutors, the initiative aims to enhance student understanding and performance in these critical areas.	$90,000.00	No
2	Enhanced College Counseling Services for Cesar Chavez Students	Compton Unified will allocate equity multiplier funds to enhance college counseling services at Cesar Chavez Continuation High School. These services will offer personalized guidance to students, helping them explore post-secondary education opportunities, complete college applications, and secure financial aid. College counselors will provide one-on-one support, host workshops, and organize college visits to expose students to a variety of higher education options. The goal is to increase college enrollment and readiness among students by creating a strong college-going culture within the school. This college-going culture will be fostered through regular informational sessions on college requirements, application deadlines, and scholarship opportunities. Additionally, students will participate in college field trips, allowing them to experience college campuses firsthand and gain a better understanding of college life. By integrating these elements into the school environment, Cesar Chavez Continuation High School aims to build students' confidence and motivation to pursue higher education, ultimately increasing the number of students who are prepared and eager to attend college.	$110,000.00	No
3	Professional Development for Educators at Cesar Chavez Continuation High School	Compton Unified will allocate funds to provide ongoing professional development for teachers at Cesar Chavez Continuation High School. This training will focus on effective instructional strategies, culturally responsive teaching practices, and methods to support the unique needs of the continuation high school population. Teachers will engage in workshops, seminars, and collaborative learning sessions to enhance their skills in differentiated instruction, classroom management, and student engagement. The professional development will also include training on trauma-informed practices and social-emotional learning to better address the holistic needs of students who may face various personal and academic challenges. By equipping teachers with these advanced skills and knowledge, the school aims to improve student outcomes, foster a supportive and inclusive classroom environment, and ensure that all students receive high-quality, individualized instruction tailored to their specific needs. Additionally, this ongoing professional development will encourage a culture of continuous improvement and professional growth among the teaching staff, ultimately benefiting the entire school community.	$60,000.00	No
4	Engaging Parent Workshops for Families at Cesar Chavez Continuation High School	We will offer a series of workshops for parents at Cesar Chavez Continuation High School aimed at empowering them to support their children's education more effectively. These workshops will cover a range of topics, including strategies for assisting with homework, understanding the school curriculum, and navigating the school system. Additionally, the workshops will provide parents with information on accessing community resources, understanding child development, and fostering a supportive home environment. By strengthening the partnership between the	$40,000.00	No

		school and families, these workshops aim to enhance parental involvement and contribute to the overall success of students.		
5	Cesar Chavez Attendance Recovery Efforts	Equity multiplier funding will be utilized to implement comprehensive attendance recovery efforts at Cesar Chavez Continuation High School. This initiative will focus on identifying and addressing the root causes of chronic absenteeism and truancy among students. The school will establish an Attendance Task Force, comprising administrators, teachers, counselors, and support staff, dedicated to improving student attendance rates. The task force will employ a data-driven approach to monitor attendance patterns, identify at-risk students, and develop personalized intervention plans. Interventions may include home visits, parent-student conferences, and collaboration with community agencies to address external factors affecting attendance. Additionally, the task force will promote the importance of regular attendance through school-wide campaigns and incentives for improved attendance. The goal is to create a supportive environment that encourages consistent school attendance, thereby enhancing students' academic performance and overall engagement.	$137,359.00	No
6	Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School	Compton Unified will allocate funding to implement a comprehensive program addressing social-emotional learning (SEL), trauma support, and behavioral interventions tailored to the unique needs of students at Cesar Chavez Continuation High School. This program will encompass targeted interventions, counseling services, and resources aimed at fostering essential socio-emotional skills, managing stress, and addressing behavioral challenges. Trained counselors and mental health professionals will collaborate closely with teachers to integrate SEL practices into the curriculum, provide individualized support to students, and implement evidence-based behavioral interventions. Workshops and training sessions will be offered to staff and parents to enhance awareness and understanding of trauma-informed practices, promoting a holistic approach to student support and cultivating a positive school climate conducive to academic success and personal growth.	$50,000.00	No
7	Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall	Compton Unified will allocate equity multiplier funds to establish enhanced virtual tutoring and mentoring programs at Thurgood Marshall Independent Study. Qualified teachers and peer tutors will provide academic support remotely through virtual platforms, focusing on core subjects like literacy, mathematics, science and history. These sessions will be scheduled to accommodate students' independent study schedules, offering personalized assistance whenever they need it. They may take place after school hours, on weekends, and during summer. By providing virtual support, the school aims to enhance student learning and engagement in the independent study environment.	$50,000.00	No
8	College Counseling Services for Thurgood Marshall Students	Funds will be allocated to enhance both in-person and virtual college counseling services at Thurgood Marshall Independent Study. These services will offer personalized guidance to students through in-person meetings and virtual sessions, helping them explore post-secondary education opportunities, complete college applications, and secure financial aid. Additionally, students will have opportunities to participate in in-person college exploration sessions, college fairs, and field trips to local universities, fostering a college-going culture. The goal is to increase college enrollment and readiness among independent study students.	$35,000.00	No
9	Professional Development for Virtual Instruction	Compton Unified will provide ongoing professional development for teachers at Thurgood Marshall Independent Study, focusing on effective virtual instructional strategies and methods to support independent study students. Teachers will receive training in facilitating virtual discussions, providing timely feedback on assignments, and fostering student engagement in the online learning environment. By enhancing teachers' virtual instruction skills, the school aims to optimize student learning outcomes in the independent study model.	$20,000.00	No
10	Workshops for Thurgood	We will offer virtual workshops to help parents support their children's education in the	$12,892.00	No

	Marshall Families	independent study model. These workshops will cover topics such as creating a conducive home learning environment, monitoring student progress on the Edgenuity program, and accessing additional online resources for academic support. By empowering parents with the knowledge and tools to support their children's independent learning, we aim to strengthen the home-school partnership and enhance student success.		
11	Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars	Compton Virtual Academy (K-8) will allocate funds to provide personalized tutoring sessions tailored to meet the unique learning needs of each student. These individualized tutoring sessions will offer targeted support in core subjects such as math, literacy, science, and social studies, ensuring that students receive focused assistance in areas where they may require additional help. Additionally, resources will be allocated for the creation and distribution of supplementary take-home reading materials, educational worksheets, and learning resources to enrich students' learning experiences beyond the virtual classroom environment. These materials will serve as valuable resources for students to reinforce concepts learned during virtual instruction and engage in independent learning activities at home.	$25,000.00	No
12	Engaging Parents in a Virtual Setting	Compton Virtual Academy (K-8) will organize and host a series of parent workshops designed to empower families with the knowledge and skills to support their children's academic success in the virtual learning environment. These workshops will cover topics such as effective parental involvement strategies, navigating online learning platforms, facilitating at-home learning routines, and accessing educational resources and support services available through the virtual academy. By equipping parents with the necessary tools and resources, these workshops aim to strengthen the home-school partnership and foster a supportive learning environment that promotes student achievement and engagement in virtual education.	$5,000.00	No
13	Virtual Academy Teacher Planning, Collaboration, and Professional Development	Compton Virtual Academy (K-8) will allocate funds to support teacher planning and collaboration sessions, providing educators with dedicated time and resources to develop high-quality instructional materials and curriculum tailored for the virtual learning context. These collaborative sessions will facilitate the sharing of best practices, lesson planning, and curriculum alignment to ensure coherence and consistency across virtual classrooms. Additionally, resources will be allocated for teacher conferences and professional development opportunities focused on effective online teaching strategies, technology integration, student engagement techniques, and virtual classroom management skills. By investing in ongoing professional development for educators, the virtual academy aims to enhance teaching effectiveness and student learning outcomes in the virtual learning environment.	$10,000.00	No
14	Enrichment Opportunities for Virtual Academy Students	Compton Virtual Academy (K-8) will organize and fund educational field trips to provide students with enriching learning experiences outside of the virtual classroom setting. These field trips will offer students the opportunity to explore local museums, cultural landmarks, science centers, and other educational sites that complement and extend their virtual learning curriculum. Field trips will be carefully curated to align with academic standards and learning objectives, providing students with hands-on learning opportunities, real-world connections, and social interaction with peers in a safe and supportive environment. By participating in educational field trips, students will gain valuable insights, deepen their understanding of academic concepts, and develop a broader perspective of the world around them, enhancing their overall learning experience in the virtual academy.	$10,000.00	No

15	Enhanced Individualized Behavioral and Academic Support for Compton STEP Students	Compton Unified will allocate funding to provide enhanced individualized tutoring and mentoring services tailored to the specific academic and behavioral needs of students enrolled in the Compton STEP program. This action aims to bolster student success by offering personalized academic assistance and targeted behavioral interventions, fostering a supportive learning environment conducive to academic growth and socio-emotional development. Trained intervention teachers will work closely with students to reinforce foundational academic skills, provide homework support, and offer guidance on effective study habits and organizational strategies. Additionally, these teacher mentors will serve as positive role models, offering encouragement, motivation, and constructive feedback to help students overcome challenges and achieve their full potential.	$20,000.00	No
16	Expanded Counseling and Wellness Services for Compton STEP Students	Compton Unified will allocate funding to expand counseling and wellness services for students enrolled in the Compton STEP program, ensuring comprehensive support for their socio-emotional well-being and behavioral health needs. Trained counselors and mental health professionals will provide individual and group counseling sessions, crisis intervention services, and trauma-informed care to help students navigate personal challenges, manage stress, and develop essential coping skills. Additionally, the calming room will be resourced accordingly, providing students with the necessary tools and materials to help them manage their emotions and improve their behavior. This includes sensory items, comfortable seating, mindfulness activities, and other supportive resources designed to create a soothing and therapeutic environment. Wellness workshops will be offered to promote mindfulness, resilience, and self-regulation, empowering students to cultivate positive relationships, make responsible decisions, and thrive in both academic and social settings.	$15,000.00	No
17	Empowering Parent Engagement through Workshops and Resources for Compton STEP Families	Compton Unified will allocate funding to organize and facilitate parent workshops and resources specifically designed to empower and support families of students enrolled in the Compton STEP program. These workshops will provide parents with valuable information, resources, and strategies to enhance their understanding of their child's unique needs, navigate the special education process, and effectively advocate for their child's academic and behavioral success. Topics may include positive behavior management techniques, conflict resolution strategies, accessing community resources, and fostering positive parent-child relationships. By fostering meaningful partnerships between home and school, this action aims to strengthen the support network surrounding Compton STEP students and promote their holistic development and academic achievement.	$5,000.00	No
18	Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators	Compton Unified will allocate funding to facilitate teacher planning, collaboration, and professional development opportunities for educators serving students in the Compton STEP program. This action aims to enhance teacher effectiveness and capacity to meet the diverse academic and behavioral needs of students with significant behavioral challenges. Through collaborative planning sessions, educators will share best practices, develop targeted intervention strategies, and align instructional approaches to support student success. Additionally, professional development workshops and training sessions will be provided to equip teachers with evidence-based strategies for behavior management, trauma-informed instruction, and differentiated instruction, enabling them to create inclusive and supportive learning environments that promote positive behavior and academic growth for all Compton STEP students.	$10,000.00	No
19	Comprehensive Academic Support Services for Middle and High School	Equity multiplier funds will be utilized to provide comprehensive academic support to middle and high school students in Community Day. The funds will be used to offer supplemental tutoring services through tutors and other support personnel who will work closely with students to	$40,000.00	No

	Students at Community Day	address their individual learning needs. Services will include one-on-one tutoring sessions, small group instruction, and supplementary online resources tailored to each student's academic requirements. Additionally, take-home reading materials and supplementary resources for learning will be provided to support continuous academic engagement. The goal is to help students catch up on missed coursework, improve their grades, and successfully transition back to regular school settings.		
20	Holistic Health and Wellness Program	We will provide targeted social-emotional and behavioral support services to Community Day middle and high school students. Through internal and external service providers we will offer counseling, behavioral interventions, and trauma-informed care tailored to the unique needs of these students. These services will include individual counseling sessions, group therapy, and workshops focused on social skills, emotional regulation, and coping strategies. The goal is to address the mental health and behavioral challenges faced by students, reduce absenteeism and behavioral incidents, and promote a positive, supportive school environment.	$35,000.00	No
21	Parental Engagement and Support Initiative	We will strengthen parental involvement and support for families of middle and high school students at Community Day School. The funds will be used to organize regular workshops and training sessions for parents, focusing on how they can effectively support their children's education and well-being. Topics will include academic support strategies, mental health awareness, and navigating school resources. Additionally, this initiative will provide parents with access to a dedicated support hotline and resources center, ensuring they have the necessary tools and information to advocate for their children's success. The initiative aims to foster a strong partnership between the school, students, and their families, enhancing the overall educational experience for these students.	$32,366.00	No
22	Targeted Literacy Support for Enterprise Middle School	Enterprise Middle School will implement focused literacy interventions to address low academic performance in English Language Arts. Support will include small-group instruction, after-school tutoring, and the use of data to guide targeted reading strategies. These efforts aim to improve student reading comprehension, fluency, and overall achievement in ELA.	$75,000.00	No
23	Targeted Math Support for Enterprise Middle School	To address significant learning gaps in mathematics, Enterprise Middle School will provide targeted math interventions. This includes supplemental instruction, tutoring programs, and data-informed practices to support struggling students. The goal is to raise math proficiency and build foundational skills necessary for long-term academic success.	$100,000.00	No
24	Attendance Recovery and School Connectedness Efforts at Enterprise Middle School	Enterprise Middle School will implement targeted strategies to improve student attendance and strengthen school connectedness. This includes attendance monitoring, outreach to chronically absent students, and the development of schoolwide activities that build a positive and inclusive campus culture. Efforts will focus on fostering relationships, increasing student engagement, and creating a welcoming environment that encourages daily attendance and active participation in school life.	$35,000.00	No
25	Suspension Reduction and Positive Behavior Supports at Enterprise Middle School	Enterprise Middle School will implement targeted strategies to reduce student suspensions and improve campus climate. This action will include the use of restorative practices, staff training on trauma-informed approaches, and consistent implementation of a schoolwide positive behavior intervention system (PBIS). Support personnel will facilitate behavior intervention plans, conflict resolution sessions, and student check-ins to proactively address issues before they escalate. The goal is to promote a more supportive, inclusive environment that minimizes exclusionary discipline practices and keeps students engaged in learning.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$76,628,584.00	$10,079,255.00

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
43.00%	0.00%	$0.00	43.00%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3. Summer Professional Development Bootcamp	Our low-income students, English Learners, and Foster Youth show a significant disparity in academic outcomes compared to their non-socioeconomically disadvantaged peers. In 2024, non-SED students achieved a 56.09% proficiency rate on the ELA CAASPP, while SED students achieved only 42.38%. Additionally, while the overall student proficiency rate was 43.02%, English Learners scored just 12.02%, and Foster Youth scored 26.27%. In Math, the disparity is also evident. Low-income students achieved a 34.12% proficiency rate, compared to 45.39% for non-socioeconomically disadvantaged students. Similarly, while the overall student proficiency rate in Math was 34.66%, English Learners scored only 15.30%, and Foster Youth scored 21.92%. English Learners often struggle with language barriers that impede their ability to fully access the curriculum. Low-income students frequently deal with limited access to educational resources, unstable living conditions, and additional socio-emotional stressors. Foster Youth face frequent changes in living situations and emotional trauma, leading to inconsistent educational experiences. Therefore, it is important that educators are not only familiarized with these challenges but also equipped with the necessary skills to effectively address these multiple barriers that their unduplicated student group present.	Through enhanced professional development opportunities before the school year begins, educators will deepen their understanding of effective instructional practices, analyze data to inform instructional decisions, and devise targeted strategies to meet the diverse needs of our unduplicated student groups. Educators will learn specialized strategies to enhance the language proficiency and academic skills of English Learners. Additionally, they will become adept at providing equitable learning opportunities for low-income students, and at offering stability, emotional support, and continuity in learning for Foster Youth students. This action is principally designed to meet the specific needs of our Low-Income, English Learners, and Foster Youth students. However, we believe that by providing these professional development days district-wide, all students can benefit. Through an LEA- wide implementation the district aims to foster a culture of continuous improvement and ensure that all educators have the opportunity to enhance their instructional practices and support the diverse needs of our unduplicated students as well as all other student groups in our district.	In order to monitor the effectiveness of this action over time, we will use Goal 1, Metrics # 1, 2, 3, and 7 to track progress in the areas of CAASPP ELA and Math, as well as CAST Science.

