# LCFF Budget Overview for Parents

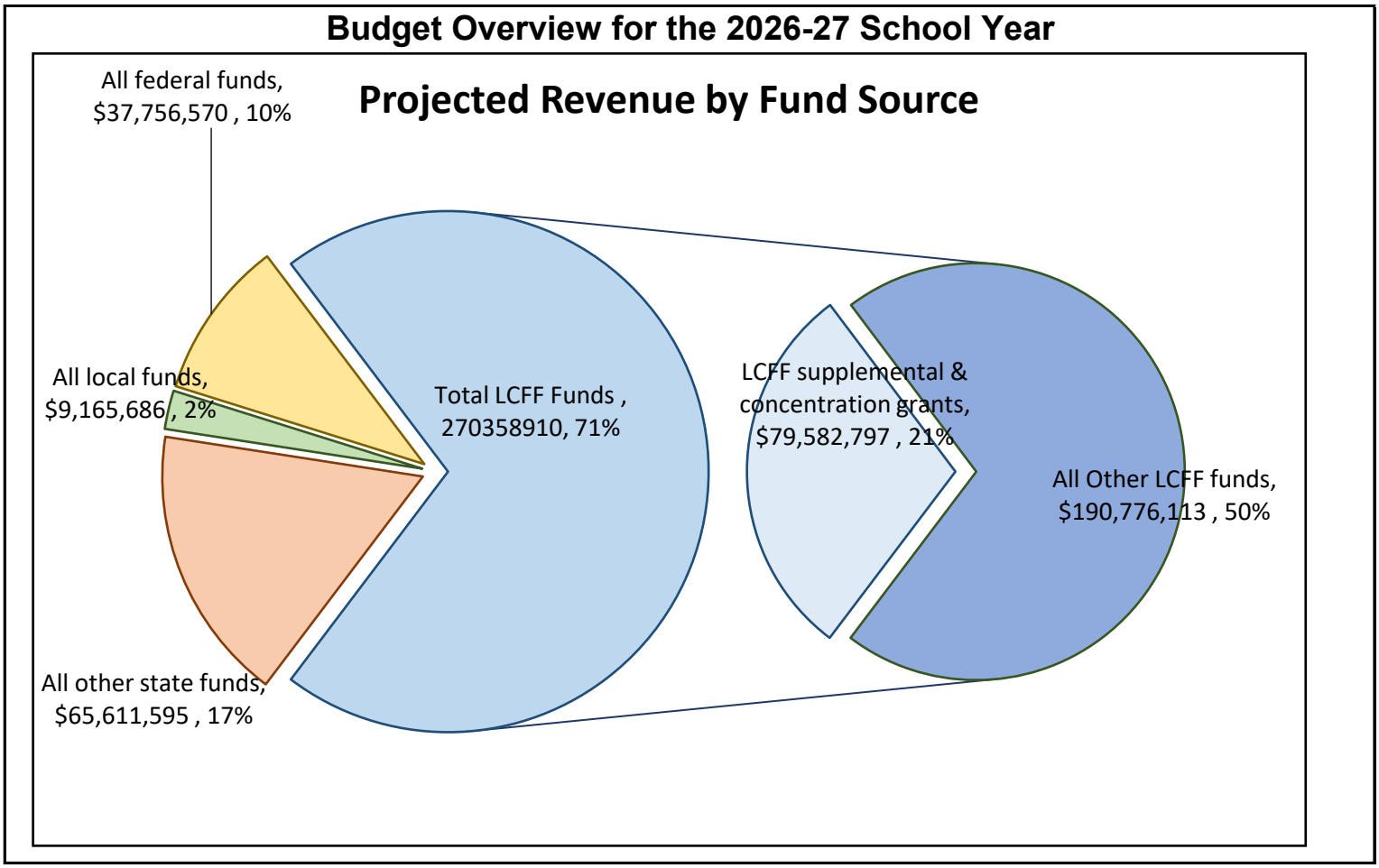
Local Educational Agency (LEA) Name: Compton USD

CDS Code: 19734370000000

School Year: 2026-27

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).

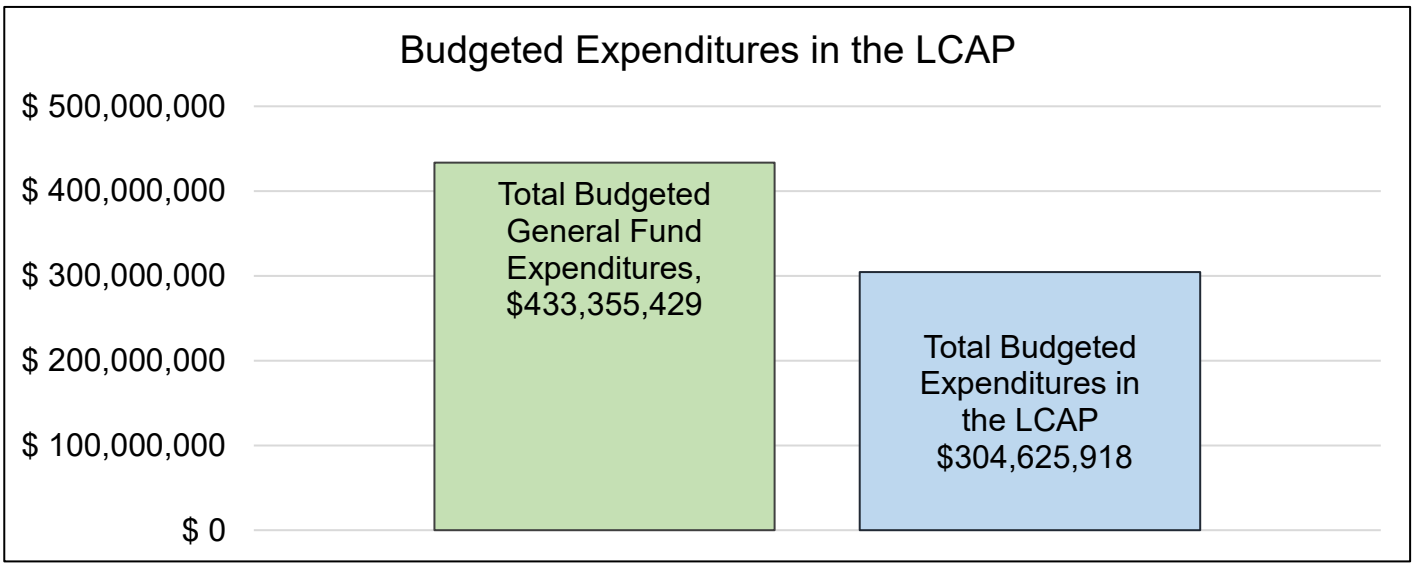



This chart shows the total general purpose revenue Compton USD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compton USD is $382,892,761.00, of which $270,358,910.00 is Local Control Funding Formula (LCFF), $65,611,595.00 is other state funds, $9,165,686.00 is local funds, and $37,756,570.00 is federal funds. Of the $270,358,910.00 in LCFF Funds, $79,582,797.00 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 2026-27. 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 $433,355,429.00 for the 2026-27 school year. Of that amount, $304,625,918.00 is tied to actions/services in the LCAP and $128,729,511.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

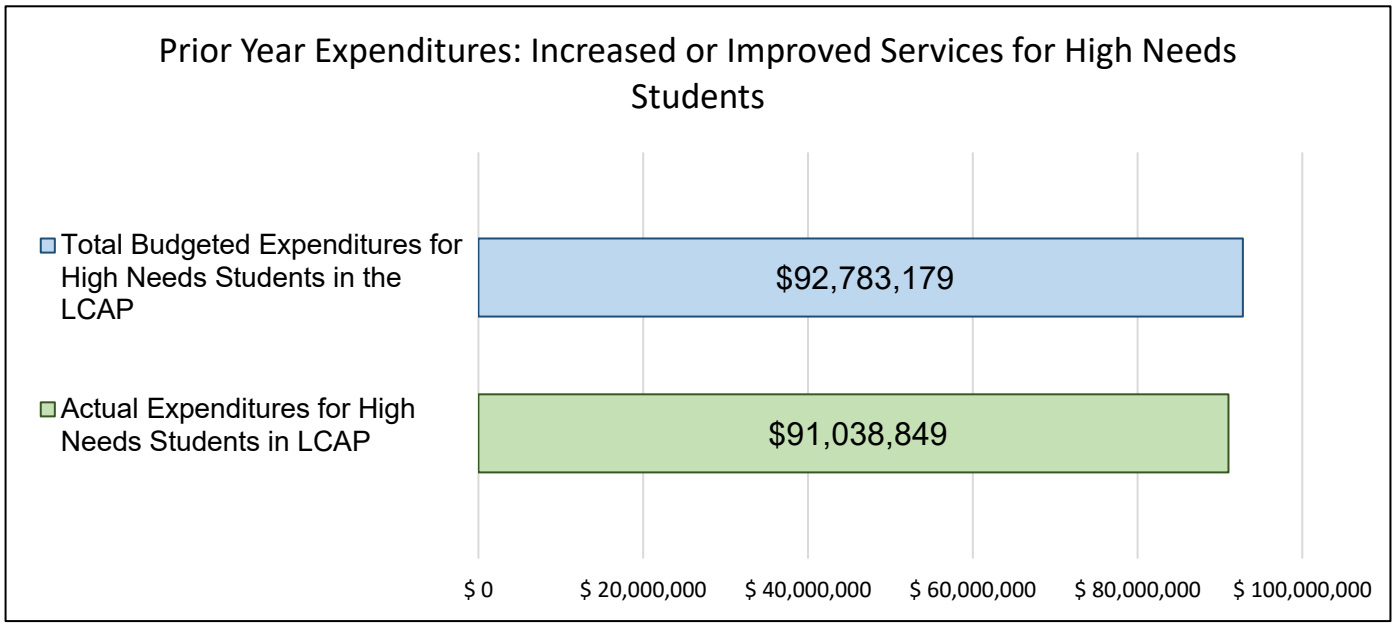
General Fund budget expenditures not included in the Local Control Accountability Plan (LCAP) include routine on-going operational expenditures in the areas of Special education, Adult Education Child Development and facility maintenance in addition to capital outlay.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Compton USD is projecting it will receive $79,582,797.00 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 $102,626,166.00 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 2025-26




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 2025-26, 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 $91,038,849.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,744,330.00 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 2026-2027

## 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 2025-2026 DataQuest data, Compton Unified School District serves 16,280 TK-12 students at 33 sites: 21 Elementary schools (16 are K-8 schools, 2 are K-5, 3 are TK-6 schools), 4 middle schools, 3 comprehensive high schools, and one Compton Early College High School and one Compton Academy of Technology and Innovation. Additional programs include a Continuation High School, an Independent Study High School, a Virtual Academy, an Adult Education School, and Preschool at16 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 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 16,436. Our most recent internal data, as of March 5, 2026, shows an overall student enrollment of 16,280. Based on the most recent data available, the two major ethnic subgroups in CUSD are Hispanic or Latino (83.3%), and African-American (14.8%), while additional ethnicities comprise 1.6% of the student population. Our database shows that in this current year, 2025-2026, CUSD has 3,286 ELs (20.2%), 210 foster children (1.3%), 403 homeless children (2.5%), and 95.1% of students qualify for free/reduced price meals (15,486). Since 2013, the Compton Unified School District Superintendent and Board of Trustees have successfully articulated a unified mission that addresses the needs of our students, parents, community, and employees, including teachers, administrators, and classified personnel, who play a pivotal role in implementing our vision. As part of this commitment, Compton is fully dedicated to fostering 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 of closing 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 among similar districts in size and demographics for both High School graduation rates and for 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 mark the district has achieved to date. Similarly, compared with other local and similar districts, CUSD boasts higher percentages of students 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 in increasing

their success in AP courses through the UCLA Center X AP Readiness program. Similarly, CUSD provides multiple levels of support to its students to ensure they successfully navigate the college-going process and can 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. Also, we have expanded our college course offerings to the vast majority of 9th graders at both Centennial and Compton High Schools as we work to implement our “College for All” program, in which 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 recent 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 and 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 and 2025 California Distinguished School, along with Compton Early Middle School, Bunche Middle School, Davis Middle School, Whaley Middle School, Compton High School, and Dominguez High School. In addition, Willowbrook Middle School was invited this school year to apply for the National Blue Ribbon School designation, and we are optimistic that they will receive this prestigious honor. In the fall of 2025, Compton Academy of Technology and Innovation (C-TECH) welcomed its inaugural 9th-grade class. C-TECH is an innovative public school model offering a seamless pathway from high school through college to career, integrated with industry. Students graduate with no-cost, industry-recognized associate degrees that enable them to secure competitive entry-level positions in growing STEM industries or continue their studies at four-year institutions.

Compton Unified has also been fortunate to receive four GEAR UP grants focused on college readiness. These grants currently serve 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 recognizes that college funding significantly affects students’ ability to attend and graduate from college. Because of this, CUSD ensures that all students are supported in completing the FAFSA (Free Application for Federal Student Aid), Cal Grant, the award letter review process, and the scholarship search.

As a result of its various programs and services, the College and Career department has received several national and state awards in the past year, highlighting its 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 nationwide to earn it. Similarly, the department was named the 2025 Magna Award Grand Prize Winner by the National School Boards Association. Furthermore, the College and Career department received a state Golden Bell Award, making it the only district in its category to receive this award statewide. Finally, 2 of our 4 High Schools have received an Exemplary Dual Enrollment Award from the state, and 2 of our 4 High Schools have been recognized as AP Honor Schools by the College Board over the past 3 years.

In 2025-26, 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 as the Region 3 Vice President for SkillsUSA in 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 the Compton Unified School District is to provide all students with a quality educational experience in formats that meet the community's needs. Whether 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 provide a variety of educational experiences and choices for its students. Our district also features high-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, is 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 committed to providing 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 home to 3 of the 27 Turnaround Arts schools in California, a program that helps schools integrate the 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. Enterprise Middle School will be closing at the end of the 2025-2026 school year.

Equity Multiplier funding will enable these schools to implement targeted interventions and resources to address educational disparities and promote equity. With this support, we anticipate significant progress in closing achievement gaps and enhancing educational outcomes for all students. The equity multiplier funding will enable increased professional development, additional academic support programs, and the integration of social-emotional learning initiatives, all of which are critical to 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.

In the area of ELA, our most recent CAASPP results from 2025 indicate that students' test scores increased from 43.02% in 2024 to 50.99% in 2025, moving to the green 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, outpacing the state and all neighboring districts with a gain of

+7.97%.