Goal 1 Action 4. Supporting Teacher Planning and Collaboration	Standardized assessment data and diagnostic assessments indicate that our Low-Income, English Learners, and Foster Youth students start the school year with significant gaps in academic performance compared to the entire student population and their non-socioeconomically disadvantaged peers. Many of our low-income students face gaps in foundational skills and limited resources, resulting in lower academic performance. English Learners (ELs) enter our classrooms with varying levels of language proficiency and gaps in comprehension, while Foster Youth frequently contend with instability and educational disruptions. These significant challenges impact the academic and socioemotional well-being of these unduplicated student groups. It is no surprise, then, that 76.4% of teachers who completed the Effectiveness of Services Survey this year explained that collaboration and planning time this year have been an effective way to share best practices and resources to support these students' academic and socioemotional needs and discuss their progress.	Through enhanced planning and collaboration time, teachers will be able to continue to improve services and better address the specific needs of low-income students, English Learners, and Foster Youth. For low-income students, teachers will share and develop resources that provide additional academic support and differentiated instruction. For English Learners, teachers will create strategies that enhance language development and comprehension across all subjects, ensuring that language barriers do not impede academic progress. For Foster Youth, this collaborative time will allow teachers to discuss and implement socioemotional supports and stability measures critical for students who often face frequent school changes and emotional upheaval. By providing planning and collaboration time for teachers district-wide, we can ensure that best practices and successful strategies are shared uniformly, allowing every school to benefit from collective expertise. This holistic approach ensures that all students, regardless of which school they attend, receive high-quality, targeted instruction and support, thereby promoting overall academic success and well-being across the district.	One metric that we will use to monitor the impact of this action through the improvement in student academic performance for unduplicated students on the ELA and Math CAASPP assessments and CAST. Goal 1, Metrics # 1, 2, 3, 7.

Goal 1 Action 5. Instructional Coaching	CAASPP data consistently show that low-income students, English Learners (ELs), and Foster Youth (FY) enter the school year with lower levels of proficiency in both literacy and mathematics when compared to their peers. This trend is further confirmed by our STAR 360 diagnostic assessments, which provide early-year snapshots of student readiness. In English Language Arts (ELA), while 29% of all students began the year meeting grade-level expectations, the percentage was notably lower for Socioeconomically Disadvantaged (SED) students at 28%, Foster Youth at 15%, and most significantly, English Learners at just 3%. A similar pattern is evident in mathematics, where only 21% of all students started the year on grade level. Within that, English Learners were at 10%, and Foster Youth at 14%. Low-income students in our district often encounter limited access to resources and support outside of school, resulting in gaps in foundational skills and lower academic performance. English Learners (ELs) require targeted instructional strategies to enhance their language acquisition and comprehension skills, which are critical for overall academic success across all subjects. Foster Youth (FY) frequently contend with instability and trauma, disrupting their educational continuity and leading to socioemotional challenges and inconsistent academic progress. Our educators face the challenge of overcoming these barriers to effectively meet the needs of these students.	In order to meet the needs of each of the student groups, we will provide dedicated ELA and Math Curriculum Specialists and content expert Administrators who will offer targeted training and coaching to teachers and intervention for our unduplicated students. For English Learners (ELs), Curriculum Specialists will equip educators with research-based instructional strategies that specifically enhance language acquisition and academic performance. For Low-Income (LI) students, the specialists will introduce instructional practices that address gaps in foundational skills and provide differentiated support tailored to their unique challenges. For Foster Youth (FY), the specialists will develop strategies that integrate socioemotional learning with academic instruction, ensuring these students receive the stability and support necessary to succeed. Additionally, through both push-in and pull-out models, Curriculum Specialists will provide direct interventions and services to these students, ensuring personalized support to overcome their specific barriers to learning. While principally directed to meet the needs of our Low-Income, English Learners, and Foster Youth students, we are implementing this action district-wide to ensure all teachers have access to high-quality coaching, which is crucial for maintaining consistency and equity in instructional practices across the district. By providing Curriculum Specialists to support teachers district-wide, we ensure that effective, research-based instructional strategies are uniformly applied, thereby benefiting all students.	One metric to monitor the impact or effectiveness of this action will be student performance in math and literacy as measured by the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3. Teachers will provide input regarding the impact of this action through the annual Effectiveness of Services survey that we provide.Goal 1. Metric #20.

Goal 1 Action 6. Enhancing Learning with Instructional Technology Support	In conversations with our Principals and teachers throughout the school year, it became evident that many of our low-income students come from households that face barriers in accessing digital resources and navigating the increasingly digital landscape of education. Without access to technology and adequate support, these students may fall behind their peers in terms of digital literacy and proficiency. Furthermore, the lack of exposure to 21st-century learning tools and opportunities may limit their ability to compete in higher education and the workforce, perpetuating the cycle of inequity. It is important that our educators are well-trained and are provided the necessary tools and support so that they can label the plain field for our low-income students.	In order to address the specific needs of low-income students, our district will implement a comprehensive support system led by a centralized EdTech Administrator and a team of 21st Century Learning Specialists. These specialists will provide ongoing professional development and coaching for teachers, focusing on various programs, applications, and instructional strategies. By equipping educators with the necessary skills and resources, this initiative will ensure that low-income students have equitable access to rigorous, grade-level curriculum and the essential tools needed to thrive in a digital learning environment. This support will be crucial for bridging the digital divide and enabling low-income students to fully engage in technology-enhanced learning experiences, ultimately leading to improved academic outcomes and increased engagement. While the action is primarily directed towards bridging the digital divide for low-income students, its implementation district-wide is crucial for ensuring that all students benefit from the advancements in technology and 21st-century learning. By equipping teachers with the necessary skills and resources, we empower them to create inclusive and engaging learning experiences that cater to the diverse needs of our student population.	A metric that we will use to measure the effectiveness of this action is feedback from teachers via the Effectiveness of Services Survey (Goal 1. Metric# 14). Teachers will share the impact that the instructional technology support has had on their instructional practice and, in turn, in the academic outcomes of their students.

Goal 1 Action 8. Targeted Classroom Interventions for Low-Income Students	On the 2024 CAASPP assessment, our low-income students demonstrated persistent achievement gaps compared to their non-socioeconomically disadvantaged peers—13.71 percentage points in English Language Arts (ELA) and 11.27 percentage points in Mathematics. In Math specifically, Socioeconomically Disadvantaged (SED) students at some schools continued to perform in the lowest performance tier (Red). For example, Enterprise had a Distance from Standard (DFS) of -106.2, while Dominguez showed an even greater gap with a DFS of -133. Many of our low-income students face significant academic and socio-emotional challenges that impede their learning progress. These challenges are exacerbated by limited access to resources, language barriers, cultural differences, unstable living situations, trauma, and inadequate support services. Principals have noted that many low-income students often require additional assistance to develop essential skills in reading and math and to build self-confidence.	To address the identified needs, conditions, and circumstances of our low-income students, we will invest in a dual approach by employing Instructional Assistants and intervention teachers. Research indicates that Teacher Assistants (TAs) can play a crucial role in supporting students, especially in high-poverty districts like Compton Unified. These professionals will closely collaborate with classroom teachers to provide targeted support to small groups or individual students, focusing on improving literacy and math skills. Working under the guidance of the classroom teacher and receiving essential training and ongoing coaching, Instructional Assistants and intervention teachers will effectively address the diverse academic and socio-emotional needs of low-income students, helping them overcome academic challenges and achieve success in their learning journey. While this action is principally directed at addressing the needs of low-income students, it will be implemented districtwide to ensure equitable access to support services for all students. Extending this support to all students helps foster a more inclusive learning environment and ensures that every student receives the necessary support to succeed academically and socio-emotionally.	We will measure the impact of this action by tracking the progress that low-income students will make in our state CAASPP assessments in English and Mathematics. Goal 1, Metrics # 1, 2, 3.

Goal 1 Action 9. Addressing the Gaps in Literacy Skills for Unduplicated Students	Low-income students across all grade levels are in need of additional literacy support. Our most recent spring STAR360 diagnostic assessment paints a stark picture: only 34% of our low-income students are performing at grade level. Additionally, while 35% of all students achieved proficiency, English learners are only at 9% and Foster Youth at 21%. Through ongoing collaboration with educational partners, we've identified distinct challenges facing our unduplicated student groups. Low-Income students often contend with limited access to resources and unstable living conditions, hindering their literacy development. English Learners face language barriers that impede their comprehension and academic progress, while Foster Youth experience disruptions in education due to frequent changes in living situations and emotional trauma. Targeted literacy support is essential to address these unique needs and bridge the gaps in foundational skills, empowering each group to achieve academic success.	Literacy tutors will provide our unduplicated students with intensive, small-group support on critical literacy skills such as fluency, phonemic awareness, vocabulary development, and comprehension strategies.. For Low-Income students, the program will provide additional academic support and resources that they may lack outside of school, helping to bridge gaps in foundational literacy skills. English Learners will benefit from targeted strategies that enhance language acquisition and comprehension, enabling them to access the curriculum more fully and improve their overall academic performance. Foster Youth will receive consistent and stable support in developing literacy skills, helping to mitigate the impact of educational disruptions and emotional challenges they may face. Providing this action LEA-wide ensures equitable access to essential literacy support for all students across our district. This comprehensive approach guarantees that all students, regardless of their grade level or school, have the opportunity to benefit from tutoring and support tailored to their unique literacy needs. Moreover, providing consistent literacy support district-wide fosters a cohesive learning environment and promotes academic success for all students, aligning with our district's commitment to excellence in education.	A key metric to measure the impact of this action will be growth on the STAR 360 Diagnostic Assessments (Goal 1, Metrics #8-10)

Goal 1 Action 10. Math Intervention and Supports for Unduplicated Students	Many of our unduplicated students in grades 3 through 12 face challenges in mastering foundational math skills. The 2023 CAASPP assessment indicates that while our district average for all students was 34.66%, our LEP students achieved 15.30% and Foster Youth 21.92%. Additionally, our Socioeconomically Disadvantaged students (SED) saw an 11.27 percentage points gap with their Non-Socioeconomically Disadvantaged peers. English learners often struggle with the specific language of math, making it difficult to understand instructions and word problems. Foster youth frequently deal with instability and trauma, leading to inconsistent schooling and gaps in their education. Students from socioeconomically disadvantaged backgrounds often lack access to resources like math tutoring, technology, and a supportive home environment for studying. These conditions create substantial barriers to mastering foundational math skills, contributing to their underperformance.	Through this action we plan to implement a collaborative intervention program that brings together interventionists and classroom teachers to deliver targeted small-group math instruction. For English learners, the program will incorporate strategies to bridge language gaps in math, using visual aids and bilingual resources to enhance comprehension. Foster youth will benefit from the stability and consistency of regular, small-group sessions with familiar instructors, providing them with a supportive learning environment. Low-income students will receive personalized attention to address gaps in foundational skills, with additional resources and tools made available to them. By emphasizing key areas such as conceptual understanding, problem-solving strategies, and mathematical reasoning, the program aims to meet the unique needs of these groups while benefiting all students. While the action is principally directed to low-income, English Learners, and Foster Youth students, it is implemented districtwide to ensure that all students have access to high-quality math instruction and support. By integrating math interventionists into the classroom setting under the direct supervision of teachers, the program benefits all students by providing additional resources and expertise to enhance their learning experience. Additionally, the specialized training provided to our math tutors or interventionists on grade-specific math standards enables them to provide tailored support across different grade levels, ensuring that all students receive instruction that is aligned with their individual needs and abilities.	One metric to monitor the impact of this action will be academic growth in math proficiency for Low-Income, English Learners, and Foster Youth students as measured through the ELA and Math CAASPP standardized assessments assessments. Goal 1, Metrics # 1, 2.

Goal 1 Action 12. Bridging STEM Gap for Low-Income Students	When analyzing student performance on the CAST Science assessment, we have noticed that our low-income students are performing at lower rates than their non-socioeconomically disadvantaged counterparts. Thus, only 17.43% of SED students showed mastery of the standards versus 30.77% of the non-SED students. We know that low-income students are often underrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields due to various factors, including limited access to resources, appropriate devices, and reliable internet connectivity. These students face challenges that hinder their participation in STEM-related activities and programs, leading to gaps in homework quality, digital inequality, and developmental disparities. These disparities can ultimately impact their academic success and postsecondary outcomes, particularly in STEM programs. Therefore, there is a critical need to provide STEM-related activities and programs to our low-income students to address these gaps and provide equitable opportunities for academic and career advancement in STEM fields.	To address the identified need for increased participation and representation of low-income students in STEM fields, all school sites will provide STEM-related activities and programs. These programs, such as Project Lead the Way, robotics, gaming, and coding, will be offered during and after school, as well as on Saturdays, to accommodate students' schedules and interests. By providing these opportunities, we aim to mitigate gaps in homework quality, digital inequality, and developmental disparities that often hinder students from low-income households, especially in STEM programs. Additionally, STEM opportunities will increase student engagement and connectedness to school, foster critical thinking skills, increase science literacy, and empower our next generation of innovators. While principally directed toward our low-income students, providing STEM-related activities and programs LEA-wide will ensure equitable access for all students, regardless of their grade level or individual circumstances, and will promote a culture of STEM education and innovation throughout our district.	We will measure the impact of this action by the increase in the Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST AssessmentGoal 1, Metrics # 7

Goal 1 Action 13. Before/After School Extended Learning Opportunities for Low-Income Students	Our most recent diagnostic assessment data underscore persistent academic challenges among our low-income students. In literacy, only 34% of our Low-income students performed in Tier I. Similarly, in mathematics, challenges remain, with only 29% of Low-income students demonstrating proficiency at grade level. Low-income students often face various barriers to academic success, necessitating targeted interventions. These students frequently experience disparities in access to educational opportunities and resources, such as tutoring, books, and technology, which significantly impact their academic performance and foundational skills. Additionally, economic challenges can lead to unstable home environments, increased stress, and limited parental involvement in their education. These factors contribute to gaps in learning and hinder their ability to achieve academic proficiency, underscoring the need for comprehensive support systems to help bridge these gaps and promote equitable educational outcomes.	Our schools will offer a range of extended learning opportunities tailored to the specific needs of these students. For Low-income students, these interventions will provide crucial access to additional academic support and resources, such as tutoring in math and literacy, that they may lack outside of school. Additionally, these students will have access to the Edgenuity online curriculum at the high school level, offering a flexible and supportive platform to advance their academic progress. By extending academic opportunities beyond the traditional school day, we aim to provide Low-income students with the necessary time and resources to strengthen their skills and engage with academic content more effectively. Implementing these interventions district-wide will ensure that all students, regardless of their socioeconomic status, language background, or personal circumstances, have equitable access to essential academic support. By providing comprehensive support across all schools, we can address the diverse needs of our student populations consistently and effectively, promoting academic success and closing achievement gaps for every student in our district.	One metric that we will use to monitor the effectiveness of these extended learning opportunities will be Low-income student performance on the CAASPP (ELA, Math) Assessments. Goal 1, Metrics # 1, 2, 3.
Goal 1 Action 18. Enhancing Visual and Performing Arts Access for Low-Income Students	Research underscores the profound impact of arts education on student success, encompassing academic achievement, critical thinking, and socioemotional well-being. Arts instruction fosters literacy and math skills, nurtures creativity, and promotes resilience, which is particularly beneficial for our low-income students in Compton Unified. Despite these benefits, many of our low-income and underserved students lack access to arts opportunities beyond the classroom, limiting their holistic development and academic engagement. Responses to our Effectiveness of Services Survey show that 88.8% of staff members believe Visual and Performing Arts programs are integral to students' educational needs, and 84% of student respondents feel these activities increase their school engagement and help develop their interests, talents, and artistic skills. This data highlights the urgent need to provide more comprehensive arts education to support our low-income students in Compton Unified.	Educational Services will continue to expand visual and performing arts offerings for K-12 low-income students. These initiatives will go beyond the standard art curriculum to provide enriched experiences, leveraging trained staff and community partnerships. By broadening exposure to diverse artistic domains, these programs aim to furnish students with a comprehensive, equitable education, bolster language skills, and cultivate interest in creative career paths. These opportunities will be available during regular school hours, as well as through after-school and Saturday programs. While principally directed to our low-income students in Compton Unified, this action will be implemented district-wide to ensure that all students have equitable access to comprehensive arts education, aligning with the district's commitment to equity and excellence in education.	One specific metric to monitor the effectiveness of the expanded visual and performing arts offerings will be the improvement in student attendance rates. By tracking attendance rates among students participating in these arts programs, the district will be able to assess whether increased engagement in the arts correlates with improved attendance. Goal 4, Metrics #1 and 2. Another metric that we will use to monitor the effectiveness of this action will be an increase in school connectedness on the California Healthy Kids Survey. Goal 4, Metric #7.

Goal 1 Action 20. Expanding Physical Fitness Opportunities	According to our Effectiveness of Services Survey, 97.9% of our administrators and 88.7% of our staff believe that continuing and/or establishing partnerships with various organizations and implementing extended fitness classes for our low-income students (such as sports, yoga, dance, physical activity programs, and workout wheels) are effective in developing our students' attitudes, skills, and knowledge in health and physical education. Educational partners have indicated that children from low-income communities like Compton face numerous challenges in accessing sports and physical activity opportunities outside school. These challenges include limited affordable options, safety concerns, and inadequate neighborhood environments conducive to play. Additionally, many parents of low-income children in our city are essential workers, making it difficult for them to support physical activity and sports at home. Furthermore, private backyards for play are often lacking, and public spaces are often inadequate. These conditions contribute to a lack of physical activity among low-income students, impacting their overall health and well-being.	CUSD will collaborate with various community partners to provide diverse physical fitness opportunities for low-income students. These opportunities may include organized sports activities, outdoor recreation programs, and fitness workshops tailored to students' interests and abilities. By offering a range of engaging activities, CUSD aims to promote physical activity and sports, improve health outcomes, increase school connectedness, and enhance overall well-being among low-income students. While principally directed for low-income students, this action will be provided LEA/school-wide to ensure that all students have access to these opportunities and to foster a culture of health and wellness within the school community.	One metric that we will use to monitor the effectiveness of this action will be an increase in school connectedness. Goal 4, Metric #7. Additionally, input from educational partners through the Effectiveness of Services Survey will help us evaluate the impact of this action in the development of our students' attitudes, skills, and knowledge in the areas of health and physical education. Goal 1, Metric #18.