Grade 7 showed the biggest gain; proficiency rates in Grade 7 rose from 46.14% in 2024 on the CAASPP to 57.30% in 2025, an 11.16% 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.
Progress in the elementary grades shows steady progress. Grade 3 and 4 saw a gain of 8%, , Grade 5 increased by 4%, and Grade 6 showed a gain of 9%. However, Grades 7 and 8 experienced a gain of almost 10%. 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 2025 ELA CAASPP results by student group, we see that our English Learners continue to perform significantly below other student groups, with only 16.36% meeting or exceeding standards. Among ELs, Long-Term English Learners (7.32%) and Newcomers (1.75%) had the lowest outcomes. Students with Disabilities (17.77%), Foster Youth (31.77%), and Homeless students (37.18%) also scored well below the district average of 50.99%. African-American students had a proficiency rate of 42.975%, which remains significantly lower than their Hispanic peers, who scored 51.80%. 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 2026 CAASPP results, which will provide a clearer picture of the impact of the instructional and support strategies implemented throughout the 2025–2026 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 34.66 % in 2025 to 41.08% in 2025, that is 6.42% growth; three times the growth of neighboring districts.
Looking at different grade levels, we can see significant progress in six of the seven grade levels assessed in Math from 2024 to 2025. Third-grade students continued to show strong performance, increasing from 51.38% in 2024 to 57.85% in 2025, a gain of 6.47%. Grade 6 saw a notable rise from 34.55% to 43.59% (+9.04%). Grade 7 moved from 34.12% to 43.23% (+9.11%), and grade 8 moved from 31.50% to 39.49%, marking a 7.99% increase. Eleventh-grade students also improved, rising from 19.83% to 23.27%, for a gain of 3.44%. 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 2025 Math CAASPP results by student group, our English Learners continue to show significant performance gaps, with only 19.66% meeting or exceeding standards. Among them, Long-Term English Learners (8.87%) and Newcomers (13.66%) had the lowest levels of proficiency. Students with Disabilities performed slightly better than EL students at 15.61%, Foster Youth (35.36%) and Homeless students (27.16%), which is a 0.34% decrease from prior year. African-American students had a proficiency rate of 33.86%, a 7.12% from prior year, but still below their Hispanic peers at 41.58%. Socioeconomically Disadvantaged students (40.65%) also continued to lag behind Non-SED students, who scored 47.65%. 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 2026 Math CAASPP results, which will offer deeper insight into the impact of actions implemented during the 2025–2026 school year.

SECTION 2: 2025 CALIFORNIA DASHBOARD ANALYSIS

**ENGLISH LANGUAGE ARTS**

According to the California Dashboard, Compton Unified maintained an overall "Yellow" performance level in English Language Arts for 2024–2025. Four student groups were in the Yellow level: English Learners (ELs), African American (AA), Pacific Islander (PI), and Homeless(H) students. Both Long-Term English Learners (LTELs), and Foster Youth, Socioeconomically Disadvantaged (SED) students decreased one performance level compared to the 2024 Dashboard. Students with Disabilities (SWD) continue to face the most significant challenges, though some progress was made. In 2024 SWD were 101.4 points below standard, which increased 4.5 Points, however in 2025 SWD were 83.8 points below standard, but increased 17.6 points.

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 2025 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 2025 California Dashboard, Long-Term English Learners (LTELs) are the district's only Red performance group. Districtwide, LTELs were placed in the Red level in both ELA and math.
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 1.41 (Prior Action 5.1) and Action 1.42 (Prior 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, Action 1.44 (Prior Action 5.4) and Action 1.45 (Prior 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 1.48 (Prior 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 2025, Cesar Chavez Continuation High School was the only secondary school performing at the Red performance level in ELA; in math, Chavez performed at the Orange performance level. The district will closely monitor the implementation of these actions at Cesar Chavez, not only to address current performance gaps but also as a proactive measure to sustain improvement and prevent regression. Support will be delivered with a high degree of intentionality to ensure that interventions are effective and responsive to the specific needs of these students.

African American students have advanced to the Yellow level. To reinforce progress and support growth, Action 1.50 (Prior 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 intensive academic assistance for African American students. The focused implementation of Action 1.50 (Prior Action 5.12) ensures that African American students 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 the 2025 California Dashboard, consistent with the prior year. However, the district demonstrated progress by reducing the Distance from Standard (DFS) from -46.9. T0 -32.7. A total of four student groups were in the Orange performance band, including Long-Term English Learners (LTELs), Foster Youth (FY), Students with Disabilities (SWD), and Pacific Islanders (PI). 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 Cesar Chavez during the upcoming school year, while maintaining robust support 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) were the second lowest performing group at -109 points below standard. 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 2025 Dashboard shows that Long-Term English Learners (LTELs) also face significant challenges in mathematics, with a districtwide Distance from Standard (DFS) Long-term English Learners (LTELs) continue to face the most significant challenges in Mathematics at 134 points below standards. For English Learners overall, Dominguez High School and Whaley Middle School demonstrated encouraging progress by moving from the Red tier and moving to Orange 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 1.44 (Prior Action 5.4) and 1.45 (Prior Action 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 2024 or 2025. 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 across the district will receive focused support through Action 1.49 (Prior Action 5.11), Academic Interventions for African-American Students, due to their recent progress into the Yellow designation on the Dashboard. This action will also extend support to African-American students to ensure they do not regress to the Orange tier.

**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%. Current trends and continued intervention efforts helped Compton reach a chronic absenteeism rate to 5.1% in 2025 California Dashboard, which is a 10.1% decrease, moving the district into Green status.

According to the 2025 California Dashboard:
-->There are no student groups in the Red or Orange tier. The only groups in the Yellow tier are Homeless (HOM), Pacific Islander (PI), and Students with Disabilities (SWD).

This data reflects remarkable districtwide progress in reducing chronic absenteeism, with an 80% decrease in Red-tier designations within just three years. 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 3.1 (Prior Action 4.1) will continue to support unduplicated student groups through tiered strategies designed to remove barriers to regular attendance. In parallel, Action 3.2 (Prior Action 4.2) will provide targeted support for Pacific Islanders, Students with Disabilities, and Homeless students across the district through the implementation of a Chronic Absenteeism Task Force.

Although these actions will prioritize support for 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 2025 California Dashboard, with only 1.3% of students suspended at least one day. An analysis of the 2025 Dashboard showed that most student groups performed at the Green level. In 2025, districtwide progress continued, with Hispanic, English Learners (ELs) and Long-Term English Learners (LTELs) performing at the Blue Level.

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 and Centennial High School stand out, as African-American and Homeless students were flagged as Red on the 2025 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 higher suspension rates in 2025. Students with Disabilities regressed to the Orange tier in 2025.
Centennial High School regressed with African-American falling into the Red tier, highlighting the need for renewed focus and support in this area.

While Goal 3 (Prior Goal 4) in our LCAP already provides actions to address school climate, we have added an Action 3.16 (Prior 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 93.7%. Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are leading graduation rates with Green status. African-American, English Learners, and Homeless are in the Orange level. To support the continued improvement for Foster Youth and prevent regression, we created Action 3.7 (Prior Action 4.7), 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, 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 2.6 (Prior 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 Orange tier on the 2025 California Dashboard. There has been a 50% reduction in the English Learner progress over the last two years with the lowest performance in the Yellow performance band.

To strategically support English Learners districtwide, especially to provide intensive intervention to prevent regression, we will continue implementing a comprehensive set of actions outlined in the LCAP (Actions 1.41-1.46, Prior Action 5.1-5.6). 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, however, Cesar Chavez increased to the Yellow tier and Thurgood Marshall retained their performance tier in 2025. No schools in the district were identified in the Red tier for CCI in 2025.

A closer analysis of each school reveals that Cesar Chavez had one student groups in the Orange performance band, English Learners (ELs). 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 4 (Prior Goal 6) of the LCAP includes a comprehensive set of actions (Actions 4.1 through 4.10, Prior 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

In the 2026-2027 LCAP we are going to use LREBG funds in the following manner:

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.

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)

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)

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).

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)

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)

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).

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.

**Action 1.33 – 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.

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 1.34 – 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)

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 1.35 – 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).

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.

**Action 1.41 – 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).

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 1.42 – 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)

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 1.44 – 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).

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 1.45 – 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 aligned to EC Section 32526(c)(2)(B.i)

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 1.48 – 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.

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 1.49 – 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.

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 1.50 – 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 aligned to EC Section 32526(c)(2) (B.i)

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.

GOAL 2: COLLEGE AND CAREER READINESS

**Action 2.2 – 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).

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 2.6 – 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).

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 3: SCHOOL CLIMATE

**Action 3.1 – 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).

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 3.2 – 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).