Goal 1 Action 21. Building Learning Experiences and Enrichment Opportunities for Students	Extensive consultation sessions with educators, students, and parent groups have consistently emphasized the importance of providing comprehensive enrichment opportunities for our K–12 low-income students. In fact, our Effectiveness of Services Survey indicates that 98.1% of administrators, 90.9% of staff, 85.0% of students, and 89.6% of parents agreed or strongly agreed that these opportunities are essential. These students often face systemic barriers to participating in enrichment activities beyond the classroom—experiences that are critical for contextualized learning, hands-on exploration, and academic growth. Financial constraints and limited access to cultural or recreational resources significantly reduce their exposure to diverse educational opportunities, reinforcing the urgency to expand access and close opportunity gaps.	Schools will implement a range of activities tailored to the needs of our low-income students from preschool to grade 12. Some of these activities include participation in competitions (e.g., Pentathlon, Math Field Day, engineering fairs, debate, SkillsUSA, History Day, eSports, Robotics competitions), clubs, immersive learning labs, and educational field trips to places such as science museums, cultural centers, historical sites, and camping expeditions. By providing these enrichment opportunities, we aim to extend our students' educational experiences beyond the classroom and foster contextualized learning, hands-on exploration, and academic engagement. Offering these activities on a LEA/school-wide basis ensures equitable access to enrichment opportunities for all students, regardless of their grade level or individual circumstances. This approach not only addresses the specific needs of our low-income students but also promotes a more inclusive and engaging learning environment for the entire student body, supporting overall academic achievement and personal growth.	One metric that we will use to monitor the effectiveness of these learning experiences and enrichment opportunities for students will be feedback from from the California Healthy Kids Survey. School connectedness. Goal 4, Metric #7.

Goal 1 Action 23. After-School Homework Support	Our most recent STAR360 diagnostic assessment data underscore persistent academic challenges among our low-income students in both literacy and mathematics, showing that these students need as much support as possible during the school day and beyond. Teachers have raised concerns about the completion of homework and assignments by many of their low-income students, citing various factors such as limited parental involvement, lack of resources at home, and the absence of structured study environments. Currently, all Compton schools offer homework assistance through the ASES and ASSETS program. However, the accessibility of this program is limited.	To address the identified need for enhanced homework support, CUSD will augment the existing ASES and/or ASSETS program by establishing additional homework centers specifically tailored to low-income students. These centers will provide supervised environments where students can receive guidance and assistance with their homework assignments, addressing the barriers to completing homework outside of school. Qualified teachers and other school personnel will offer personalized support to students, focusing on homework completion, academic projects, and foundational skills in subjects like math and reading. Additionally, engaging educational activities will be organized to provide a positive and enriching after-school experience for participating students. By expanding after-school homework support, CUSD aims to ensure equitable access to resources and assistance for low-income students, fostering academic success and overall well-being. Although this initiative is principally directed at supporting low-income students, we have decided to implement it district-wide to ensure equitable access to resources and assistance for all students. By doing so, we can address the diverse needs of our entire student population, including those who may not be classified as low-income but still face academic challenges. This comprehensive approach promotes a culture of inclusivity and support, ensuring that every student has the opportunity to succeed academically and benefit from the resources available. Implementing the program district-wide also allows for consistency in support and resource allocation, fostering academic success and overall well-being across the district.	One metric to monitor the impact of this action will be student academic growth in math and literacy proficiency, measured through standardized assessments or district-wide benchmarks and diagnostic assessments. Goal 1, Metrics # 1, 2, 3, 7.

Goal 1 Action 24. Summer School Program	Recent diagnostic and assessment data have unveiled academic challenges among our unduplicated students, spanning low-income backgrounds, English Learners, and Foster Youth. It comes as no surprise that 90.2% of our site administrators and 94.3% of the certificated staff, as indicated in our Effectiveness of Services Survey, advocate for extended learning opportunities tailored to these student groups. Additionally, 93.1% of parents express support for the implementation of a comprehensive summer program for scholars. These students may have encountered learning gaps or difficulties across various subjects, attributable to factors such as limited access to resources, language barriers, or disrupted learning environments. English Learners necessitate additional support to foster language proficiency and academic skills, while low-income students may confront disparities in accessing educational opportunities and resources. Foster Youth often grapple with unique social and emotional challenges that can impede their academic progress.	To address the identified needs of our students, our schools will implement Summer School programs tailored to the needs of our low-income student populations, as well as English Learners and Foster Youth. These Summer School programs will offer additional instructional time and support during the summer months to help students bridge learning gaps and accelerate their academic progress. The programs may include targeted instruction in core subjects, enrichment activities, and opportunities for credit recovery where needed. By providing Summer School opportunities on a LEA/school-wide basis, we ensure equitable access to academic support for all students, regardless of their socioeconomic status, language background, or individual circumstances. Summer School programs offer an extended learning environment where students can receive personalized instruction and support to address their academic needs and prepare for future success.	One metric to monitor the effectiveness of the K-7 Summer School programs will be academic growth before and after participating in the program (pre/post assessments). We will also gather feedback from educational regarding the effectiveness of our summer program in providing students the opportunity to fill in gaps in learning, participate in enrichment opportunities, and recover high school credits. Effectiveness of Services Survey. Goal #1, Metric #17

Goal 2 Action 3. Maintain Class Size in TK-3	Every year, diagnostic assessments and standardized test results in English and Math reveal ongoing academic challenges among our low-income students in both literacy and mathematics, especially when compared to all students and, in particular, to their non-socioeconomically disadvantaged peers. Low-income students, English Learners, and Foster Youth often face unique challenges that can impede their academic progress. Low-income students frequently lack access to educational resources and support outside of school, making individualized attention in the classroom crucial for their academic success. English Learners require targeted instructional strategies and more one-on-one interactions to develop language proficiency and effectively engage with the curriculum. Foster Youth often deal with personal instability and emotional trauma, necessitating a supportive and stable learning environment where teachers can provide personalized socioemotional and academic support. Conversations with our educational partners over the years consistently highlight class size reduction as a priority, as it allows for more individualized attention and tailored support for these students, ultimately enhancing their learning outcomes.	By maintaining lower class sizes in K-3, teachers can provide more individualized attention, which is particularly beneficial for low-income students, English Learners, and Foster Youth. For low-income students, smaller class sizes allow teachers to identify and address gaps in foundational skills and provide additional academic support that these students may lack outside of school. English Learners benefit from increased opportunities for one-on-one and small-group interactions, which are essential for developing language proficiency and improving comprehension. For Foster Youth, smaller class settings offer a stable and nurturing environment where teachers can provide personalized socio-emotional support and consistency, helping to mitigate the effects of trauma and frequent transitions. This personalized approach enhances instructional support, fosters greater student engagement, and cultivates a more inclusive and supportive learning environment conducive to academic success. Moreover, smaller class settings facilitate the delivery of targeted interventions and specialized instruction, effectively addressing the unique academic and socio-emotional needs of each of these disadvantaged student groups. While this action is primarily designed to address the specific needs of Low-Income students, English Learners, and Foster Youth, it will be provided district wide for all students in grades K-3. The reduction in class sizes aligns with the district's commitment to closing achievement gaps and ensuring equitable access to high-quality education for all students.	One metric that we will use to monitor the effectiveness of this action will be the academic growth of these student groups over time on the district diagnostic assessments. Goal 1, Metrics #8-13.

Goal 2 Action 4. Maintain Instructional Days (183)	Before the change on the instructional calendar to 183 days in 2015-2016, our Low-Income students were performing at 29% in ELA and 20% in Math on the CAASPP assessments. While we have seen increases over time to 43.02% in ELA and 34.66% in Math, the truth is that there is still a gap that needs to be addressed. On the 2023 CAASPP assessment, our low-income students showed a 13.71% gap in ELA and an 11.27% gap in Math compared to their non-socioeconomically disadvantaged peers. Research consistently demonstrates the correlation between increased instructional time and improved academic outcomes, particularly for students from economically disadvantaged backgrounds. Low-income students within the Compton Unified School District face unique challenges that can hinder their academic success. These challenges include limited access to educational resources, greater susceptibility to learning gaps, unstable living situations, and inadequate support services.	All of our schools will continue to provide 183 instructional days (instead of 180) and 18 early-release Wednesdays (instead of 36) to maintain the increased instructional time, enrichment opportunities, and interventions for our low-income students. This extended schedule ensures more time for personalized instruction and targeted support, helping to address learning gaps and reinforce foundational skills. Additionally, the reduced number of early-release Wednesdays allows for more consistent learning while still providing sufficient time for teachers to plan, collaborate, analyze data, and develop strategies to close the achievement gap. By prioritizing these additional learning opportunities, the district aims to narrow achievement gaps, promote academic growth, and foster greater educational equity for low-income students. While the action is principally directed at addressing the specific needs of low-income students, the district recognizes that all students can benefit from extended instructional days and additional enrichment opportunities. By implementing this action across all schools, Compton Unified aims to promote equity and ensure that every student has access to the resources and support necessary for academic success. Moreover, maintaining increased instructional days district-wide allows for consistency in educational practices and ensures that best practices for closing achievement gaps are applied universally, benefitting all students in the district.	One metric that we will use to monitor the effectiveness of this action will be student academic proficiency in math and literacy as measured by the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3, 7.
Goal 2 Action 5. Supporting Early Childhood Programs (Pre-School and Transitional Kindergarten)	Research consistently shows that access to high-quality preschool programs significantly narrows the achievement gap, particularly for low-income students, by providing them with early exposure to foundational skills and educational experiences crucial for future academic success. Many low-income families lack the financial resources to afford private preschool programs or enrichment activities that promote kindergarten readiness. Consequently, these students may enter kindergarten at a disadvantage compared to their peers from more affluent backgrounds. Furthermore, low-income families may experience additional stressors such as housing instability, food insecurity, or limited access to healthcare, which can further impede children's earl	We will continue implementing Early Childhood programs at selected CUSD school sites, offering tailored support among preschool students from low-income backgrounds. These programs are carefully structured to deliver a comprehensive curriculum emphasizing language development, cognitive skills, social-emotional growth, and school readiness. By focusing on this critical developmental stage, the action aims to narrow early learning gaps and lay a solid foundation for academic success, particularly benefiting low-income students. Providing these programs LEA/school-wide ensures equitable access to high-quality early childhood education for all students, regardless of their socio-economic status. By offering these opportunities universally, the district ensures that every low-income child has the chance to thrive academically from the earliest stages of their educational journey.	The effectiveness of this action will be measured using Goal 1, Metric #8 and #11. STAR Early Literacy and Numeracy.

Goal 2 Action 6. Full Day Kindergarten	Studies consistently demonstrate that full-day kindergarten programs have a positive impact on academic achievement, especially for low-income students, by offering extended instructional time and more opportunities for social-emotional development and academic enrichment compared to half-day programs. Many of our low-income students face challenges such as limited access to educational resources, including books and learning materials, which can hinder their early academic development. Additionally, low-income families often have limited access to childcare and may struggle to provide adequate support for their children's learning outside of school hours.	By maintaining a full-day kindergarten program, we aim to provide low-income students with additional instructional time, access to educational resources, and a supportive learning environment, thereby helping to mitigate the disparities in academic readiness and achievement often associated with socioeconomic status. By offering a full-day program across all elementary school sites within the district, the initiative ensures consistency and equity in access to high-quality education for all students, regardless of their socio-economic status or background. This comprehensive approach not only addresses the immediate needs of our low-income students but also lays a strong foundation for their future academic success and overall well-being.	The effectiveness of this action will be measured using Goal 1, Metric #8 and #11. Percent of students in Tier I (at grade level) in the ELA and Math Fall diagnostic assessment.
Goal 2 Action 8. Access to Devices	Amidst the pandemic, it became evident that over 80% of our low-income students lacked access to essential devices for engaging in distance learning, coupled with unreliable internet connectivity at home. The absence of devices, such as computers or tablets, among low-income students presents a critical barrier to their educational access and success. Many of these students come from households unable to afford such technology, exacerbating the digital divide and widening educational disparities. Without access to devices, low-income students face challenges in completing homework assignments, accessing online resources, and participating in virtual classrooms, hindering their ability to engage fully in remote learning initiatives. Moreover, the lack of devices limits their exposure to digital literacy skills essential for success in the modern workforce, further perpetuating socioeconomic inequalities.	Our Information Technology Department (ITD) will sustain its collaboration with schools to uphold equitable learning experiences for low-income students at home. The ITD team will regularly review the device inventory database to guarantee ongoing access to devices, enabling low-income students to seamlessly engage with online learning resources, digital programs, and instructional materials from home. While the primary focus of this action is to support low-income students, implementing it district-wide ensures that all students, regardless of their socioeconomic status, benefit from equitable access to essential resources and opportunities. By extending this initiative across the entire district, we promote consistency and fairness in educational provision, fostering an environment where every student has the opportunity to thrive academically.	We will monitor the implementation of this action utilizing Goal 2, Metric #8: Percentage of Students with Access to Electronic Devices Enabling Access to Standards-aligned Instructional Materials.

Goal 2 Action 9. Supplementary Standards-Aligned Materials	In 2024, low-income students in our district exhibited notable academic disparities compared to their non-socioeconomically disadvantaged peers as measured by the CAASPP and CAST standardized assessments. This disparity in outcomes is due to a variety of factors. For example, we know that low-income students often lack access to essential educational materials, supplies, and resources due to financial constraints and limited support outside of school. Many come from households where English is not the primary language spoken, further complicating their access to instructional materials. These disparities exacerbate existing achievement gaps.	To address these identified needs of low-income students, our district will provide additional resources and standards-aligned instructional materials beyond the core curriculum. These resources include 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, and more. By offering these supplementary materials, we aim to bridge the gap to rigorous coursework and ensure that low-income students have the necessary resources to succeed academically. Expanding access to supplementary instructional materials LEA-wide ensures equitable support for all students across our district, not just low-income students. While the action primarily targets the identified needs of low-income students, it recognizes that academic challenges extend beyond socioeconomic status. By providing additional resources and materials to all students, regardless of their economic background, we promote inclusivity and strive to meet the diverse learning needs of our entire student body.	One metric that we will use to monitor the effectiveness of this action will be student academic proficiency in math and literacy as measured by the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3, 7.
Goal 2 Action 11. Enhancing Learning Through Computer-Based Programs and Applications	In the critical areas of literacy and math, our low-income students have consistently demonstrated lower proficiency rates on standardized assessments such as the CAASPP. In the academic year 23-24, our low-income students achieved a proficiency of 42.38% in literacy, notably lower than the 56.09% proficiency rate achieved by their non-economically disadvantaged counterparts. Similarly, in math, the proficiency rate among our low-income students was 34.12%, compared to the 45.39% proficiency rate among their more advantaged peers. Low-income students often encounter significant obstacles in accessing supplemental educational resources due to financial limitations and resource disparities within their homes. These students often lack the financial means to access educational materials, tutoring services, or enrichment programs that could bolster their academic progress outside of the traditional classroom setting. As a result, they face heightened challenges in narrowing the achievement gap and reaching proficiency levels comparable to their more affluent peers.	The provision of applications and online instructional programs will directly address the identified needs of low-income students by offering personalized academic support in literacy and mathematics. By leveraging digital resources such as Freckle, Next Gen Math, Writable, Khan Academy, and Edgenuity, students can engage in personalized learning experiences tailored to their individual needs and learning styles, both in the classroom and at home. Furthermore, by enabling teachers to monitor student progress efficiently throughout the school year, these digital resources facilitate targeted intervention strategies and differentiated instruction, ensuring that low-income students receive the support they need to succeed academically. While principally directed to our low-income students, the provision of applications and online instructional programs LEA/school-wide ensures equitable access to resources for all students. By implementing this action district-wide, we prevent disparities in resource allocation, promote collaboration among educators, and streamline monitoring processes. This approach underscores our commitment to equity and excellence in education, ensuring that every student has the support needed for academic success.	One metric that we will use to monitor the effectiveness of this action is the improvement in student academic performance for unduplicated students on the ELA and Math CAASPP assessments. Goal 1, Metrics # 1, 2, 3, 7. We will also look at the academic growth of these student groups over time on the district diagnostic assessments. Goal 1, Metrics #8-13.