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 3.4 – 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.

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 3.5 – 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).

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 3.6 – 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).

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 3.10 – 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).

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 3.15 – 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).

This action directly addresses Educational Partners 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 3.16 – 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).

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.

**Action 3.19 – 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).

By embedding culturally responsive practices into tutoring and mentoring, this action will ensure support is 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.

N/A

# 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.

No schools identified for comprehensive support and improvement.

## *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 identified.

## *Monitoring and Evaluating Effectiveness*

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

No schools identified.

# 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 |
| --- | --- |
| Board of Trustees | February 10, 2026 (6:00 p.m.) Senior Director of College and Career and Senior Director of Multilingual Programs presented Compton Unified School District's LCAP Mid-Year Update to the Governing Board, highlighting progress on metrics and areas for continued improvement.<br>February 24, 2026 (6:00 p.m.) Senior Director of Collega and Career, and Senior Director of Multilingual Programs, presented the Compton Unified School District's LCAP Mid-Year Update to the Governing Board, focused on implementation of actions and services<br>June 9, 2026 (6:00 p.m.) The 2026–2027 Local Control and Accountability Plan (LCAP) draft was presented to the Governing Board for review and discussion. In accordance with Education Code requirements, a public hearing was conducted on June 9, 2026, during the Board of Trustees meeting to provide educational partners and community members an opportunity to review and comment on the proposed LCAP prior to adoption.<br>Following the public hearing, the 2026–2027 LCAP was submitted to the Governing Board for approval at the June 23, 2026, Board meeting. |
| District English Learner Advisory Council (DELAC) | April 22, 2026 (9:00 a.m.) Educational Services presented the 2025–2026 LCAP Mid-Year Update and solicited feedback to inform the development of the 2026–2027 LCAP, which will reduce the number of goals from 6 to 4.<br><br>June 8, 2026 (1:00 p.m.) – Educational Services presented the final draft of the 2026–2027 LCAP to the DELAC committee, including proposed goals, actions, services, and expenditures. DELAC was provided an opportunity to review the final draft and offer feedback prior to the public hearing and Governing Board approval process. |
| Community Advisory Committee (CAC) | April 22, 2026 (4:00 p.m.) Educational Services presented the 2025–2026 LCAP Mid-Year Update and solicited feedback to inform the development of the 2026–2027 LCAP, which will reduce the number of goals from 6 to 4. |
| District Black Parent Advisory Committee (DBPAC) | April 22, 2026 (4:00 p.m.) Educational Services presented the 2025–2026 LCAP Mid-Year Update and solicited feedback to inform the development of the 2026–2027 LCAP, which will reduce the number of goals from 6 to 4. |
| Equity Multiplier Educational Partners | April 24. 2026 (3:00 p.m.) The Senior Director of Secondary Education and the Senior Director of Multilingual Programs met with principals and administrators from Equity Multiplier Schools to solicit feedback on the use of Equity Multiplier funds based on the data review and feedback from the school sites.<br><br>During May 2026, principals from Equity Multiplier schools engaged educational partners to gather feedback on the use and prioritization of Equity Multiplier funds. Input from stakeholders at Cesar Chavez Continuation High School, Thurgood Marshall, Virtual Academy, Home Hospital, and STEP was shared with the district and used to inform the development of the Equity Multiplier Focus Goal and its associated actions and services. |
| Site Principal and Administrators | April 16, 2026 (1:00/3:00) Educational Services presented the 2025–2026 LCAP Mid-Year Update during the monthly Principals meeting and solicited feedback to inform the development of the 2026–2027 LCAP, which will reduce the number of goals from 6 to 4. |
| Other School Personnel | April 29, 2026 (1:45 p.m.): School sites engaged classified staff and other site personnel in discussions regarding district priorities and LCAP initiatives. Participants provided feedback on programs and services and completed the LCAP Effectiveness Survey to support the development of the 2026–2027 LCAP |

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| Students | April 16–May 8, 2026: Students in Grades 5, 7, 9, and 11, as well as students participating in school-site leadership groups, completed the LCAP Effectiveness Survey. The survey provided students with an opportunity to share their perspectives on the effectiveness of LCAP-funded actions and services and identify priorities for continuous improvement.<br><br>During February 17-March 18, students in designated grade levels and leadership groups also participated in the California Healthy Kids Survey. Survey results were used to inform current LCAP metrics and support the evaluation of school climate, student engagement, and overall well-being. |
| Bargaining Units | April 30, 2026, a meeting was scheduled |
| DAC/PAC | April 28, 2026 (3:30 p.m. – 5:00 p.m.): Educational Services reviewed progress on the current LCAP and engaged educational partners in discussions to gather feedback and priorities for the development of the 2026–2027 LCAP.<br><br>June 8, 2026 (3:30 p.m. – 5:00 p.m.): Educational Services shared the proposed 2026–2027 LCAP and facilitated a review of the plan's goals, actions, and expenditures, providing educational partners an opportunity to offer feedback and recommendations prior to the public hearing. |
| Teachers | April 29, 2026 (1:45 p.m.): School sites engaged teachers in the LCAP development process through presentations and discussions focused on district goals, student outcomes, and program needs. Feedback gathered during these sessions was considered in the development of the 2026–2027 LCAP.<br><br>April 16–May 8, 2026: Teachers completed the LCAP Effectiveness Survey to evaluate the implementation and effectiveness of LCAP actions and services. Survey results were used to gather feedback on district priorities and inform the development of the 2026–2027 LCAP. |
| Parents | February 17-March 18, The California Healthy Kids Survey was provided to parents to inform metrics in the current LCAP.<br><br>April 16th-May 8th 2026 Parents completed the LCAP Effectiveness Survey to assess the effectiveness of LCAP actions and provide feedback on the 2026-2027 LCAP. |

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

Educational Partners noted the need to strengthen core instruction by implementing Tier 1 more consistently, clarifying instructional expectations, and improving the use of data to guide teaching and intervention. Recommendations included increasing instructional coaching, expanding professional development (including model lessons, co-teaching practices, and support for new teachers), and making sure that standards-aligned materials and interventions are implemented with fidelity.
Additional feedback emphasized operational and system improvements, including timely hiring and assignment of fully credentialed teachers, improved facilities maintenance and safety systems, expanded early childhood supports, and more effective use of technology and instructional programs. Across all groups, educational partners highlighted the importance of embedding supports into core instruction, strengthening Tier 1 practices, and ensuring consistent implementation of high-quality instruction across all schools to improve outcomes for all student groups. Feedback is aligned to core services, which are now embedded in Goal 1 of the LCAP.
A strong priority was given to expanding academic supports for English Learners, including increased structured language development opportunities, explicit scaffolding strategies, and clearer differentiation for Newcomers and Long-Term English Learners (LTELs). Parents and staff also recommended strengthening academic language development across all content areas, particularly in math and science, and guaranteeing equitable access to focused interventions, such as tutoring and small-group instruction. This feedback was aligned to Goal 1 of the 2026-2027 LCAP.
Educational partners also called for increased early college and career awareness beginning in elementary and middle grades, along with stronger counseling and mental health supports to address student wellness and attendance challenges. Family engagement was identified as a key priority, with recommendations to move beyond informational workshops toward more purposeful engagement opportunities, including parent leadership development and strengthened communication regarding academic pathways and requirements. Feedback related to College Awareness was addressed in Goal 2 on College and Career, whereas parent and pupil engagement was addressed in Goal 3 of the LCAP.
This feedback directly informs the LCAP moving forward by underscoring the need to prioritize investments in instructional coherence, targeted academic interventions, and

professional learning systems that strengthen Tier 1 instruction across all schools. In response, the District will refine its actions to ensure that English Learner strategies, LTEL supports, and academic language development are fully embedded in daily instruction rather than delivered as supplemental services. Expanded coaching models, data-driven instructional cycles, and structured progress monitoring will be strengthened to ensure continuous improvement in student outcomes.
Additionally, the LCAP will reflect an increased emphasis on early intervention systems, including tutoring, small-group instruction, and tiered behavioral and academic supports aligned with student needs. Family engagement strategies will be enhanced to promote deeper partnerships through leadership development opportunities and clearer pathways to support student success at home. The District will also continue to align staffing, professional development, and resource deployment to ensure that instructional quality, equity, and access remain central priorities across all schools and student groups.

Educational partner feedback collected through DELAC, DAC, DBPAC, CAC, site administrators, teachers, and families highlighted several consistent priorities to inform the LCAP.

DELAC Feedback
-During DELAC meetings, parents of English Learners provided feedback regarding instructional supports, academic achievement, college and career readiness, and student engagement. Their input was considered in the development and refinement of the 2026–2027 LCAP and informed several actions designed to improve outcomes for English Learners and other student groups.

Goal 1: Teaching, Learning, and Core Services
Special Education Inclusion Training (Action 1.7)
DELAC members emphasized the importance of providing ongoing professional learning for general education teachers who serve students with disabilities in inclusive classroom settings. Parents expressed the need for teachers to receive additional training on effective instructional practices, accommodations, and supports to ensure all students can access grade-level curriculum. As a result, Action 1.7 will continue to provide targeted professional development focused on inclusive instructional practices and support strategies for students with special needs.
Targeted Math Support for High-Needs Schools (Action 1.11)
Following a review of mathematics achievement data, DELAC members recommended increasing support for schools and student groups demonstrating the greatest academic need, particularly 11th-grade students at Compton High School. Parents suggested expanding access to mathematics specialists and targeted interventions to address persistent performance gaps. This feedback influenced the continued implementation of Action 1.11, which provides additional mathematics support and intervention services at schools identified through performance data.

Goal 2: College, Career, and Life Readiness
Promote College and Career Culture for Low-Income Students (Action 2.4)
DELAC members recommended expanding college- and career-awareness opportunities beginning at the elementary level. Parents suggested partnering with community organizations, including Omega Psi Phi and Latino Greek organizations, to provide presentations, mentorship opportunities, and exposure to postsecondary pathways. They also recommended hosting elementary college and career fairs, increasing communication about college-readiness opportunities through ParentSquare, and providing families with information about the California Kids Investment and Development Savings Program (CalKIDS). This feedback informed Action 2.4 by strengthening family outreach efforts and expanding early college and career awareness opportunities for students and families.
Targeted Graduation Support (Action 2.6)
Parents expressed the importance of introducing college and career planning earlier in a student's educational journey. DELAC members recommended providing 9th-grade students with information regarding college admissions requirements, career pathways, financial aid, and scholarship opportunities while expanding counseling supports for students in grades 6–8. As a result, Action 2.6 includes strategies to increase college and career awareness and provide earlier access to counseling and academic planning resources to support long-term student success.

Goal 3: Parent, Student, and Community Engagement
Chronic Absenteeism Task Force (Action 3.2)
DELAC members stressed the importance of addressing attendance concerns through proactive intervention and stronger family engagement. Parents recommended earlier identification and support for students who exhibit patterns of absenteeism, establishing clear expectations before students become chronically absent, and increasing parent accountability and communication regarding attendance. Additionally, parents emphasized the importance of creating welcoming, safe, and supportive school environments that encourage students to attend school regularly. This feedback informed Action 3.2 by reinforcing the use of early intervention strategies, family outreach efforts, and positive school climate initiatives designed to improve student attendance and engagement.

District Advisory Committee (DAC) and DBPAC

-During DAC and DBPAC meetings, parents and community members provided feedback regarding expanded learning opportunities, support services for students with disabilities, student wellness, and family engagement. Their recommendations were reviewed and considered during the development of the 2026–2027 LCAP.

Goal 1: Teaching, Learning, and Core Services
After-School ASES and ASSETs Programs (Action1.22) and After-School Homework Support (Action 1.23)
DAC and DBPAC members expressed strong support for continuing after-school academic programs and enrichment opportunities. Parents recommended increasing awareness of available programs, particularly at the middle and high school levels, through enhanced communication and outreach efforts. Parents also suggested expanding academic support opportunities, including Saturday School tutoring in English Language Arts and Mathematics, to elementary school students. As a result, the District will continue to implement after-school programs while strengthening communication strategies and exploring opportunities to expand academic intervention and enrichment offerings for younger students.

After-School Homework Support (Action 1.23)
Parents emphasized the importance of providing additional academic and non-academic supports for students with disabilities and recommended increasing staffing to support inclusive Saturday School opportunities. DAC and DBPAC members also highlighted the need for adaptive learning resources and interventions that address both academic and social-emotional needs for students with Individualized Education Programs (IEPs). This feedback supports the continued implementation of Action 1.23 and reinforces the District's commitment to providing targeted interventions and expanded learning opportunities that meet the diverse needs of students.

Goal 3: Parent, Student, and Community Engagement
Comprehensive Counseling and Mental Health Services to Support a Positive School Climate (Action 3.4)
Parents expressed a need for additional support related to conflict resolution, problem-solving, and family assistance services. DAC and DBPAC members emphasized the importance of providing resources that help families navigate challenges and strengthen relationships between schools and families. This feedback informed the continued implementation of Action 3.4 by reinforcing the need for counseling, mental health services, and family support resources that contribute to a positive and supportive school climate.
Parent Engagement Activities (Action 3.11)
DAC and DBPAC members recommended increasing opportunities for parent involvement and volunteerism at school sites. Parents requested greater promotion of engagement opportunities through ParentSquare and other communication platforms to ensure families are aware of ways to participate in their children's education. As a result, Action 3.11 will continue to focus on expanding family engagement efforts, increasing communication regarding volunteer opportunities, and strengthening partnerships between schools and families.

Teachers
-Teachers provided feedback through site and district meetings. Their recommendations focused on strengthening instructional practices, expanding professional learning opportunities, increasing academic interventions, supporting English Learners, promoting college and career readiness, and enhancing student and family engagement. This feedback informed the implementation and refinement of several LCAP actions.

Goal 1: Goal 1: Teaching, Learning, and Core Services
Comprehensive District-Wide Assessment System and Progress Monitoring (Action 1.1)
Teachers emphasized the importance of strengthening progress-monitoring systems to better evaluate the effectiveness of instructional programs and interventions. Staff recommended using Targeted Learning Checks (TLCs), quick checks, and common formative assessments aligned with weekly focus standards. Teachers also suggested streamlining focus standards to ensure stronger alignment between instruction and assessments. This feedback supports the continued implementation of Action 1.1 through data-driven practices and ongoing monitoring of student progress.
Content-Specific Professional Development for Staff (Action 1.2)
Teachers requested increased access to high-quality professional development opportunities across all content areas and grade levels. Staff expressed the need for ongoing learning experiences that support instructional planning, curriculum implementation, and student achievement. As a result, Action 1.2 will continue to provide content-specific professional learning opportunities designed to strengthen instructional practices and improve student outcomes.
Boosting Teacher Efficacy Through Instructional Coaching (Action 1.5)
Teachers highlighted the value of observing effective instructional practices and recommended opportunities to observe model lessons taught by highly effective educators and master teachers. This feedback supports the continued implementation of Action 1.5 through instructional coaching, demonstration lessons, and opportunities for educators to collaborate.
Before/After School Extended Learning Opportunities for Low-Income Students (Action 1.13)
Teachers recommended expanding targeted after-school tutoring and intervention programs to provide additional academic support for students who need assistance meeting

grade-level standards. This feedback reinforces the District's commitment to providing extended learning opportunities that address identified student learning needs.
Supporting Early Childhood Programs (Action 1.29)
Early childhood educators recommended additional professional learning focused on the Preschool Learning Foundations, play-based instructional practices, developmentally appropriate materials, and multiple measures for assessing student growth. This feedback informed the continued implementation of Action 1.29 to strengthen instructional quality and student learning experiences in preschool programs.
Professional Development on Research-Based Practices for English Learners (Action 1.41, Previous Action 5.1)
Teachers emphasized the need for continued support in implementing effective instructional practices for English Learners. Recommendations included the consistent use of language objectives across content areas, scaffolding strategies for complex texts, and classroom walkthrough tools that specifically monitor English Learner supports. This feedback informed the continued implementation of Action 1.41 to strengthen integrated and designated ELD practices and improve language development outcomes.