Goal 3 Action 1. Access to Rigorous Courses	It's evident that our unduplicated pupils —comprising low-income students, foster youth, and English Learners—have historically seen low rates of high school, college, and career readiness. Although we have seen improvement for low-income students, their college readiness is still at 49.2%. Success rates are even lower for our English Learners (26.5%) and our Foster Youth (13%), as reflected on the California Dashboard for 2024. This data underscores the pressing need for targeted support to address the persistent disparities in educational outcomes. These students face various barriers such as financial constraints, lack of support, self-perception, mobility, and language barriers, which significantly contribute to the opportunity gap they experience. In conversations with our educational partners we have learned that Low-income students often encounter barriers accessing rigorous courses, stemming from limited resources and weak support systems. These obstacles impede their engagement in educational programs, leading to disparities in the quality of classwork, access to resources, and overall developmental progress. For English Learners, the journey of language acquisition is intertwined with the challenge of mastering subject-specific content to meet graduation requirements, making them more vulnerable to dropping out as they navigate these dual demands, often in the face of immediate financial pressures. Moreover, foster youth contend with high suspension rates due to factors like housing instability, social-emotional issues, and lack of familial support. Consequently, they are prone to frequent absences, limiting their exposure to rigorous instruction and hindering their prospects for post-secondary education and career advancement.	To address the needs of our unduplicated students in accessing rigorous courses, our high schools will implement comprehensive strategies to ensure equitable access to a diverse array of advanced learning opportunities. For low-income students, we will prioritize providing access to a robust curriculum, including Early College High School programs, College Courses, Advanced Placement (AP) classes, extended AP tutorials, AVID (Advancement Via Individual Determination), UC Scout, and A-G courses. These offerings will empower low-income students to engage with challenging coursework and prepare for post-secondary success. To support English Learners in accessing rigorous educational opportunities, we will enhance our school systems and pathways to be more inclusive and responsive to their needs. This will involve providing additional support services, and offering language-accessible resources to ensure that English Learners have equitable access to advanced coursework and enrichment opportunities. Similarly, for Foster Youth, we will prioritize expanding access to resources and support systems that foster competitiveness and preparedness for college and career success. This will involve implementing targeted interventions, providing mentorship programs, and offering specialized support services to address the unique challenges faced by Foster Youth in accessing and succeeding in rigorous courses. Providing this action schoolwide across all students in our high schools will ensure equitable access to resources and opportunities for all students, regardless of their background or individual circumstances. Every student will have the opportunity to benefit from a supportive learning environment that promotes college and career readiness. Additionally, a schoolwide approach allows for consistent delivery of services and resources, minimizing disparities between schools and ensuring that all students have access to the tools they need to succeed academically and professionally.	We will look at different metrics to measure the impact of this action, including: Goal 3, Metric #5 (AP Total Courses), Metric #7 (College Courses Completed).

Goal 3 Action 2. College and Career Support Staff for Unduplicated Students	Recent data from the CA Dashboard reveals persistent disparities in educational outcomes for our unduplicated student groups, indicating a pressing need to address barriers to success. For example, the College and Career Indicator on the California Dashboard shows that English Learners and Foster Youth are amongst the lowest, with 26.5% and 13% respectively, while the Socioeconomically Disadvantaged students lagged significantly lower than our Non-Socioeconomically Disadvantaged students with 49.2%. If we look at graduation rates, we have made significant improvement since 2023, but we still have one of our student groups (FY) in YELLOW. Discussions with our educational partners have highlighted that many of our English Learners confront language barriers that impede their academic progress and limit their access to college and career pathways. Many lack the necessary support systems, such as English language development programs or bilingual resources, to help them succeed academically. Similarly, Foster Youth contend with instability in their living situations, leading to disruptions in their education and difficulties accessing college and career resources. Without consistent adult support and guidance, they struggle to navigate the complex transition to post-secondary education or the workforce. Meanwhile, low-income students face financial constraints that hinder their participation in extracurricular activities, college prep programs, and career exploration opportunities. Moreover, limited access to technology, transportation, and other essential resources further impedes their pursuit of college and career pathways.	The implementation of comprehensive counseling and support services through the College and Career Department is paramount to equipping our low-income students with the vital resources, guidance, and encouragement needed to overcome economic access barriers and excel academically and professionally. Similarly, our English Learners will benefit from access to college and career support services tailored to their linguistic needs, ensuring they receive the assistance necessary for their success. Additionally, our foster youth will find invaluable support from the increased college and career support staff, enabling them to bridge gaps and envision a future marked by progressive independence and success. While the action is primarily directed towards unduplicated students, it is important to note that all students at the high schools will benefit from the enhanced counseling and support services provided through our College and Career Department. By fostering a supportive and inclusive school environment, where every student's needs are acknowledged and addressed, the action contributes to the overall academic and personal growth of the entire student body, in line with the LEA's overarching goals of promoting student success and well-being.	A metric of success for this action will be the increase in college and career readiness rates among unduplicated students over time based on the California Dashboard. Goal 3, Metric #1 (CCI rates).

Goal 3 Action 3. College and Career Support and Guidance for Families of Unduplicated Students	An examination of college and career indicators reveals stark disparities in graduation rates among various student demographics. For instance, our Foster Youth students graduate college and career ready at a much lower rate than the overall student population, with a notable 13% compared to 49.2%. Furthermore, English Learners face similar challenges, with college and career readiness as low as 26.5%. Additionally, a significant gap is evident between socioeconomically disadvantaged (SED) students, and their non-SED counterparts. These discrepancies underscore the urgent need for targeted interventions to address the barriers hindering the college and career readiness of these underserved student groups. English Learners often encounter obstacles in accessing post-secondary institutions due to language barriers, limited resources, and the necessity to secure immediate income, which may lead to disengagement from non-mandatory education. Their families, facing similar language barriers and a lack of adequate support, often struggle to provide guidance. Likewise, low-income students face challenges accessing college and career information, including financial aid opportunities, transportation limitations, and inadequate support systems. Their families may lack the time or means to access relevant information at school. Additionally, foster youth often grapple with the immediate need to find employment after school to maintain stability and support themselves.	By tailoring workshops to cover essential topics such as navigating Aeries, understanding academic requirements, accessing financial aid, and preparing college applications, we seek to empower low-income families with the knowledge, skills, and confidence needed to support their children in overcoming these obstacles and charting a path toward college and career success. The families of English Learners also have the opportunity to access the same information in a language that they can understand, and this offers them the possibility of asking questions and seeking answers. The families that shelter our foster youth can also seek guidance on the services and supports available for their situation, so that they can navigate the process of investing in their future. Expanding these workshops schoolwide ensures equitable access to all families, including low-income, English Learners, and Foster Youth. While primarily targeting these groups, this approach promotes inclusivity and support for every student. By offering essential information and resources, we empower families to navigate academic pathways effectively, fostering a culture of success for all students, regardless of background.	The metrics that we will use to measure the effectiveness of these services are Goal 3, Metric #2 (A-G rates) and Metric #11 (D/F Rates).

Goal 3 Action 4. Promote College and Career Culture for Low-Income Students	Low-income students frequently encounter numerous obstacles that impede their access to and completion of higher education. These students often lack exposure to college role models and face significant economic challenges, including limited financial aid, high tuition costs, and fears of accruing debt. Additionally, gaps in academic preparation, difficulties with standardized testing, and an absence of robust support systems make the path to college even more daunting. Family responsibilities can also divert attention and resources away from educational pursuits, further diminishing their chances of pursuing higher education. Given these barriers, it is crucial to implement actions that promote a college and career culture specifically designed to support low-income students, providing them with the resources, guidance, and encouragement needed to realize their educational aspirations.	To address the identified needs and circumstances of our low-income students, we will implement a multifaceted approach focused on promoting a college and career culture throughout our school community. This initiative will include various activities such as college and career readiness workshops, guest speaker events featuring professionals from diverse fields, college exploration field trips, and mentorship programs pairing students with college graduates or professionals in their fields of interest. By offering these activities and resources school-wide, we aim to create an inclusive environment where all students feel empowered to pursue post-secondary education and career pathways. This proactive approach aligns with the consensus among parent groups, teachers, and administrators that promoting a college and career mindset from a young age is essential for empowering students to set and achieve ambitious academic goals. By offering these activities and resources school-wide, we aim to create an inclusive environment where all students feel empowered to pursue post-secondary education and career pathways. By establishing a college and career culture early on, we aim to instill in all students, especially those from underrepresented backgrounds, the belief that college is not only attainable but expected.	Some of the metrics that we will use to measure the impact and effectiveness of this action will be Goal 3, Metric #9 College Acceptance Rates.
Goal 3 Action 8. Expansion of CTE Programs	While over 90% of our students in Compton Unified are low-income, only 28.5% of them (346) graduated having completed a CTE pathway, and 21.3% (258) graduated having completed a CTE pathway and meeting A-G requirements in the 2023-2024 school year. Low-income students face economic barriers that limit their access to quality education and future career opportunities. Data shows that there is a noticeable achievement gap among low-income students compared to their peers, highlighting the need for targeted interventions to support their academic and career success. Furthermore, traditional academic pathways may not adequately prepare these students for the workforce, necessitating the integration of practical, hands-on learning experiences offered by CTE programs.	By expanding CTE opportunities, we will equip low-income students with the skills, knowledge, and resources needed to thrive in today's competitive job market. This expansion will not only provide our low-income students with hands-on learning experiences but also expose them to various career pathways, helping them make informed decisions about their future. Additionally, offering CTE programs to low-income students will address disparities in access to quality education and economic opportunities, promoting social mobility and equity within our community. Expanding these offerings schoolwide ensures equitable access to career readiness programs for all students, regardless of their socioeconomic background. While the programs are principally directed towards low-income students, making them available district-wide ensures that all students have the opportunity to explore diverse career pathways and develop essential skills for their future success. This approach fosters inclusivity and diversity within the district, aligning with our commitment to providing equal educational opportunities for all students.	One metric to monitor the effectiveness of this action is the number of low-income students completing CTE pathways. By tracking the CTE completion rates of low-income students, we can assess the extent to which this initiative is successfully addressing the identified need for equitable access to career-related education. Goal 3, Metrics #20 and #23.

Goal 3 Action 11. Dual Enrollment for CTE Completers	In 2025, 17 % of our CTE completers in Compton Unified graduated having completed a college class. While for SED there did not seem to be a significant gap, the gap was significant for LEP (4 %) and Foster Youth (7%). Many low-income students in our community face barriers to accessing higher education due to financial constraints. English Learners lack information (in their home language) about college opportunities, or inadequate academic preparation. Without early exposure to college experiences, these students may miss out on valuable opportunities to explore post-secondary education and career pathways, limiting their potential for academic and career advancement. Many of our foster youth lack the necessary support systems or guidance to navigate the complexities of the college application and enrollment process, further exacerbating disparities in access and attainment.	Expanding dual enrollment opportunities for CTE completers directly addresses the specific needs of low-income students, foster youth, and English Learners. For low-income students, these opportunities provide access to high-quality education and valuable career preparation that may otherwise be financially out of reach. By participating in dual enrollment programs, low-income students can gain practical skills and experiences that enhance their academic and career prospects, helping to close the achievement gap and increase opportunities for socioeconomic advancement. Similarly, for foster youth, dual enrollment offers a pathway to academic success and career readiness, providing them with a supportive environment to explore their interests, develop essential skills, and pursue their goals confidently. English Learners also benefit from dual enrollment, as it offers them opportunities to enhance their language skills while gaining valuable career-related knowledge and experiences. By participating in dual enrollment programs, English Learners can strengthen their academic abilities and increase their readiness for post-secondary education and career pathways. Expanding dual enrollment opportunities schoolwide ensures equitable access to career readiness programs for all students, fostering inclusivity and diversity. While primarily directed towards low-income, English Learners and Foster Youth students, these offerings enable every student to explore diverse career pathways and develop essential skills for future success. This approach aligns with our commitment to providing equal educational opportunities and cultivating a culture of academic excellence and career readiness throughout the district.	One metric to monitor the effectiveness of this action is the percentage of low-income, LEP, and Foster Youth CTE completers participating in dual enrollment programs for CTE courses compared to their peers. Goal 3, Metric # 19.

Goal 3 Action 12. Expanding Work-Based Learning Opportunities for CTE Students	Only 28.5% of our low income students graduated having completed a CTE pathway in the 2024-25 school year. Many low-income high school CTE students face significant barriers to accessing real-world work experiences and developing essential workability skills, discouraging them from completing their CTE pathways. These students often come from socio-economic backgrounds with limited opportunities for hands-on learning and industry exposure. Without access to work-based learning opportunities, they struggle to translate academic knowledge into practical skills valued in the workforce. Additionally, they lack the professional networks needed to secure internships or apprenticeships, further hindering their career prospects. Persistent calls from our school communities, including suggestions from DBPAC/CAC and bargaining units, highlight the urgent need to provide internships and educational opportunities for these students. Addressing this need is crucial for empowering low-income CTE students to overcome barriers and succeed in their chosen industries.	The CTE Department, in collaboration with industry partners, is committed to enhancing work-based learning opportunities for low-income, high school CTE students. With the support of dedicated CTE teachers, students will have access to a variety of experiences aimed at applying their academic knowledge in real-world settings. These opportunities will include participation in Career Technical Student Organizations, workplace tours, mock interviews, (paid) internships, and potentially pre-apprenticeship and apprenticeship opportunities with our industry partners. By engaging in work-based learning, CTE students will develop valuable workability skills, enhancing their competitiveness as candidates for future careers in their chosen industries. Through these initiatives, we aim to provide our low-income students with practical experiences that complement their classroom learning and help them to be motivated to complete their CTE pathways, preparing them for success in the workforce. Providing these opportunities school-wide will ensure that all students, regardless of socio-economic background, have equal access to the resources and support needed to succeed in the workforce. By prioritizing equity and inclusivity, the initiative fosters a culture of empowerment and opportunity where every student has the chance to thrive and realize their full potential.	An increase in the CTE pathway completion rates of low-income students would indicate the effectiveness of the action in empowering these students to succeed in their chosen industries. Goal 3, Metric #14

Goal 3 Action 13. CTE Pathway Targeted Outreach and Specialized Support Services	Only 19.7% of English Learners, 12.5% of Foster Youth, and 28.5% of low income students in Compton Unified School District graduated having completed a CTE pathway in the 2023-2024 school year. Students from low-income families face socio-economic barriers that hinder their ability to fully engage in and benefit from CTE opportunities. They lack access to the support services needed to be successful and may struggle to navigate the complexities of CTE coursework. Additionally, English Learners often encounter language barriers and academic challenges that impede their ability to successfully complete CTE pathways. Similarly, Foster Youth lack sufficient support systems and access to information needed to enroll in and be successful in CTE pathways.	Targeted support services will be provided to English Learners through the work of interventionists and bilingual instructional assistants who will help them to overcome language barriers that may hinder their full participation in CTE pathways. Outreach materials will be provided to them in their home language and interpretation will be provided for all CTE informational meetings. Moreover, Foster Youth will benefit from the support services and mentoring provided by interventionists in our CTE classrooms. There will be special outreach and engagement initiatives to connect Foster Youth to the information needed to enroll in CTE pathways. Additionally, low-income students will be provided with career navigation support services to better navigate the complexities of CTE coursework. This action will be implemented schoolwide. By prioritizing equity and inclusivity, we create an environment where all students have equal access to high-quality CTE education and opportunities for success in their chosen career pathways. Providing targeted support services school-wide will foster a culture of inclusivity and support, where every student feels valued, supported, and empowered to pursue their goals with confidence.	One metric to monitor the effectiveness of this action is the number of English Learners, Foster Youth, and students from low-income families who completed a CTE pathway. Goal 3, Metric #23
Goal 4 Action 1. Attendance Monitoring and Re-engagement Strategies.	Studies show that chronic absenteeism rates for low-income students are typically double those of non–low-income students. For example, federal data from the U.S. Department of Education indicate that about 21% of low-income students are chronically absent, compared to 10–11% of their more affluent peers. Low-income students often face challenges with attendance and school engagement due to factors such as family responsibilities, lack of transportation, and varying perceptions of education's value. These disparities affect their school attendance and school connectedness. Therefore, it is crucial to engage with families to foster a culture of re-engagement and to carefully monitor attendance trends to provide necessary supports.	To address the identified need for attendance monitoring and re-engagement strategies directly geared at low-income students, CUSD will implement tiered attendance monitoring and re-engagement strategies that are designed specifically for SED students to be inclusive and comprehensive. These strategies will include proactive outreach efforts tailored to the specific needs of low-income students, such as providing resources and support for transportation under specific circumstances, offering school-based health services (home-hospital), and enhancing communication with families about the importance of attendance. By focusing on improving attendance among low-income students, the district aims to enhance their overall academic performance and engagement with the school community. Although the primary focus is on low-income students, these initiatives will benefit all students by fostering a school-wide culture of attendance and engagement. This inclusive approach ensures that all students, regardless of their background, receive the necessary support to attend school regularly, thereby improving overall academic outcomes across the district.	One metric to monitor the effectiveness of this action will be attendance and chronic absenteeism rates for low-income students. Goal 4, Metric #1 and #2.