Goal 2: College, Career, and Life Readiness
Promote College and Career Culture for Low-Income Students (Action 2.4)
Teachers recommended increasing opportunities for students to engage in college- and career-readiness activities, including workshops, guest speaker presentations, college exploration field trips, and mentorship programs. This feedback supports the continued implementation of Action 2.4 by expanding students' exposure to postsecondary education and career pathways.
Targeted Graduation Support (Action 2.6)
Teachers emphasized the importance of providing students with individualized academic guidance and early intervention to support on-time graduation. Recommendations included academic counseling, personalized graduation plans, and expanded access to credit recovery opportunities. This feedback informed the continued implementation of Action 2.6 to ensure students receive the support needed to remain on track toward graduation.

Goal 3: Parent, Student, and Community Engagement
Positive Behavioral Interventions and Supports (PBIS) (Action 3.3)
Teachers expressed the importance of maintaining consistent implementation of PBIS practices across all school sites. Staff emphasized that a common approach to behavior expectations and positive reinforcement contributes to a safe, supportive, and engaging learning environment. This feedback supports the continued implementation of Action 3.3.
Comprehensive Counseling and Mental Health Services to Support a Positive School Climate (Action 3.4)
Teachers recommended expanding counseling services and social-emotional supports for students in the primary grades. Staff noted the importance of providing early intervention and age-appropriate counseling services to address students' academic, social, and emotional needs. This feedback informed the continued implementation of Action 3.4 and supports efforts to strengthen student wellness services.
Parent Engagement Activities (Action 3.11)
Teachers recommended increasing opportunities for families to engage in their children's learning through events such as Family Literacy Nights and Family Math Nights. Staff emphasized the importance of building strong home-school partnerships and providing families with strategies to support learning at home. This feedback informed the continued implementation of Action 3.11 and the expansion of family engagement opportunities throughout the district.

Site and District Administrators
-Site and district administrators provided feedback through leadership meetings, LCAP engagement sessions, and collaborative planning discussions. Their recommendations centered on instructional supports, intervention services, English Learner outcomes, college- and career-readiness, and family engagement. This informed continued LCAP actions.

Goal 1: Teaching, Learning, and Core Services
Special Education Inclusion Training (Action 1.7)
Administrators emphasized the need for more professional development to help general education teachers serve students with disabilities in inclusive classrooms. They requested training on accommodations, instructional strategies, and responses to significant behavioral needs. This supported the ongoing implementation of targeted professional learning for inclusive practices and student success.
Targeted Classroom Interventions for Low-Income Students (Action 1.8)
Administrators noted a need for science intervention supports, such as specialists, intervention teachers, tutors, and expanded resources, similar to English Language Arts and Mathematics. This reinforced continued Action 1.8, which targets academic supports in all core areas.
Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources (Action 1.33, Previous Action 2.9)
Administrators emphasized the need for resources that enable consistent implementation of standards-aligned curriculum and instruction, highlighting access to materials and tools that enhance classroom learning. This supported Action 1.33.

Professional Development on Research-Based Practices for English Learners (Action 1.41, Previous Action 5.1)
Administrators recommended professional learning on effective practices for English Learners, such as QTEL strategies, scaffolding, and differentiation for Newcomers and LTELs. This reaffirmed the need for development that grows teachers' ability to support diverse language skills.
Academic Interventions and Support Programs for Elementary English Learners and At-Risk LTELs (Action 1.44, Previous Action 5.4) and Targeted Academic Interventions and Supports for Long-Term English Learners (Action 1.45, Previous Action 5.5)
Administrators supported intervention services through bilingual instructional assistants and intervention personnel, noting their critical role in academic and language support for English Learners and LTELs. This supports continued Actions 1.44 and 1.45.

Goal 2: College, Career, and Life Readiness
Professional Development for CTE Teachers (Action 2.9, Previous Action 3.9)
Administrators supported defining and strengthening professional development for CTE teachers to ensure workforce alignment and student readiness. Feedback emphasized technical and employability skills, as well as academic readiness. This informed continued Action 2.9 for comprehensive CTE learning.
Promote College and Career Culture for Low-Income Students (Action 2.4, Previous Action 3.4)
Administrators emphasized introducing college- and career-awareness at the elementary level, including vocabulary, foundational coursework, and experiences to support A–G completion and readiness. This reaffirmed the District's commitment to an early college-going culture.

Goal 3: Family and Community Partnership for Student Success
Building Effective Intervention Teams for Student Success (Action 3.10, Previous Action 4.10)
Administrators recommended strengthening interventions to address chronic absenteeism and discipline, highlighting the importance of coordinated efforts to provide early support for attendance or behavioral challenges. This informed continued Action 3.10 and supports improved attendance, reduced suspensions, and greater engagement.
Parent Engagement Activities (Action 3.11, Previous Action 4.11)
Administrators emphasized creating welcoming environments that foster family engagement. They recommended maintaining accessible parent centers, increasing outreach, and promoting school activities to connect families. This reinforced strategies for family engagement and strong partnerships.

Equity Multiplier Schools (Feedback)
-Feedback regarding the use of Equity Multiplier funds was gathered through site principal meetings and school-level engagement activities with educational partners. Principals shared input collected from staff, students, families, and community members regarding the academic, behavioral, attendance, and social-emotional needs of their school communities and were involved in providing feedback. This feedback informed the development and refinement of the Equity Multiplier Goal and associated actions.

Cesar Chavez Continuation High School
Comprehensive Tutoring and Mentoring Program (Action 4.1, Previous Action 6.1)
Educational partners emphasized the need for additional intervention support personnel, particularly Impact Substitute Teachers, to provide targeted academic assistance in English Language Arts, English Language Development, Mathematics, and Science. This feedback informed the continued implementation of Action 4.1 to strengthen academic intervention services for students requiring additional support.
Professional Development for Educators at Cesar Chavez Continuation High School (Action 4.3, Previous Action 6.3)
Stakeholders recommended ongoing professional learning focused on inclusive instructional practices, alternative education strategies, and supports for marginalized student populations. This feedback informed the continued implementation of Action 4.3, which provides sustained professional development opportunities for staff.
Attendance Recovery Efforts (Action 4.5, Previous Action 6.5)
Educational partners identified attendance as a significant area of need and recommended additional staffing support, including attendance clerks for satellite campuses. This feedback informed the continued implementation of Action 4.5 to strengthen attendance monitoring, outreach, and recovery efforts.

Thurgood Marshall
Enhanced Virtual and/or In-Person Tutoring and Mentoring Programs (Action 4.7, Previous Action 6.7)
Stakeholders recommended providing incentives and increasing home visit efforts to encourage student participation in tutoring programs and improve attendance. This feedback informed the continued implementation of Action 4.7 by strengthening student engagement strategies and participation in academic support services.
Workshops for Thurgood Marshall Families (Action 4.10, Previous Action 6.10)
Parents and staff emphasized the importance of increasing family engagement opportunities through both virtual and in-person workshops. This feedback informed the continued implementation of Action 4.10 to expand outreach and participation opportunities for families.

Virtual Academy

Engaging Parents in a Virtual Setting (Action 4.12, Previous Action 6.12)
Families recommended recording parent meetings and creating instructional modules that help parents support their children's success in an online learning environment. This feedback informed Action 4.12 by expanding access to resources and increasing flexibility for family participation.
Teacher Planning, Collaboration, and Professional Development (Action 4.13, Previous Action 6.13)
Educational partners recommended dedicated opportunities for teachers to collaborate, share best practices, and observe effective virtual instruction. Suggestions included creating a structured planning calendar and opportunities for peer observation. This feedback informed Action 4.13 and supports ongoing professional collaboration among Virtual Academy teachers.
Enrichment Opportunities for Virtual Academy Students (Action 4.14, Previous Action 6.14)
Students and families recommended expanding enrichment opportunities based on student interests and increasing incentives tied to attendance and assignment completion. This feedback informed Action 4.14 through student interest surveys and enhanced engagement opportunities, including educational field trips.

Compton STEP
Enhanced Individualized Behavioral and Academic Support for Compton STEP Students (Action 4.15, Previous Action 6.15)
Educational partners emphasized the need for additional behavioral intervention and prevention services, including partnerships with probation and gang prevention programs. This feedback informed the continued implementation of Action 4.15, which provides targeted academic and behavioral supports for students.

Home Hospital
Comprehensive Academic Support Services for District Office Students (Action 4.19, Previous Action 6.19)
Stakeholders recommended increasing collaboration among Home Hospital teachers and tutors through structured planning and communication systems. This feedback informed Action 4.19 by supporting the development of a coordinated annual calendar and increased collaboration among instructional staff.

Community Day School
Comprehensive Academic Support Services for District Office Students (Action 4.19, Previous Action 6.19)
Educational partners recommended expanding career pathway opportunities through Career Technical Education programs, Compton Adult School partnerships. Additionally, it was recommended to have probation and gang prevention services at Community Day Schools. This feedback informed Action 4.19 by strengthening academic, career, and behavioral supports for Community Day students.

Common Themes Across Equity Multiplier Schools
-Educational partners across Equity Multiplier schools consistently identified professional learning and student wellness as key priorities.
Professional Development for Educators at Cesar Chavez Continuation High School (Action 4.3), Professional Development for Virtual Instruction (Action 4.9), and Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators (Action 4.18)
Stakeholders recommended ongoing professional development focused on alternative education, inclusive instructional practices, and strategies to support marginalized student populations. This feedback informed these actions by reinforcing the need for sustained, job-embedded professional learning opportunities for staff.

Implement a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School (Action 4.6), Expanded Counseling and Wellness Services for Compton STEP Students (Action 4.16), and Holistic Health and Wellness Program (Action 4.20)
Educational partners consistently identified mental health and wellness services as critical supports for students. Recommendations included increased access to wellness center staff, roving health assistants, counseling services, and other social-emotional supports. This feedback informed these actions by strengthening the District's commitment to providing comprehensive mental health and wellness services for students attending Equity Multiplier schools.

Enterprise Middle School
Enterprise Middle School will close at the conclusion of the 2025–2026 school year. As a result, Equity Multiplier funding will not be allocated for the 2026–2027 school year.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
| --- | --- | --- |
| 1 | All students will have equitable access to high-quality, standards-aligned instruction, instructional materials, and a comprehensive course of study delivered by fully credentialed teachers in safe, inclusive, and well-maintained learning environments. All students, including English Learners, foster youth, those eligible for free and reduced-price lunch, and other historically underserved student groups, will receive differentiated instruction and targeted interventions to ensure mastery of grade-level standards and improved academic outcomes. | Broad Goal |

## State priorities addressed by this goal.

2, 4, 7, 8, 1

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

The district identified this goal because we understand that high-quality, standards-aligned instruction, effective interventions, and consistent academic support are essential for ensuring student growth and achievement across all content areas, including English Language Arts, Mathematics, Science, and other core subjects. By focusing on these areas, we want to ensure that all students meet or exceed grade-level standards, as demonstrated by state and local assessments and course grades.
This goal aligns with State Priorities 1, 2, 4, 7, and 8, emphasizing basic services (fully credentialed teachers and instructional materials), implementation of academic standards, student achievement, course access, and other student outcomes. It reflects our commitment to ensuring equitable access to rigorous instruction and learning opportunities for all students, including English Learners, foster youth, students from low-income backgrounds, and other historically underserved student groups.

Additionally, we will monitor academic performance in ELA and Mathematics through the California School Dashboard, which will provide a comprehensive view of student group performance and help us identify areas where targeted supports are needed. We will also ensure full implementation of state-adopted academic standards so that instruction remains aligned with current expectations and best practices.
We will further track student performance in Science through the CAST assessment and monitor the percentage of students receiving D or F grades in core courses in order to identify academic challenges early and respond with timely, targeted interventions. Diagnostic assessments in ELA and Math, administered in the fall, winter, and spring, will provide ongoing data to inform instruction and support individualized student needs.
To support this work, we will evaluate the effectiveness of district supports, including technology integration, enrichment opportunities, athletics and sports programs, homework centers, summer school, and extended learning opportunities. These programs are designed to strengthen student engagement, attendance, connectedness, and overall academic achievement. We will also assess the impact of professional development for teachers to ensure they are equipped with research-based instructional strategies that improve student learning outcomes.
In addition, we will examine the support provided by site Curriculum Specialists and Curriculum Administrators, including coaching, professional learning, technology integration support, and ongoing instructional guidance for teachers and students. This system of support is designed to strengthen instructional practice and improve outcomes across all school sites.

By integrating these actions and measures, we are building a coherent, equity-driven strategy that ensures all students have access to high-quality instruction and the supports necessary to succeed. This comprehensive approach promotes continuous improvement and ensures that every student has the opportunity to achieve academic success and meet or exceed state standards.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | Goal 1, Metric # 1<br><br>Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 40.57%<br>SED: 39.96%<br>AA: 32.62%<br>Hispanics: 41.99%<br>LEP: 8.25%<br>LTELs: 5.6%<br>Newcomers: 5.5%<br>SWD: 11.3%<br>FY: 27.27%<br><br>Homeless: 26.02%<br><br>(2023 CAASPP data) | All Students: 43.02%<br>SED: 42.38%<br>AA: 35.65%<br>Hispanics: 44.28%<br>LEP: 12.02%<br>LTELs: 4.98%<br>Newcomers: 4.57%<br>SWD: 11.47%<br>FY: 26.67%<br>Homeless: 35.00%<br><br>(2024 CAASPP data) | All Students: 50.99%<br>SED: 50.57%<br>AA: 44.35%<br>Hispanics: 52.12%<br>LEP: 16.36%<br>LTELs: 7.32%<br>Newcomers: 16.82%<br>SWD: 17.77%<br>FY: 31.77%<br>Homeless: 37.18%<br><br>(2025 CAASPP data) | All Students: 50%<br>SED: 50%<br>AA: 50%<br>Hispanics: 50%<br>LEP: 15%<br>LTEL: 15%<br>Newcomers: 15%<br>SWD: 20%<br>FY: 40%<br>Homeless: 40% | All Students: +7.97%<br>SED: +8.19%<br>AA: +8.70%<br>Hispanics: +7.84%<br>LEP: +4.34%<br>LTELs: +2.34%<br>Newcomers: +12.25%<br>SWD: +6.30%<br>FY: +5.10%<br>Homeless: +2.18%<br>(2025 CAASPP) |
| 2 | Goal 2, Metric # 2<br><br>Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 31.74%<br>SED: 31.3%<br>AA: 23.55%<br>Hispanics: 33.05%<br>LEP: 12.4%<br>LTELs: 2.6%<br>Newcomers: 10.99%<br>SWD: 12.25%<br>FY: 18.6%<br>Homeless: 16.94%<br><br>(2023 CAASPP data) | All Students: 34.66%<br>SED: 34.12%<br>AA: 27.61%<br>Hispanics: 35.78%<br>LEP: 15.30%<br>LTELs: 3.36%<br>Newcomers: 9.21%<br>SWD: 10.72%<br>FY: 21.92%<br>Homeless: 27.50%<br><br>(2024 CAASPP data) | All Students: 41.08%<br>SED: 40.65%<br>AA: 34.35%<br>Hispanics: 42.03%<br>LEP: 19.96%<br>LTELs: 8.87%<br>Newcomers: 20.32%<br>SWD: 15.61%<br>FY: 35.36%<br>Homeless: 27.16%<br><br>(2025 CAASPP data) | All Students: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 15%<br>LTEL: 15%<br>Newcomers: 20%<br>SWD: 20%<br>FY: 30%<br>Homeless: 30% | All Students: +6.42%<br>SED: +6.53%<br>AA: +6.74%<br>Hispanics: +6.25%<br>LEP: +7.56%<br>LTELs: +5.51%<br>Newcomers: +11.11%<br>SWD: +4.89%<br>FY: +13.44%<br>Homeless: +0.32%<br><br>(2025 CAASPP Data) |