Goal 4 Action 3. Positive Behavioral Interventions and Supports.	National data show that low-income students are suspended at nearly twice the rate of non–low-income students. According to the U.S. Department of Education's Civil Rights Data Collection, approximately 6% of low-income students receive at least one out-of-school suspension annually, compared to about 3% of non–low-income students. Socioeconomically disadvantaged students often suffer the effects of trauma and hopelessness associated with a culture of poverty. These students may face constant stress from financial instability, unsafe living conditions, and family challenges, which can profoundly impact their emotional and psychological well-being. Consequently, their emotional reactions to everyday occurrences can differ significantly from those of students in more affluent circumstances. This can affect their behavior, engagement, and overall academic performance, highlighting the need for tailored support and understanding from educators.	To address these identified needs for our low-income learners, Compton Unified School District will expand and improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies, and related software (BRIM). These services are principally directed to address the behavioral challenges faced by low-income students by creating a safe, positive, and secure learning environment. Providing these interventions LEA/school-wide ensures that every student, regardless of background, has access to a supportive and conducive learning environment. This comprehensive approach will help reduce behavioral issues, thereby decreasing suspensions and referrals to the District Administrative Hearing Panel (DAHP) and the District Guidance Review Committee (DGRC).	To monitor the effectiveness of these actions, the district will track the number of suspensions among low-income students to further support the needs of low-income students and enhance the overall school environment. Goal 4, Metric #5.
Goal 4 Action 5. Expansion of Wellness Centers.	Low-income students often encounter challenges stemming from a culture of poverty, including struggles with emotional regulation, self-confidence, and social-emotional skills. These difficulties can significantly influence their academic performance and behavioral outcomes. English Learners face unique hurdles related to cultural adaptation, which can impact their sense of belonging and overall well-being. Foster Youth, experiencing home instability and a lack of connectedness, may grapple with emotional upheaval and trauma.	Our network of Wellness Centers across 30 schools has been identified as a crucial intervention to address the needs of low-income students, English Learners, and Foster Youth. These Wellness Centers serve as a comprehensive support system, offering basic mental health services, college and career guidance, and personal mentoring specifically tailored to each group's unique challenges. For low-income students, the centers provide psychological support, basic medical care, and mentorship opportunities to help overcome barriers related to poverty. For English Learners, the centers address social-emotional needs arising from cultural adaptation, language barriers, and the need for connectedness. Foster Youth benefit from the stability and support provided by the centers, which help mitigate the impacts of home instability and foster a sense of belonging. By offering a wide array of services, the Wellness Centers play a pivotal role in alleviating the barriers to success faced by these underprivileged groups. While this action is principally directed to meet the needs of low-income students, extending these services LEA/school-wide ensures that all students can benefit from the supportive environment and resources offered by the Wellness Centers, fostering a more inclusive and nurturing educational community.	A key metric to monitor the effectiveness of this LCAP action is the California Healthy Kids Survey. By tracking the responses of student well-being surveys by our students, parents and staff, we can gauge the extent to which these resources are needed to respond to the identified needs of the target population. Goal 4, Metrics #7, #8, #9, #10.

Goal 4, Metric 6. Equity-centered Trauma-Informed Training.	Suspension data in our district reveal clear disparities: while the overall suspension rate for all students is 1.9%, rates are significantly higher for key student groups. Long-Term English Learners (LTELs) have a rate of 4.6%, Foster Youth (FY) 4.1%, and Socioeconomically Disadvantaged (SED) students 2.0%, all exceeding the district average and indicating a need for continued targeted support and interventions. Low-income students often face pressures from community indicators such as high crime rates, gang affiliation, and lack of resources, leading to mental health challenges like depression and PTSD. English Learners, who have relocated from different countries, grapple with language acquisition, cultural adaptation, and the trauma of family instability. Foster Youth, impacted by the trauma of losing their family unit and housing instability, often exhibit increased aggression and distrust of adults.	In response to the urgent need for increased support for our English Learners, foster youth, and low-income students, Compton Unified is committed to providing trauma-informed training to all staff members, including administrators, teachers, and counselors. This comprehensive training aims to deepen educators' understanding of trauma's effects, particularly on marginalized students, and equip them with strategies to effectively support these students. For low-income students, the training will address the impacts of socio-economic disadvantage, providing staff with tools to recognize and mitigate the effects of community pressures and mental health challenges. For foster youth, the training will focus on understanding the trauma of separation and home instability, helping educators build trust and offer consistent support. For newcomer English Learners, the training will emphasize the challenges of cultural adaptation and language barriers, enabling staff to create an inclusive environment that fosters communication and connection. This targeted approach ensures that each group's unique needs are met, promoting their healthy development and academic success within our school communities. By embracing trauma-informed approaches district-wide, our schools will undergo a transformative shift, fostering a more empathetic and responsive learning environment for all students.	Monitoring changes in the frequency of disciplinary actions such as suspensions and expulsions serves as a key metric to evaluate the effectiveness of trauma-informed practices. A decrease in disciplinary incidents indicates that students are receiving more supportive and understanding responses to their needs, leading to a safer and more conducive learning environment. Goal 4, Metrics #5 and #6.
Goal 4 Action 7. Social-emotional Development Initiative.	In Compton, many of our low-income children face heightened socio-emotional challenges that significantly impact their well-being and academic achievement. Insights from educators and parents, gathered through consultation sessions and surveys, underscore the critical need for enhanced services in this area. Socioeconomic disparities exacerbate these issues, making low-income students particularly vulnerable to socio-emotional problems. These students often struggle with stress from financial instability, exposure to community violence, and lack of access to mental health resources. Additionally, they may experience low self-esteem, anxiety, and difficulty forming healthy relationships, which further impede their ability to thrive in school.	To address the needs of our low-income students, all school sites within the district will implement Social-Emotional Learning (SEL) programs, including Second Step for K-8 and Move This World for high schools. These programs are designed to develop essential skills such as emotional regulation, empathy, and problem-solving, helping students navigate their socio-emotional challenges. By providing structured lessons and activities that promote self-awareness, responsible decision-making, and positive relationship-building, these programs will directly address issues such as low self-esteem, anxiety, and difficulty forming healthy relationships. Comprehensive training will be provided to both teachers and classified staff to ensure effective and holistic implementation, fostering a supportive school environment that promotes the well-being and academic success of our low-income students. By providing equitable access to SEL resources district-wide, we aim to address the unique challenges of low-income students while promoting resilience and academic success for all, fostering an inclusive environment that benefits the entire student body and supports overall school improvement.	A key metric to monitor the effectiveness of this initiative is the California Healthy Kids Survey. Through this survey we can learn information and perceptions from the students in the areas of mental and emotional well being as well as social-emotional learning. Goal 4, Metrics #7, #8, and #9.

Goal 4 Action 11. Parent Engagement Activities.	Low-income, minority students often struggle with chronic absenteeism at a higher rate than their peers, impacting their academic performance and increasing the risk of dropping out. Lack of parental involvement exacerbates this issue, as many parents may face challenges such as work schedules or transportation barriers that hinder their ability to ensure their children attend school regularly. Similarly, English Learners face challenges exacerbated by adapting to a new culture and language, leading to higher dropout rates. Limited parental involvement in language and cultural support can further isolate these students in navigating their academic journey. Additionally, Foster Youth experience severe housing and emotional instability, contributing to lower graduation rates. Lack of consistent parental support, often due to family disruptions or disengagement, compounds the challenges faced by these students.	To address the unique needs of low-income, foster youth, and English Learner students, Compton Unified will expand parent education workshops, classes, and conferences in collaboration with schools, Community Relations Specialists, and external organizations. For low-income families, these initiatives will offer guidance on navigating financial challenges that may impact their children's education, along with resources for accessing academic support and community services. Foster youth and their caregivers will receive tailored support on addressing housing instability, trauma, and emotional well-being, providing them with the tools and resources needed to support their educational journey effectively. Additionally, workshops for English Learner families will focus on language acquisition strategies, cultural adaptation, and understanding the U.S. education system, empowering parents to advocate for their children's academic success. By offering these opportunities in multiple languages and at various times throughout the day, we ensure accessibility for all families, fostering a collaborative partnership between home and school to support student achievement and well-being. While the initiative is LEA-wide, it is specifically directed towards equipping families of unduplicated students, including low-income, ELs, and foster youth, with the information, knowledge, and skills necessary to actively support their children's academic and socio-emotional development. Offering this initiative districtwide ensures that all parents, regardless of their child's status, can benefit from these resources, fostering a more inclusive and supportive educational community overall.	One metric that we will use to measure the effectiveness of this action is the California Schools Parent Survey. This will be tracked under Goal 4, Metric #16.

Goal 5 Action 1. Professional Development on Research-Based Practices for ELs	In the 2023-2024 CAASPP, English Learners demonstrated significantly lower performance compared to their peers, achieving proficiency levels of only 12.02% in English Language Arts and 15.30% in mathematics. Recent dashboard data also highlights concerning trends among English Learners, with fewer students progressing at least one ELPI level, dropping from 47.6% in 2023 to 47.3% in 2024. English Learners (ELs) often contend with multiple challenges that impact their academic performance. Language barriers pose a significant obstacle, hindering their ability to fully comprehend and engage with grade-level content. Additionally, the varying levels of English proficiency among ELs result in disparities in language acquisition and comprehension skills, further exacerbating their academic struggles. Socioeconomic factors and cultural differences may also contribute to their difficulties, affecting their access to resources and support systems both inside and outside the classroom. Furthermore, the absence of targeted interventions tailored to their linguistic needs can impede their progress in mastering academic English skills.	Compton Unified will be implementing an initiative focused on providing extended, ongoing, and rigorous professional development for administrators, teachers, and bilingual instructional assistants. Led by ELD Specialists, this professional development program will draw from renowned experts such as Kate Kinsella and Robert Marzano, among others, to enhance educators' understanding and implementation of effective strategies for supporting ELs. These strategies include language development techniques, content-based language instruction, and differentiated instructional practices tailored to the needs of ELs. Implementing this initiative district-wide will ensure that all educators across the district receive consistent and high-quality training, creating a unified approach to supporting ELs. This comprehensive professional development program aims to equip educators with the tools necessary to effectively support the diverse needs of ELs in every classroom, which will also help with the needs	The effectiveness of this action will be evaluated through the increase in English Language Proficiency as measured by the ELPAC. Goal 5, Metric #3 We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3

Goal 5 Action 2. Professional Development Focused on Long-Term English Learners (LTELs)	In the 2023-2024 school year, only 20.24% of our Long-Term English Learners (LTELs) demonstrated English language proficiency on the summative ELPAC. Moreover, CAASPP results from the same year revealed that merely 4.98% of LTELs exhibited mastery in English, significantly lower than the 43.02% proficiency rate among all students. Additionally, only 3.36% of LTELs demonstrated proficiency in mathematics, compared to 34.66% of all students. We know that Long-Term English Learners (LTELs) often encounter persistent challenges in their educational journey due to prolonged language acquisition struggles. These students face difficulties in fully engaging with grade-level content and may require additional support to develop their English language proficiency. Factors such as limited English exposure at home, insufficient prior schooling, and cultural differences contribute to the complexity of their learning needs. LTELs may also experience socio-emotional challenges stemming from language barriers and feelings of academic frustration.	To address the complex needs of LTELs, CUSD will continue to implement targeted professional development initiatives tailored to educators working with this student population. These initiatives will delve into the specific challenges faced by LTELs, providing educators with strategies to address academic vocabulary gaps, scaffold content instruction to make it accessible, and create supportive learning environments that foster socio-emotional well-being of these students. While principally directed to meet the needs of LTELs, this professional development will be offered for teachers district-wide and all students will be able to benefit from the strategies shared. Also, offering these initiatives district-wide ensures that all educators, regardless of the school they are in, have access to the same level of training and resources. This approach promotes equity and consistency in teaching practices across the district, ensuring that all LTELs receive high-quality instruction and support, regardless of their school or classroom.	The effectiveness of this action will be evaluated through the increase in English Language Proficiency as measured by the ELPAC. Goal 5, Metric #3 We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3

Goal 5 Action 3. Culturally Responsive Pedagogy for English Learners	English Learners (ELs) in our school district face unique challenges that necessitate the implementation of Culturally Responsive Pedagogy (CRP). These students often experience language barriers that hinder their ability to access and engage with grade-level content. Additionally, many ELs come from diverse cultural backgrounds, which may not be reflected in the standard curriculum, leading to a sense of disconnection and lack of relevance in their education. Socioeconomic factors can further exacerbate these issues, limiting access to resources and support systems.	The Department of English Learners will implement focused and continuous Culturally Responsive Pedagogy (CRP) professional development sessions for educators. These sessions will incorporate teaching practices that respect and integrate students' cultural backgrounds and linguistic diversity. This approach aims to enhance engagement and academic success by making learning relevant to students' experiences. Effective CRP includes integrating multicultural content, using students' native languages as resources, and employing diverse teaching methods. Implementing this action district-wide, rather than limiting it to specific programs for ELs, ensures that all educators are prepared to meet the diverse needs of their students. This inclusive approach fosters a more cohesive and supportive learning environment, benefiting all students by promoting a culture of inclusivity and respect for diversity. By training all teachers in culturally responsive pedagogy, the district ensures that ELs receive consistent support across all classrooms and schools, enhancing their educational experience and academic outcomes.	A metric that we would use would be the Effectiveness of Services Survey, and in particular the percentage of teachers indicating that the training in cultural proficiency and culturally responsive teaching provided by our district has been effective and a step forward in developing their ability to learn and build on the varying cultural and community norms of students and their families in our district. Goal 5, Metric #12

Goal 5 Action 7. Biliteracy/Multiliteracy Programs	Research has shown that bilingual and biliteracy programs can lead to improved academic outcomes, including higher achievement levels and increased readiness for college and career pathways. Low-income students often face challenges such as limited access to academic resources and a lack of opportunities to develop proficiency in multiple languages. Many low-income students struggle with academic content due to these barriers, leading to lower academic achievement compared to their peers. Additionally, they may experience cultural and linguistic isolation in monolingual educational settings, hindering their socio-emotional development and sense of belonging.	Our Dual Immersion program is designed to address the needs of low-income students by providing a comprehensive approach to language acquisition. By offering instruction in both English and a second language, the program supports students in developing proficiency in multiple languages, promoting bilingualism and biliteracy. This approach enhances their academic competitiveness and broadens their future opportunities. Furthermore, the program fosters cultural competency and inclusivity by incorporating students' diverse linguistic and cultural backgrounds into the curriculum, creating a supportive learning environment where multiple languages are celebrated, boosting students' confidence and engagement in academic pursuits. Additionally, our middle school Spanish world language programs complement this effort by providing students with further opportunities to deepen their understanding and fluency in a second language. Although principally directed to improve the services for our low-income students and close the opportunity gap, we are implementing these programs school-wide to maximize their impact and foster an inclusive, equitable learning environment for all students. By offering dual immersion programs at the elementary level and world language courses at the middle school level to all interested students, we promote diversity, inclusivity, and multicultural understanding throughout the district. This school-wide implementation creates a supportive and thriving academic environment for every student, regardless of their linguistic or cultural background.	A metric that we will use to monitor the impact of this action is Goal 5, Metric #15, which we will use to track the number of students in Dual Immersion attaining the Pathway to Biliteracy.

Goal 5 Action 8. Translation Services	According to the California Department of Education (Dataquest), 39% of Compton Unified families report Spanish as their native language. Many parents of ELs face language barriers that hinder their ability to effectively communicate with school staff, understand important information, and actively engage in their child's education. Without access to language support, these parents may feel excluded from the educational process, unable to advocate for their child's needs, or participate in school activities and decision-making processes. Additionally, language barriers may contribute to feelings of frustration, disempowerment, and disengagement among parents, impacting their ability to support their child's academic and socio-emotional development.	Compton Unified will provide translation services to include real-time interpretation, bilingual presentations, and translated materials. By offering these services, the district aims to ensure that Spanish-speaking families are well-informed about their child's academic progress and needs. This initiative seeks to strengthen the connection between home and school, fostering a supportive environment for EL students. Facilitating communication in their native language not only will enhance parental involvement but it will also contribute to the overall success of EL students within the educational system. Offering translation services LEA-wide ensures equitable access to essential communication resources for all families, irrespective of their language background. By providing these services universally, we recognize the linguistic diversity within our district and strive to create an inclusive and supportive environment where all families feel valued and empowered to engage in their child's education.	To monitor the success of this action, we will gather feedback from Spanish-speaking families regarding the effectiveness and accessibility of translation services. Goal 5, Metric #13 based on the Effectiveness of Services Survey.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 14. Supporting and Monitoring the Needs of Foster Youth	Academic data from assessments like STAR360 and CAASPP indicate academic underachievement among our foster youth. Additionally, there are concerns regarding graduation rates (79.2%), dropout rates (20.8%), and suspension rates (4.1%). Foster Youth students face significant academic challenges and socioemotional distress, as evidenced by ongoing communication with families. Many exhibit feelings of sadness, helplessness, and hopelessness about their future. These emotional struggles can severely impact their ability to focus on and engage with academic work. Therefore, it is crucial to continuously support and monitor the needs of Foster Youth to ensure they receive the necessary assistance and resources to improve their academic and emotional well-being.	To address these challenges, a dedicated team will closely monitor interventions aimed at fostering academic growth and socioemotional well-being among foster youth. Specific actions include conducting socioemotional check-ins, providing equitable access to academic support and opportunities, and establishing data infrastructure to monitor academic performance, attendance, graduation rates, dropout rates, and suspension/expulsion rates. These interventions aim to improve academic outcomes and address socioemotional needs effectively.	One metric to monitor the effectiveness of this action is the improvement in student academic performance among Foster Youth student populations. Goal 1, Metrics # 1, 2, 3.

Goal 1 Action 15. Targeted Interventions for Foster Youth	Recent STAR360 data has revealed that 79% of our Foster Youth students are performing below grade level in reading and almost 84% in mathematics. This is significantly lower than the academic performance of their peers, with about 65% of all students below grade level in English and about 69% below grade level in Math. Foster youth often experience instability and disruptions in their lives, such as frequent relocations, changes in guardianship, and emotional trauma, which can further impact their academic performance and overall well-being. These students may struggle with a lack of continuity in their education, leading to gaps in learning and difficulties in catching up with their peers. Furthermore, foster youth often face socioemotional challenges, such as feelings of isolation, low self-esteem, and difficulty forming trusting relationships, which can hinder their ability to fully engage in the learning process. Addressing both the academic and socioemotional needs of foster youth is crucial to support their overall development and success.	In collaboration with the district Foster Youth/Homeless Administrator and school site Foster Youth Designees, every school will implement specific extended day opportunities tailored to meet the academic needs of Foster Youth students. These extended day opportunities, which may include interventions, tutoring, and credit recovery classes, will be offered before and after school, as well as on Saturdays. These interventions will be facilitated by classroom teachers or other certificated staff and will focus on both core and elective classes. By providing targeted academic support outside of regular school hours, our district aims to address the academic challenges faced by foster youth and ensure that they have the resources and support needed to succeed academically.	One metric to monitor the effectiveness of this action is the improvement in student academic performance among Foster Youth student populations. Goal 1, Metrics # 1, 2, 3, and 7.
Goal 3 Action 7. Foster Youth Graduation Support Initiative	In analyzing data pertaining to our graduation rate, it is noticeable that our Foster Youth (79.2%) are trailing behind our overall student population (92.9%) by 13.7 percentage points. Our foster youth face a unique set of challenges that contribute to their lower graduation rates compared to other student groups, including educational instability, which may lead to educational gaps and inconsistent schooling, emotional challenges, such as isolation, stigma and the effects of trauma, lack of adequate support systems, limited advocacy and financial constraints. Furthermore, our foster youth traditionally suffer from bureaucratic challenges in navigating the complex protocols of the foster care system, which makes it time consuming, and limited access to healthcare to take care of emotional and mental health needs.	To address these pressing challenges, we will continue to implement the Foster Youth Graduation Support Initiative, a comprehensive program aimed at providing foster youth students with the necessary support and resources to navigate their educational journey successfully. This initiative will encompass targeted interventions such as academic counseling, personalized academic plans, tutoring services, mentorship programs, and access to social-emotional support resources. By tailoring support services to meet the unique needs of foster youth students, we aim to mitigate the barriers they face and empower them to overcome obstacles to academic achievement.	A metric that we will use to address the impact of this action and progress of the students would be Goal 3, Metric #3. High school graduation rates.

Goal 5 Action 4 Interventions for ELs and At-Risk ELs	Through careful examination of local assessment data, Compton Unified School District has identified significant academic challenges faced by Elementary English Learners (ELs) and At-Risk Long-Term English Learners. The most recent CAASPP results from 2023-2024 reveal a troubling trend. For Elementary English Learners, ELA proficiency drops from 20.21% in grade 3 to 16.30% in grade 4, and further to 13.04% in grade 5. In Math, the decline is similar, with proficiency rates falling from 31.97% in grade 3 to 20.09% in grade 4, and down to 13.68% in grade 5. At-Risk Long-Term English Learners exhibit a comparable pattern, with ELA proficiency decreasing from 23.07% in grade 3 to 4.74% in grade 4, and further to 8.72% in grade 5. Their Math proficiency also drops sharply from 36.92% in grade 3 to 13.68% in grade 4, and to 11.11% in grade 5. English Learners and At-Risk English Learners often face persistent language barriers that impede their ability to fully engage with the curriculum. Additionally, socioeconomic challenges may limit their access to supplemental educational resources and support outside of school. The inconsistency in language acquisition support and culturally responsive teaching practices further exacerbates their academic struggles. Furthermore, many of these students may experience instability at home, leading to difficulties in maintaining consistent academic progress.	Recognizing the critical importance of early intervention, CUSD acknowledges the urgent need to address these academic disparities and provide targeted support to ensure the academic success and future prospects of elementary ELs and At-Risk English Learners.To address these challenges, CUSD will implement targeted interventions and support programs specifically tailored to the needs of elementary ELs. These initiatives will include personalized before and after-school interventions in the areas of literacy and mathematics and summer school opportunities. Additionally, bilingual instructional assistants and other interventionists will be deployed to provide comprehensive academic and linguistic support across all subject areas.	One metric to monitor the effectiveness of this initiative will be the percentage of ELs making progress towards English language proficiency (ELPI). Goal 5, Metric #1 Another metric that we will use to monitor the impact of this action will be the EL English Language Proficiency for Summative ELPAC (%). Goal 5, Metric #2 Finally, we will also look at the percent of at-risk English Learners over time measured by Goal 5, Metric #8.

Goal 5, Action 5. Academic Interventions and Supports for Long-Term English Learners	LTELs are lagging behind in various indicators, including ELA and Math CAASPP results (4.98% for ELA and 3.36% in Math), College and Career Readiness (27.3%), and A-G completion rates (42%). We have to celebrate that they made significant improvement in high school graduation. Long-Term English Learners (LTELs) face significant challenges that contribute to their lagging academic performance. Persistent language barriers hinder their ability to grasp complex ELA and Math concepts. Socioeconomic conditions often limit access to additional educational resources and support. Frequent relocations and family instability disrupt their learning continuity. Additionally, they may lack culturally responsive instruction, which can affect their engagement and motivation.	In the forthcoming school year, Compton Unified will continue to provide targeted support for Long-Term English Learners (LTELs). This support will encompass a range of interventions, including specialized before and after-school interventions, summer school activities, data chats, and core classroom support. Strategically deploying Bilingual Instructional Assistants and other personnel will offer academic and linguistic support across all content areas. Additionally, Compton Unified will continue with the implementation of the EL Journalism Program, providing an after-school opportunity focused on enhancing reading and writing skills for LTELs.	One metric that we will use to measure the impact of this action will be Goal 5, Metric #7, Reducing the Number of LTELs.
Goal 5 Action 6. Newcomer Services	The 2024 ELPAC Summative assessment shows that only 13.5% of newcomer students showed proficiency (Level 4). In addition, 2024 CAASPP data shows that 1.06% of English Learners who had been in the country for less than 12 months met or exceeded standards in English Language Arts (ELA), and just 7.30% met or exceeded standards in Math. Newcomer English Learners (ELs) encounter multifaceted challenges as they navigate the educational landscape of a new school environment. These students often grapple with linguistic barriers that hinder their ability to fully engage with academic content. Additionally, the process of acclimating to a new culture, social norms, and educational expectations can contribute to feelings of isolation and adjustment difficulties. Moreover, newcomer ELs may lack familiarity with the educational system, curriculum, and instructional practices, further complicating their integration into the school community.	To meet the needs of newcomer ELs, Bunche Middle School and Dominguez High School will continue to offer the CUSD Newcomer Program. This program provides targeted support delivered by specially trained teachers and Bilingual Instructional Assistants who possess the expertise to address the linguistic and socio-emotional needs of newcomer students in grades 6-12. Additionally, districtwide support services will be implemented, including access to instructional materials in students' primary languages, online programs tailored to English language development, and comprehensive family outreach initiatives to foster collaboration and support at home.	A metric that we will use to monitor the impact of this action is newcomer students' proficiency (Level 4) on the Summative ELPAC. Goal 5, Metric #3

Goal 5, Action 9. Workshops for Parents of English Learners	Both state standardized assessments as well as our district diagnostic assessments show that our English Learners are performing at lower levels than their peers both in literacy and mathematics. In addition, graduation rates are also lower (91.1% vs. 92.9%), and they are less college and career ready (26.5% prepared vs. 49.5%). While the role the parents play in their children education is essential, in conversations with our site leaders, teachers, and other educational partners it became evident that many English Learners (ELs) and their families in our community face challenges in navigating the education system due to language barriers and limited familiarity with academic expectations. Many parents of ELs may feel disconnected from the school community and lack the knowledge to support their children's learning effectively.	The district will provide workshops for parents of English Learners (ELs) to enhance parental engagement and support. These workshops will cover essential topics such as language acquisition, academic support strategies, and navigating the U.S. educational system. Tailored sessions will specifically address the challenges faced by newcomers, providing guidance on acclimating to a new educational environment, accessing language support services, and integrating into the school community. For Long-Term English Learners (LTELs), workshops will focus on strategies to accelerate language development, close learning gaps, and support academic success despite prolonged English language learning. By offering these workshops LEA-wide, we aim to empower all families with the knowledge and tools needed to actively participate in their child's education and promote student success.	One metric that we will use to monitor the effectiveness of these workshops is parent feedback through the Effectiveness of Services Survey. Goal 5, Metric #14

Goal 5, Action 10. Data Monitoring and Progress Tracking of LTELs	An analysis of the California Dashboard, CAASPP data, and Aeries reports show that Long-Term English Learners (LTELs) in our district face significant challenges in academic achievement across various subject areas, including ELA and Mathematics. Additionally, they exhibit lower rates of college and career readiness, and lower completion rates of A-G requirements. Their attendance rates are lower, they have higher chronic absenteeism rates, and they also have higher dropout rates. Long-Term English Learners (LTELs) require specialized attention due to their unique academic, linguistic, and socio-emotional needs resulting from prolonged English language learning experiences. Our LTELs often face challenges in academic achievement, language proficiency, and socio-emotional well-being due to their extended period of English language acquisition. These students struggle to keep pace with their peers in content areas, experience frustration with language barriers, and require additional support to fully integrate into the school community. Additionally, LTELs may encounter feelings of isolation or disconnection, impacting their overall sense of belonging and well-being within the educational environment.	To address these needs comprehensively, the district will establish Individualized Support Plans (ISPs) for LTELs, tailored to their specific requirements. This initiative will involve collaborative efforts among administrators, counselors, teachers, and bilingual instructional assistants to monitor academic progress and promote holistic development. SPs will incorporate targeted interventions, differentiated instruction, and progress monitoring, developed collaboratively by educators and support staff based on ongoing assessments. Family engagement will be prioritized to ensure continuous collaboration between school and home, empowering LTELs to navigate their educational journey effectively for long-term success.	The long-term effectiveness of this action will be monitored through LTEL progress on the ELPAC (Goal 5, Metric #3) We will also look at performance on the CAASPP (Goal 5, Metrics #4 and #5) Finally, we will monitor graduation rates (Goal 3, Metric #3)

For any limited 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, as applicable.

Not Applicable.

Additional Concentration Grant Funding

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.

Based on feedback gathered through multiple meetings with our educational partners—including certificated and classified staff, parent advisory groups, school and district administrators, and bargaining units—as well as a review of preliminary Dashboard indicators, Compton Unified has determined that our current staffing strategies are showing positive impact. As a result, we plan to continue with the staffing actions funded last year using the concentration grant add-on, maintaining our commitment to increasing the number of staff providing direct services to students at schools with a high concentration of foster youth, English learners, and low-income students.

We will continue to align this additional funding with our Local Control and Accountability Plan (LCAP) goals and actions. Under Goal 1, we plan to continue investing in Curriculum Specialists and content-area expert Administrators focused on literacy and math. These staff members will provide direct instructional coaching, model lessons, and interventions for Low-Income students, English Learners, and Foster Youth through push-in and pull-out support (Action 1.5). Additionally, we will continue deploying Instructional Assistants and Intervention Teachers to directly support academic needs across all high-need student groups. As part of this LEA-wide contributing action, support will also extend to students experiencing homelessness. We will also continue to provide after-school, Saturday, and summer custodial and campus supervision support to ensure safe, clean learning environments during extended learning opportunities for these students (Actions 1.12, 1.15, 1.18, 1.23, 1.24).

In support of Goal 3, we will continue expanding counseling services at the high school level to support college and career readiness, particularly for Low-Income students, English Learners, and Foster Youth. These counselors will continue helping students with academic planning, A-G coursework, college applications, and scholarship opportunities. We plan to continue prioritizing this staffing due to the critical support these counselors provide in promoting student access to post-secondary pathways (Actions 3.2, 3.3, 3.7).

To further enhance student wellness under Goal 4, we will continue staffing our Wellness Centers with additional social workers. These professionals will provide direct services to address students' mental health, behavioral needs, and personal development, with a particular focus on Low-Income students, English Learners, and Foster Youth. We will also maintain increased counseling services at the elementary and secondary levels to support Multi-Tiered Systems of Support (MTSS) implementation and strengthen schoolwide social-emotional support systems (Action 4.5).

Under Goal 5, we will continue supporting the academic and language development of English Learners by maintaining and, where possible, expanding the number of Bilingual Instructional Assistants and college tutors. These staff members will provide targeted small group instruction and one-on-one support to newcomers, English Learners, and Long-Term English Learners to accelerate English proficiency and academic achievement (Actions 5.4, 5.5, 5.6).

The continuation of these staffing strategies reflects the positive outcomes we have observed over the past year and reinforces our commitment to providing equitable access to academic and social-emotional support. By strategically using the concentration grant add-on funding, we aim to ensure that our highest-need students receive the direct services necessary for success in school and beyond. Our ongoing consultation with educational partners and data-driven decision-making will guide continued implementation and refinement in service of educational equity across Compton Unified.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	There are no comparable schools.	
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$178,224,629.00	$76,628,584.00	43.00%	0.00%	43.00%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$286,637,298.00	$7,451,190.00	$0.00	$0.00	$294,088,488.00	$241,400,363.00	$52,688,125.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Comprehensive District-wide Assessment System and Progress Monitoring	All	No				2025-2026	$50,000	$112,072	$162,072	$0	$0	$0	$162,072	0.00%
1	2	Content-Specific Professional Development for Staff	All	No				2025-2026	$500,000	$9,677	$509,677	$0	$0	$0	$509,677	0.00%
1	3	Summer Professional Development Bootcamp	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$275,000	$0	$275,000	$0	$0	$0	$275,000	0.00%
1	4	Supporting Teacher Planning and Collaboration	English learner (EL), All, Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	2025-2026	$310,000	$0	$310,000	$0	$0	$0	$310,000	0.00%
1	5	Boosting Teacher Efficacy through Instructional Coaching	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	2025-2026	$3,575,363	$0	$3,575,363	$0	$0	$0	$3,575,363	0.00%

1	6	Enhancing Learning with Instructional Technology Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$864,305	$2,364,305	$0	$0	$0	$2,364,305	0.00%
1	7	Special Education Inclusion Training	Student with Disabilities (SWD)	No				2025-2026	$30,000	$10,313	$40,313	$0	$0	$0	$40,313	0.00%
1	8	Targeted Classroom Interventions for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$686,704	$1,766,704	$420,000	$0	$0	$2,186,704	0.00%
1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	2025-2026	$1,500,000	$1,129,443	$2,279,443	$350,000	$0	$0	$2,629,443	0.00%
1	10	Math Intervention and Supports for Unduplicated Students	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	2025-2026	$1,000,000	$1,125,000	$1,500,000	$625,000	$0	$0	$2,125,000	0.00%
1	11	Targeted Math Support for High Needs Schools	All	No				2025-2026	$1,000,000	$575,000	$1,200,000	$375,000	$0	$0	$1,575,000	0.00%
1	12	Bridging STEM Gap for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$1,460,995	$2,960,995	$0	$0	$0	$2,960,995	0.00%
1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$873,110	$2,000,000	$373,110	$0	$0	$2,373,110	0.00%
1	14	Supporting and Monitoring the Needs of Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	2025-2026	$1,500,000	$488,410	$1,988,410	$0	$0	$0	$1,988,410	0.00%
1	15	Targeted Academic Interventions for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	2025-2026	$1,500,000	$523,410	$1,872,910	$150,500	$0	$0	$2,023,410	0.00%
1	16	Supporting Academic Achievement for Students Facing Housing Insecurity	Homeless	No				2025-2026	$150,000	$195,500	$250,000	$95,500	$0	$0	$345,500	0.00%
1	17	Enhance Literacy and Math Support for Students with Disabilities	Student with Disabilities (SWD)	No				2025-2026	$150,000	$140,000	$140,000	$150,000	$0	$0	$290,000	0.00%
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$2,000,000	$2,644,951	$4,644,951	$0	$0	$0	$4,644,951	0.00%
1	19	Services for Gifted and Talented Students (GATE)	All	No				2025-2026	$250,000	$124,654	$374,654	$0	$0	$0	$374,654	0.00%
1	20	Expanding Physical Fitness Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$2,500,000	$1,092,761	$3,592,761	$0	$0	$0	$3,592,761	0.00%

1	21	Building Learning Experiences and Enrichment Opportunities for Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$1,100,000	$2,600,000	$0	$0	$0	$2,600,000	0.00%
1	22	After-School ASES and ASSETs Programs	All	No				2025-2026	$1,000,000	$737,757	$1,737,757	$0	$0	$0	$1,737,757	0.00%
1	23	After-School Homework Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,000,000	$875,512	$1,875,512	$0	$0	$0	$1,875,512	0.00%
1	24	Summer School Program	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$7,000,000	$939,888	$7,939,888	$0	$0	$0	$7,939,888	0.00%
2	1	Core Services	All	No				2025-2026	$46,000,000	$779,005	$46,779,005	$0	$0	$0	$46,779,005	0.00%
2	2	Professional Development for Department Teams	All	No				2025-2026	$400,000	$82,954	$482,954	$0	$0	$0	$482,954	0.00%
2	3	Maintain Class Size in TK-3	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$7,000,000	$48,391	$7,048,391	$0	$0	$0	$7,048,391	0.00%
2	4	Maintain Instructional Days (183)	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$5,000,000	$701,674	$5,701,674	$0	$0	$0	$5,701,674	0.00%

2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Pre-school @ Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington. Transitional Kinder @ Anderson, Bursch, Dickison, Emerson, Foster, Kennedy, King, Longfellow, McNair, Roosevelt, Tibby	2025-2026	$1,500,000	$125,716	$1,625,716	$0	$0	$0	$1,625,716	0.00%
2	6	Full Day Kindergarten	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,000,000	$170,000	$1,170,000	$0	$0	$0	$1,170,000	0.00%
2	7	Access to Core Textbooks in all Content areas	All	No				2025-2026	$1,000,000	$2,935,616	$3,935,616	$0	$0	$0	$3,935,616	0.00%
2	8	Access to Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,000,000	$3,282,830	$4,282,830	$0	$0	$0	$4,282,830	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,000,000	$4,099,210	$4,649,210	$450,000	$0	$0	$5,099,210	0.00%
2	10	Instructional Support Resources for Educators	All	No				2025-2026	$75,000	$239,297	$163,797	$150,500	$0	$0	$314,297	0.00%
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$750,000	$1,355,000	$1,750,000	$355,000	$0	$0	$2,105,000	0.00%
2	12	Facilities in Good Repair	All	No				2025-2026	$3,000,000	$9,341,239	$12,341,239	$0	$0	$0	$12,341,239	0.00%

2	13	Safe and Secure Campuses	All	No				2025-2026	$7,500,000	$1,034,424	$8,534,424	$0	$0	$0	$8,534,424	0.00%
2	14	Fully-Credentialed, Appropriately Assigned Teachers	All	No				2025-2026	$110,000,000	$2,500,000	$112,500,000	$0	$0	$0	$112,500,000	0.00%
2	15	New Teacher Induction Program and Supports (TIPS)	All	No				2025-2026	$90,000	$2,862	$92,862	$0	$0	$0	$92,862	0.00%
2	16	Peer Assistance and Review (PAR) Program	All	No				2025-2026	$80,000	$2,520	$82,520	$0	$0	$0	$82,520	0.00%
3	1	Access to Rigorous Courses	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Compton High School, Centennial High School, Dominguez High School, Compton Early College, Cesar Chavez Continuation High School, Marshall Independent Studies	2025-2026	$2,000,000	$904,249	$2,904,249	$0	$0	$0	$2,904,249	0.00%
3	2	College and Career Support Staff for Unduplicated Students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2025-2026	$1,000,000	$370,441	$1,295,441	$75,000	$0	$0	$1,370,441	0.00%

3	3	College and Career Support and Guidance for Families of Unduplicated Students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2025-2026	$1,500,000	$69,595	$1,569,595	$0	$0	$0	$1,569,595	0.00%
3	4	Promote College and Career Culture for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$1,500,000	$216,883	$1,716,883	$0	$0	$0	$1,716,883	0.00%
3	5	Comprehensive College and Career Readiness Professional Development	All	No				2025-2026	$200,000	$44,990	$244,990	$0	$0	$0	$244,990	0.00%
3	6	Targeted Graduation Support Program	All	No				2025-2026	$50,000	$50,000	$50,000	$50,000	$0	$0	$100,000	0.00%
3	7	Foster Youth Graduation Support Initiative	Foster Youth	Yes	Limited	Foster Youth	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2025-2026	$1,500,000	$372,662	$1,872,662	$0	$0	$0	$1,872,662	0.00%

3	8	Expansion of CTE Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2025-2026	$1,000,000	$302,143	$1,302,143	$0	$0	$0	$1,302,143	0.00%
3	9	Professional Development for CTE Teachers	All	No				2025-2026	$100,000	$25,000	$125,000	$0	$0	$0	$125,000	0.00%
3	10	Enhancing CTE Program Articulation with Community Colleges	All	No				2025-2026	$300,000	$2,143	$302,143	$0	$0	$0	$302,143	0.00%
3	11	Dual Enrollment for CTE Completers	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2025-2026	$1,000,000	$250,000	$1,250,000	$0	$0	$0	$1,250,000	0.00%

3	12	Expanding Work-Based Learning Opportunities for CTE Students	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2025-2026	$100,000	$41,000	$141,000	$0	$0	$0	$141,000	0.00%
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2025-2026	$700,000	$50,000	$750,000	$0	$0	$0	$750,000	0.00%
3	14	CTE Technology Upgrades	All	No				2025-2026	$100,000	$200,000	$300,000	$0	$0	$0	$300,000	0.00%
4	1	Attendance Monitoring and Re-engagement Strategies	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$400,000	$189,781	$439,281	$150,500	$0	$0	$589,781	0.00%
4	2	Chronic Absenteeism Task Force	All	No				2025-2026	$250,000	$150,000	$325,000	$75,000	$0	$0	$400,000	0.00%
4	3	Positive Behavioral Interventions and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$200,000	$419,440	$619,440	$0	$0	$0	$619,440	0.00%
4	4	Comprehensive Counseling and Mental Health Services	All	No				2025-2026	$250,000	$147,489	$272,489	$125,000	$0	$0	$397,489	0.00%

4	5	Expansion of Wellness Centers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$200,000	$497,403	$451,903	$245,500	$0	$0	$697,403	0.00%
4	6	Equity-Centered Trauma-Informed Training	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2025-2026	$75,000	$99,244	$102,573	$71,671	$0	$0	$174,244	0.00%
4	7	Social-Emotional Development Initiative	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$350,000	$362,017	$712,017	$0	$0	$0	$712,017	0.00%
4	8	Team Joy and Fun	All	No				2025-2026	$75,000	$35,580	$110,580	$0	$0	$0	$110,580	0.00%
4	9	Student Recognition and Incentive Program	All	No				2025-2026	$10,000	$11,261	$21,261	$0	$0	$0	$21,261	0.00%
4	10	Building Effective Intervention Teams for Student Success	All	No				2025-2026	$500,000	$205,000	$625,000	$80,000	$0	$0	$705,000	0.00%
4	11	Parent Engagement Activities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2025-2026	$250,000	$170,566	$420,566	$0	$0	$0	$420,566	0.00%
4	12	Promoting Parent Voice and Advocacy	All	No				2025-2026	$35,000	$14,761	$49,761	$0	$0	$0	$49,761	0.00%
4	13	Compton STEP Program	All	No				2025-2026	$75,000	$25,319	$100,319	$0	$0	$0	$100,319	0.00%
4	14	Counseling Services for Special Education Students	All	No				2025-2026	$45,000	$9,008	$54,008	$0	$0	$0	$54,008	0.00%
4	15	Disproportionate Discipline Reduction Strategies for African-American Students	All	No				2025-2026	$40,000	$52,341	$42,341	$50,000	$0	$0	$92,341	0.00%
4	16	Addressing School and Student Group Suspension Disparities	All	No				2025-2026	$100,000	$111,668	$125,000	$86,668	$0	$0	$211,668	0.00%
5	1	Professional Development on Research-Based Practices for ELs	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	$1,000,000	$363,246	$1,213,246	$150,000	$0	$0	$1,363,246	0.00%
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	2025-2026	$600,000	$160,100	$630,000	$130,100	$0	$0	$760,100	0.00%
5	3	Culturally Responsive Pedagogy for English Learners	Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	$400,000	$404,098	$472,999	$331,099	$0	$0	$804,098	0.00%

5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2025-2026	$1,800,000	$459,477	$1,929,727	$329,750	$0	$0	$2,259,477	0.00%
5	5	Academic Interventions and Supports for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	2025-2026	$700,000	$200,000	$750,000	$150,000	$0	$0	$900,000	0.00%
5	6	Newcomer Services	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Bunche Middle School and Dominguez High School	2025-2026	$2,000,000	$1,786,449	$2,227,323	$1,559,126	$0	$0	$3,786,449	0.00%
5	7	Biliteracy/Multiliteracy Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Dual Immersion: Emerson, Dickison, Kennedy Spanish: Middle Schools	2025-2026	$750,000	$305,941	$1,055,941	$0	$0	$0	$1,055,941	0.00%
5	8	Translation Services	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	2025-2026	$300,000	$34,538	$334,538	$0	$0	$0	$334,538	0.00%
5	9	Workshops for Parents of English Learners	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	2025-2026	$500,000	$32,003	$532,003	$0	$0	$0	$532,003	0.00%
5	10	Data Monitoring and Progress Tracking of LTELs	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	2025-2026	$200,000	$140,586	$315,586	$25,000	$0	$0	$340,586	0.00%
5	11	Data-Driven Instruction and Monitoring of African-American Students	African-American	No				2025-2026	$100,000	$50,000	$125,000	$25,000	$0	$0	$150,000	0.00%
5	12	Academic Interventions for African-American Students	African-American	No				2025-2026	$40,000	$225,000	$50,000	$215,000	$0	$0	$265,000	0.00%
5	13	Culturally Responsive Teaching for African-American Students	African-American	No				2025-2026	$15,000	$5,000	$20,000	$0	$0	$0	$20,000	0.00%

5	14	Culturally Relevant Curriculum Expansion for African-American Students	African-American	No				2025-2026	$100,000	$55,000	$155,000	$0	$0	$0	$155,000	0.00%
5	15	African-American Student Mentorship Program	African-American	No				2025-2026	$5,000	$32,166	$5,000	$32,166	$0	$0	$37,166	0.00%
5	16	Workshops for Parents of African-American Students	African-American	No				2025-2026	$30,000	$361,720	$391,720	$0	$0	$0	$391,720	0.00%
6	1	Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students	Low Income, Hispanic or Latino, All	No				2025-2026	$75,000	$15,000	$90,000	$0	$0	$0	$90,000	0.00%
6	2	Enhanced College Counseling Services for Cesar Chavez Students	African-American	No				2025-2026	$75,000	$35,000	$110,000	$0	$0	$0	$110,000	0.00%
6	3	Professional Development for Educators at Cesar Chavez Continuation High School	All	No				2025-2026	$50,000	$10,000	$60,000	$0	$0	$0	$60,000	0.00%
6	4	Engaging Parent Workshops for Families at Cesar Chavez Continuation High School	All	No				2025-2026	$35,000	$5,000	$40,000	$0	$0	$0	$40,000	0.00%
6	5	Cesar Chavez Attendance Recovery Efforts	All	No				2025-2026	$75,000	$62,359	$137,359	$0	$0	$0	$137,359	0.00%
6	6	Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School	Student with Disabilities (SWD), African-American	No				2025-2026	$40,000	$10,000	$50,000	$0	$0	$0	$50,000	0.00%
6	7	Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall	All	No				2025-2026	$40,000	$10,000	$50,000	$0	$0	$0	$50,000	0.00%
6	8	College Counseling Services for Thurgood Marshall Students	Hispanic or Latino, Low Income	No				2025-2026	$25,000	$10,000	$35,000	$0	$0	$0	$35,000	0.00%
6	9	Professional Development for Virtual Instruction	All	No				2025-2026	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
6	10	Workshops for Thurgood Marshall Families	All	No				2025-2026	$10,000	$2,892	$12,892	$0	$0	$0	$12,892	0.00%

6	11	Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars	English learner (EL), African-American, Student with Disabilities (SWD), Long-term English learner	No				2025-2026	$15,000	$10,000	$25,000	$0	$0	$0	$25,000	0.00%
6	12	Engaging Parents in a Virtual Setting	All	No				2025-2026	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%
6	13	Virtual Academy Teacher Planning, Collaboration, and Professional Development	All	No				2025-2026	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
6	14	Enrichment Opportunities for Virtual Academy Students	All	No				2025-2026	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
6	15	Enhanced Individualized Behavioral and Academic Support for Compton STEP Students	African-American, Student with Disabilities (SWD)	No				2025-2026	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
6	16	Expanded Counseling and Wellness Services for Compton STEP Students	All	No					$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
6	17	Empowering Parent Engagement through Workshops and Resources for Compton STEP Families	All	No				2025-2026	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%
6	18	Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators	All	No				2025-2026	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
6	19	Comprehensive Academic Support Services for Middle and High School Students at Community Day	All	No				2025-2026	$35,000	$5,000	$40,000	$0	$0	$0	$40,000	0.00%
6	20	Holistic Health and Wellness Program	All	No				2025-2026	$30,000	$5,000	$35,000	$0	$0	$0	$35,000	0.00%
6	21	Parental Engagement and Support Initiative	All	No				2025-2026	$30,000	$2,366	$32,366	$0	$0	$0	$32,366	0.00%

6	22	Targeted Literacy Support for Enterprise Middle School	African-American, Student with Disabilities (SWD), English learner (EL)	No				2025-2026	$65,000	$10,000	$75,000	$0	$0	$0	$75,000	0.00%
6	23	Targeted Math Support for Enterprise Middle School	Low Income, Hispanic or Latino, Student with Disabilities (SWD), English learner (EL), African-American	No				2025-2026	$75,000	$25,000	$100,000	$0	$0	$0	$100,000	0.00%
6	24	Attendance Recovery and School Connectedness Efforts at Enterprise Middle School	English learner (EL), Student with Disabilities (SWD), African-American	No				2025-2026	$25,000	$10,000	$35,000	$0	$0	$0	$35,000	0.00%
6	25	Suspension Reduction and Positive Behavior Supports at Enterprise Middle School	All	No				2025-2026	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%

2025-2026 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
$178,224,629.00	$76,628,584.00	43.00%	0.00% - No Carryover	43.00%	$92,783,179.00	0.00%	52.06%	**Total:**	$92,783,179.00
								LEA-wide Total:	$69,400,473.00
								Limited Total:	$11,488,621.00
								Schoolwide Total:	$11,894,085.00

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	3	Summer Professional Development Bootcamp	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$275,000.00	0.00%
1	4	Supporting Teacher Planning and Collaboration	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$310,000.00	0.00%
1	5	Boosting Teacher Efficacy through Instructional Coaching	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$3,575,363.00	0.00%
1	6	Enhancing Learning with Instructional Technology Support	Yes	LEA-wide	Low Income	All Schools	$2,364,305.00	0.00%

1	8	Targeted Classroom Interventions for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	$1,766,704.00	0.00%
1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$2,279,443.00	0.00%
1	10	Math Intervention and Supports for Unduplicated Students	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,500,000.00	0.00%
1	12	Bridging STEM Gap for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	$2,960,995.00	0.00%
1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	$2,000,000.00	0.00%
1	14	Supporting and Monitoring the Needs of Foster Youth	Yes	Limited	Foster Youth	All Schools	$1,988,410.00	0.00%
1	15	Targeted Academic Interventions for Foster Youth	Yes	Limited	Foster Youth	All Schools	$1,872,910.00	0.00%
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	$4,644,951.00	0.00%
1	20	Expanding Physical Fitness Opportunities	Yes	LEA-wide	Low Income	All Schools	$3,592,761.00	0.00%
1	21	Building Learning Experiences and Enrichment Opportunities for Students	Yes	LEA-wide	Low Income	All Schools	$2,600,000.00	0.00%
1	23	After-School Homework Support	Yes	LEA-wide	Low Income	All Schools	$1,875,512.00	0.00%
1	24	Summer School Program	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$7,939,888.00	0.00%
2	3	Maintain Class Size in TK-3	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$7,048,391.00	0.00%
2	4	Maintain Instructional Days (183)	Yes	LEA-wide	Low Income	All Schools	$5,701,674.00	0.00%

2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Yes	Schoolwide	Low Income	Specific Schools, Pre-school @ Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington. Transitional Kinder @ Anderson, Bursch, Dickison, Emerson, Foster, Kennedy, King, Longfellow, McNair, Roosevelt, Tibby	$1,625,716.00	0.00%
2	6	Full Day Kindergarten	Yes	LEA-wide	Low Income	All Schools	$1,170,000.00	0.00%
2	8	Access to Devices	Yes	LEA-wide	Low Income	All Schools	$4,282,830.00	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	LEA-wide	Low Income	All Schools	$4,649,210.00	0.00%
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Yes	LEA-wide	Low Income	All Schools	$1,750,000.00	0.00%
3	1	Access to Rigorous Courses	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Compton High School, Centennial High School, Dominguez High School, Compton Early College, Cesar Chavez Continuation High School, Marshall Independent Studies	$2,904,249.00	0.00%

3	2	College and Career Support Staff for Unduplicated Students	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	$1,295,441.00	0.00%
3	3	College and Career Support and Guidance for Families of Unduplicated Students	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	$1,569,595.00	0.00%
3	4	Promote College and Career Culture for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	$1,716,883.00	0.00%
3	7	Foster Youth Graduation Support Initiative	Yes	Limited	Foster Youth	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	$1,872,662.00	0.00%
3	8	Expansion of CTE Programs	Yes	Schoolwide	Low Income	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	$1,302,143.00	0.00%

3	11	Dual Enrollment for CTE Completers	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	$1,250,000.00	0.00%
3	12	Expanding Work-Based Learning Opportunities for CTE Students	Yes	Schoolwide	Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	$141,000.00	0.00%
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	$750,000.00	0.00%
4	1	Attendance Monitoring and Re-engagement Strategies	Yes	LEA-wide	Low Income	All Schools	$439,281.00	0.00%
4	3	Positive Behavioral Interventions and Supports	Yes	LEA-wide	Low Income	All Schools	$619,440.00	0.00%
4	5	Expansion of Wellness Centers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$451,903.00	0.00%
4	6	Equity-Centered Trauma-Informed Training	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$102,573.00	0.00%

4	7	Social-Emotional Development Initiative	Yes	LEA-wide	Low Income	All Schools	$712,017.00	0.00%
4	11	Parent Engagement Activities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$420,566.00	0.00%
5	1	Professional Development on Research-Based Practices for ELs	Yes	LEA-wide	English learner (EL)	All Schools	$1,213,246.00	0.00%
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Yes	LEA-wide	English learner (EL)	All Schools	$630,000.00	0.00%
5	3	Culturally Responsive Pedagogy for English Learners	Yes	LEA-wide	English learner (EL)	All Schools	$472,999.00	0.00%
5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	Yes	Limited	English learner (EL)	All Schools	$1,929,727.00	0.00%
5	5	Academic Interventions and Supports for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$750,000.00	0.00%
5	6	Newcomer Services	Yes	Limited	English learner (EL)	Specific Schools, Bunche Middle School and Dominguez High School	$2,227,323.00	0.00%
5	7	Biliteracy/Multiliteracy Programs	Yes	Schoolwide	Low Income	Specific Schools, Dual Immersion: Emerson, Dickison, Kennedy Spanish: Middle Schools	$1,055,941.00	0.00%
5	8	Translation Services	Yes	LEA-wide	English learner (EL)	All Schools	$334,538.00	0.00%
5	9	Workshops for Parents of English Learners	Yes	Limited	English learner (EL)	All Schools	$532,003.00	0.00%
5	10	Data Monitoring and Progress Tracking of LTELs	Yes	Limited	English learner (EL)	All Schools	$315,586.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$286,417,298.00	$284,318,219.00

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	Comprehensive District-wide Assessment System and Progress Monitoring	No	$162,072.00	$162,072.00
1	2	Content-Specific Professional Development for Staff	No	$509,677.00	$509,677.00
1	3	Summer Professional Development Bootcamp	Yes	$7,939,888.00	$7,939,888.00
1	4	Supporting Teacher Planning and Collaboration	Yes	$310,000.00	$251,100.00
1	5	Boosting Teacher Efficacy through Instructional Coaching	Yes	$3,575,363.00	$3,575,363.00
1	6	Enhancing Learning with Instructional Technology Support	Yes	$2,364,305.00	$2,364,305.00
1	7	Special Education Inclusion Training	No	$40,313.00	$35,475.00
1	8	Targeted Classroom Interventions for Low-Income Students	Yes	$1,766,704.00	$1,766,704.00
1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Yes	$2,279,443.00	$2,279,443.00
1	10	Math Intervention and Supports for Unduplicated Students	Yes	$1,500,000.00	$1,500,000.00
1	11	Targeted Math Support for High Needs Schools	No	$1,200,000.00	$1,200,000.00
1	12	Bridging STEM Gap for Low-Income Students	Yes	$2,960,995.00	$2,960,995.00

1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Yes	$2,000,000.00	$2,000,000.00
1	14	Supporting and Monitoring the Needs of Foster Youth	Yes	$1,988,410.00	$1,988,410.00
1	15	Targeted Academic Interventions for Foster Youth	Yes	$1,872,910.00	$1,872,910.00
1	16	Supporting Academic Achievement for Students Facing Housing Insecurity	No	$250,000.00	$250,000.00
1	17	Enhance Literacy and Math Support for Students with Disabilities	No	$140,000.00	$140,000.00
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Yes	$4,644,951.00	$4,644,951.00
1	19	Services for Gifted and Talented Students (GATE)	No	$374,654.00	$374,654.00
1	20	Expanding Physical Fitness Opportunities	Yes	$3,592,761.00	$2,946,064.00
1	21	Building Learning Experiences and Enrichment Opportunities for Students	Yes	$2,600,000.00	$2,600,000.00
1	22	After-School ASES and ASSETs Programs	No	$1,737,757.00	$1,737,757.00
1	23	After-School Homework Support	Yes	$1,875,512.00	$1,537,920.00
1	24	Summer School Program	Yes	$275,000.00	$275,000.00
2	1	Core Services	No	$46,779,005.00	$46,779,005.00
2	2	Professional Development for Department Teams	No	$482,954.00	$482,954.00
2	3	Maintain Class Size in TK-3	Yes	$7,048,391.00	$7,048,391.00
2	4	Maintain Instructional Days (183)	Yes	$5,701,674.00	$5,701,674.00
2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Yes	$1,625,716.00	$1,625,716.00
2	6	Full Day Kindergarten	Yes	$1,170,000.00	$1,170,000.00
2	7	Access to Core Textbooks in all Content areas	No	$3,935,616.00	$3,935,616.00

2	8	Access to Devices	Yes	$4,282,830.00	$4,282,830.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	$4,649,210.00	$4,649,210.00
2	10	Instructional Support Resources for Educators	No	$163,797.00	$163,797.00
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Yes	$1,750,000.00	$1,750,000.00
2	12	Facilities in Good Repair	No	$12,341,239.00	$12,341,239.00
2	13	Safe and Secure Campuses	No	$8,534,424.00	$8,534,424.00
2	14	Fully-Credentialed, Appropriately Assigned Teachers	No	$112,500,000.00	$112,500,000.00
2	15	New Teacher Induction Program and Supports (TIPS)	No	$92,862.00	$92,862.00
2	16	Peer Assistance and Review (PAR) Program	No	$82,520.00	$82,520.00
3	1	Access to Rigorous Courses	Yes	$2,904,249.00	$2,904,249.00
3	2	College and Career Support Staff for Unduplicated Students	Yes	$1,295,441.00	$1,295,441.00
3	3	College and Career Support and Guidance for Families of Unduplicated Students	Yes	$1,569,595.00	$1,569,595.00
3	4	Promote College and Career Culture for Low-Income Students	Yes	$1,716,883.00	$1,579,532.00
3	5	Comprehensive College and Career Readiness Professional Development	No	$244,990.00	$244,990.00
3	6	Targeted Graduation Support Program	No	$50,000.00	$43,500.00
3	7	Foster Youth Graduation Support Initiative	Yes	$1,872,662.00	$1,516,856.00
3	8	Expansion of CTE Programs	Yes	$1,302,143.00	$1,302,143.00
3	9	Professional Development for CTE Teachers	No	$125,000.00	$125,000.00
3	10	Enhancing CTE Program Articulation with Community	No	$302,143.00	$262,864.00

		Colleges			
3	11	Dual Enrollment for CTE Completers	Yes	$1,250,000.00	$1,112,500.00
3	12	Expanding Work-Based Learning Opportunities for CTE Students	Yes	$141,000.00	$141,000.00
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Yes	$750,000.00	$750,000.00
3	14	CTE Technology Upgrades	No	$300,000.00	$300,000.00
4	1	Attendance Monitoring and Re-engagement Strategies	Yes	$439,281.00	$439,281.00
4	2	Chronic Absenteeism Task Force	No	$325,000.00	$282,750.00
4	3	Positive Behavioral Interventions and Supports	Yes	$619,440.00	$619,440.00
4	4	Comprehensive Counseling and Mental Health Services	No	$272,489.00	$272,489.00
4	5	Expansion of Wellness Centers	Yes	$451,903.00	$451,903.00
4	6	Equity-Centered Trauma-Informed Training	Yes	$102,573.00	$84,110.00
4	7	Social-Emotional Development Initiative	Yes	$712,017.00	$626,575.00
4	8	Team Joy and Fun	No	$110,580.00	$110,580.00
4	9	Student Recognition and Incentive Program	No	$21,261.00	$21,261.00
4	10	Building Effective Intervention Teams for Student Success	No	$625,000.00	$625,000.00
4	11	Parent Engagement Activities	Yes	$420,566.00	$420,566.00
4	12	Promoting Parent Voice and Advocacy	No	$49,761.00	$49,761.00
4	13	Compton STEP Program	No	$88,464.00	$88,464.00
4	14	Counseling Services for Special Education Students	No	$65,863.00	$65,863.00
4	15	Disproportionate Discipline Reduction Strategies for African-American Students	No	$42,341.00	$42,341.00
4	16	Addressing School and Student Group Suspension	No	$125,000.00	$125,000.00

		Disparities			
5	1	Professional Development on Research-Based Practices for ELs	Yes	$1,213,246.00	$1,067,656.00
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Yes	$630,000.00	$630,000.00
5	3	Culturally Responsive Pedagogy for English Learners	Yes	$472,999.00	$472,999.00
5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	Yes	$1,929,727.00	$1,929,727.00
5	5	Academic Interventions and Supports for Long-Term English Learners	Yes	$750,000.00	$750,000.00
5	6	Newcomer Services	Yes	$2,227,323.00	$2,227,323.00
5	7	Biliteracy/Multiliteracy Programs	Yes	$1,055,941.00	$1,055,941.00
5	8	Translation Services	Yes	$334,538.00	$334,538.00
5	9	Workshops for Parents of English Learners	Yes	$532,003.00	$532,003.00
5	10	Data Monitoring and Progress Tracking of LTELs	Yes	$315,586.00	$315,586.00
5	11	Data-Driven Instruction and Monitoring of African-American Students	No	$125,000.00	$125,000.00
5	12	Academic Interventions for African-American Students	No	$50,000.00	$50,000.00
5	13	Culturally Responsive Teaching for African-American Students	No	$20,000.00	$20,000.00
5	14	Culturally Relevant Curriculum Expansion for African-American Students	No	$155,000.00	$155,000.00
5	15	African-American Student Mentorship Program	No	$5,000.00	$4,350.00
5	16	Workshops for Parents of African-American Students	No	$391,720.00	$391,720.00
6	1	Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students	No	$90,000.00	$77,400.00

6	2	Enhanced College Counseling Services for Cesar Chavez Students	No	$110,000.00	$90,200.00
6	3	Professional Development for Educators at Cesar Chavez Continuation High School	No	$60,000.00	$49,200.00
6	4	Engaging Parent Workshops for Families at Cesar Chavez Continuation High School	No	$40,000.00	$33,200.00
6	5	Cesar Chavez Attendance Recovery Efforts	No	$137,359.00	$137,359.00
6	6	Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School	No	$50,000.00	$50,000.00
6	7	Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall	No	$50,000.00	$43,500.00
6	8	College Counseling Services for Thurgood Marshall Students	No	$35,000.00	$28,700.00
6	9	Professional Development for Virtual Instruction	No	$20,000.00	$16,800.00
6	10	Workshops for Thurgood Marshall Families	No	$12,892.00	$10,571.00
6	11	Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars	No	$25,000.00	$21,750.00
6	12	Engaging Parents in a Virtual Setting	No	$5,000.00	$4,200.00
6	13	Virtual Academy Teacher Planning, Collaboration, and Professional Development	No	$10,000.00	$8,600.00
6	14	Enrichment Opportunities for Virtual Academy Students	No	$10,000.00	$8,700.00
6	15	Enhanced Individualized Behavioral and Academic Support for Compton STEP Students	No	$20,000.00	$20,000.00
6	16	Expanded Counseling and	No	$15,000.00	$15,000.00

		Wellness Services for Compton STEP Students			
6	17	Empowering Parent Engagement through Workshops and Resources for Compton STEP Families	No	$5,000.00	$4,350.00
6	18	Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators	No	$10,000.00	$10,000.00
6	19	Comprehensive Academic Support Services for District Office Students	No	$40,000.00	$40,000.00
6	20	Holistic Health and Wellness Program	No	$35,000.00	$34,650.00
6	21	Parental Engagement and Support Initiative	No	$32,366.00	$26,216.00

2024-2025 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)
$79,812,623.00	$92,783,179.00	$90,859,838.00	$1,923,341.00	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	3	Summer Professional Development Bootcamp	Yes	$7,939,888.00	$7,939,888.00	0.00%	0.00%
1	4	Supporting Teacher Planning and Collaboration	Yes	$310,000.00	$251,100.00	0.00%	0.00%

1	5	Boosting Teacher Efficacy through Instructional Coaching	Yes	$3,575,363.00	$3,575,363.00	0.00%	0.00%
1	6	Enhancing Learning with Instructional Technology Support	Yes	$2,364,305.00	$2,364,305.00	0.00%	0.00%
1	8	Targeted Classroom Interventions for Low-Income Students	Yes	$1,766,704.00	$1,766,704.00	0.00%	0.00%
1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Yes	$2,279,443.00	$2,279,443.00	0.00%	0.00%
1	10	Math Intervention and Supports for Unduplicated Students	Yes	$1,500,000.00	$1,500,000.00	0.00%	0.00%
1	12	Bridging STEM Gap for Low-Income Students	Yes	$2,960,995.00	$2,960,995.00	0.00%	0.00%
1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Yes	$2,000,000.00	$2,000,000.00	0.00%	0.00%
1	14	Supporting and Monitoring the Needs of Foster Youth	Yes	$1,988,410.00	$1,988,410.00	0.00%	0.00%
1	15	Targeted Academic Interventions for Foster Youth	Yes	$1,872,910.00	$1,872,910.00	0.00%	0.00%
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Yes	$4,644,951.00	$4,644,951.00	0.00%	0.00%
1	20	Expanding Physical Fitness Opportunities	Yes	$3,592,761.00	$2,946,064.00	0.00%	0.00%
1	21	Building Learning Experiences and Enrichment Opportunities for Students	Yes	$2,600,000.00	$2,600,000.00	0.00%	0.00%
1	23	After-School Homework Support	Yes	$1,875,512.00	$1,537,920.00	0.00%	0.00%
1	24	Summer School Program	Yes	$275,000.00	$275,000.00	0.00%	0.00%
2	3	Maintain Class Size in TK-3	Yes	$7,048,391.00	$7,048,391.00	0.00%	0.00%
2	4	Maintain Instructional Days (183)	Yes	$5,701,674.00	$5,701,674.00	0.00%	0.00%
2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Yes	$1,625,716.00	$1,625,716.00	0.00%	0.00%
2	6	Full Day Kindergarten	Yes	$1,170,000.00	$1,170,000.00	0.00%	0.00%

2	8	Access to Devices	Yes	$4,282,830.00	$4,282,830.00	0.00%	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	$4,649,210.00	$4,649,210.00	0.00%	0.00%
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Yes	$1,750,000.00	$1,750,000.00	0.00%	0.00%
3	1	Access to Rigorous Courses	Yes	$2,904,249.00	$2,904,249.00	0.00%	0.00%
3	2	College and Career Support Staff for Unduplicated Students	Yes	$1,295,441.00	$1,295,441.00	0.00%	0.00%
3	3	College and Career Support and Guidance for Families of Unduplicated Students	Yes	$1,569,595.00	$1,569,595.00	0.00%	0.00%
3	4	Promote College and Career Culture for Low-Income Students	Yes	$1,716,883.00	$1,579,532.00	0.00%	0.00%
3	7	Foster Youth Graduation Support Initiative	Yes	$1,872,662.00	$1,516,856.00	0.00%	0.00%
3	8	Expansion of CTE Programs	Yes	$1,302,143.00	$1,302,143.00	0.00%	0.00%
3	11	Dual Enrollment for CTE Completers	Yes	$1,250,000.00	$1,112,500.00	0.00%	0.00%
3	12	Expanding Work-Based Learning Opportunities for CTE Students	Yes	$141,000.00	$141,000.00	0.00%	0.00%
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Yes	$750,000.00	$750,000.00	0.00%	0.00%
4	1	Attendance Monitoring and Re-engagement Strategies	Yes	$439,281.00	$439,281.00	0.00%	0.00%
4	3	Positive Behavioral Interventions and Supports	Yes	$619,440.00	$619,440.00	0.00%	0.00%
4	5	Expansion of Wellness Centers	Yes	$451,903.00	$451,903.00	0.00%	0.00%
4	6	Equity-Centered Trauma-Informed Training	Yes	$102,573.00	$84,110.00	0.00%	0.00%
4	7	Social-Emotional Development Initiative	Yes	$712,017.00	$626,575.00	0.00%	0.00%
4	11	Parent Engagement Activities	Yes	$420,566.00	$420,566.00	0.00%	0.00%

5	1	Professional Development on Research-Based Practices for ELs	Yes	$1,213,246.00	$1,067,656.00	0.00%	0.00%
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Yes	$630,000.00	$630,000.00	0.00%	0.00%
5	3	Culturally Responsive Pedagogy for English Learners	Yes	$472,999.00	$472,999.00	0.00%	0.00%
5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	Yes	$1,929,727.00	$1,929,727.00	0.00%	0.00%
5	5	Academic Interventions and Supports for Long-Term English Learners	Yes	$750,000.00	$750,000.00	0.00%	0.00%
5	6	Newcomer Services	Yes	$2,227,323.00	$2,227,323.00	0.00%	0.00%
5	7	Biliteracy/Multiliteracy Programs	Yes	$1,055,941.00	$1,055,941.00	0.00%	0.00%
5	8	Translation Services	Yes	$334,538.00	$334,538.00	0.00%	0.00%
5	9	Workshops for Parents of English Learners	Yes	$532,003.00	$532,003.00	0.00%	0.00%
5	10	Data Monitoring and Progress Tracking of LTELs	Yes	$315,586.00	$315,586.00	0.00%	0.00%

2024-2025 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)
$182,333,022.00	$79,812,623.00	5.85%	49.62%	$90,859,838.00	0.00%	49.83%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).