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| 3 | Goal 1, Metric #3<br><br>Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math)<br><br>Data source: CAASPP | ENGLISH LANGUAGE ARTS (ELA)<br>ALL students: 41.52%<br>SED: 41.06%<br>AA: 26.15%<br>Hispanics: 43.90%<br>LEP: 4.27%<br>LTELs: 7.41%<br>Newcomers: 0%<br>SWD: 5.60%<br>FY: Not reported<br>Homeless: Not reported<br><br>MATHEMATICS<br>Math: 16.76%<br>SED: 16.41%<br>AA: 7.85%<br>Hispanics: 18.30%<br>LEP: 0%<br>LTELs: 0%<br>Newcomers: 0%<br>SWD: 3.31%<br>FY: Not reported<br>Homeless: Not reported<br><br>(Dashboard 2023) | ENGLISH LANGUAGE ARTS (ELA)<br>ALL students: 51.14%<br>SED: 50.53%<br>AA: 36.80%<br>Hispanics: 53.04%<br>LEP: 7.06%<br>LTELs: 5.88%<br>Newcomers: Not reported<br>SWD: 14.29%<br>FY: 36.36%<br>Homeless: Not reported<br><br>MATHEMATICS<br>All: 19.83%<br>SED: 19.67%<br>AA: 10.31%<br>Hispanics: 20.97%<br>LEP: 0.58%<br>LTELs: 0%<br>Newcomers: 7.69%<br>SWD: 4.72%<br>FY: Not reported<br>Homeless: Not reported<br><br>(Dashboard 2024) | ENGLISH LANGUAGE ARTS (ELA)<br>ALL students: 53.51%<br>SED: 54.12%<br>AA: 33.78%<br>Hispanics: 56.57%<br>LEP: 7.78%<br>LTELs: 4.95%<br>Newcomers: Not reported<br>SWD: 13.22%<br>FY: 18.18%<br>Homeless: 42.10%<br><br>MATHEMATICS<br>All: 23.27%<br>SED: 23.71%<br>AA: 12.50%<br>Hispanics: 24.73%<br>LEP: 3.04%<br>LTELs: 2.83%<br>Newcomers: 0%<br>SWD: 6.72%<br>FY: Not reported<br>Homeless: 5.00%<br><br>(Dashboard 2025) | ENGLISH LANGUAGE ARTS (ELA)<br>ALL students: 60%<br>SED: 60%<br>AA: 60%<br>Hispanics: 60%<br>LEP: 15%<br>LTELs: 25%<br>Newcomers: 10%<br>SWD: 20%<br>FY: 60%<br>Homeless: 60%<br><br>MATHEMATICS<br>Math: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 20%<br>LTELs: 20%<br>Newcomers: 10%<br>SWD: 20%<br>FY: 40%<br>Homeless: 40% | ENGLISH LANGUAGE ARTS (ELA)<br>All Students: +11.99%<br>SED: +13.06%<br>AA: +7.63%<br>Hispanics: +12.67%<br>LEP: +3.51%<br>LTELs: −2.46%<br>Newcomers: Not comparable<br>SWD: +7.62%<br>FY: -18.18<br>Homeless: Not comparable<br><br>MATHEMATICS<br>All Students: +6.51%<br>SED: +7.30%<br>AA: +4.65%<br>Hispanics: +6.43%<br>LEP: +3.04%<br>LTELs: +2.83%<br>Newcomers: 0%<br>SWD: +3.41%<br>FY: Not Reported<br>Homeless: Not comparable<br><br>(2025 CAASPP Data) |
| 4 | Goal 1. Metric #4<br><br>District Academic Performance Level in ELA<br><br>Data Source: California Dashboard | All Students:  Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Orange<br>LTEL: N/A<br>SWD: Red<br>FY: Orange<br>Homeless: Orange<br><br>(Dashboard 2023) | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>LTELs: Red<br>SWD: Orange<br>FY: Yellow<br>Homeless: Orange<br><br>(Dashboard 2024) | All Students: Green<br>SED: Green<br>AA: Yellow<br>Hispanics: Green<br>LEP: Yellow<br>LTELs: Orange<br>SWD: Orange<br>FY: Orange<br>Homeless: Yellow<br><br>(Dashboard 2025) | All Students: Green<br>SED: Green<br>AA: Green<br>Hispanics: Green<br>Pac. Islander: Green<br>LEP: Green<br>LTEL: Green<br>SWD: Green<br>FY: Green<br>Homeless: Green | All Students: Green (+1 Level)<br>SED: Green (+1 Level)<br>AA: Yellow (No change)<br>Hispanics: Green (+1 Level)<br>LEP: Yellow (+1 Level)<br>LTELs: Orange (No change)<br>SWD: Orange (+1 Level)<br>FY: Orange (No change)<br>Homeless: Yellow (+1 Level)<br><br>(Dashboard 2025) |

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| 5 | Goal 1, Metric # 5<br><br>District Academic Performance Level in Math<br><br>Data Source: California Dashboard | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>LTELs: N/A<br>SWD: Orange<br>FY: Orange<br>Homeless: Orange<br><br>(Dashboard 2023) | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>LTELs: Red<br>SWD: Orange<br>FY: Yellow<br>Homeless: Yellow<br><br>(Dashboard 2024) | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>LTELs: Orange<br>SWD: Orange<br>FY: Orange<br>Homeless: Yellow<br><br>(Dashboard 2025) | All Students: Green<br>SED: Green<br>AA: Green<br>Hispanics: Green<br>Pac. Islander: Green<br>LEP: Green<br>LTEL: Green<br>SWD: Green<br>FY: Green<br>Homeless: Green | All Students: Yellow (No change)<br>SED: Yellow (No change)<br>AA: Yellow (No change)<br>Hispanics: Yellow (No change)<br>LEP: Yellow (No change)<br>LTELs: Orange (No change)<br>SWD: Orange (No change)<br>FY: Orange (No change)<br>Homeless: Yellow (+1 Level)<br><br>(Dashboard 2025) |
| 6 | Goal 1, Metric # 6<br><br>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<br><br>Data Source: Local Indicators and Internal Data | English Language Arts: 5<br>English Language Development (ELD): 5<br>Mathematics: 5<br>History/Social Science: 3<br>Next Generation Science Standards (NGSS): 4<br>Career Technical Education (CTE): 5<br>Physical Education: 5<br>World Language: 5<br>Visual and Performing Arts: 3<br><br>(Local Indicators and Internal Data for 2023). | English Language Arts: 5<br>English Language Development (ELD): 5<br>Mathematics: 5<br>History/Social Science: 5<br>Next Generation Science Standards (NGSS): 5<br>Career Technical Education (CTE): 5<br>Physical Education: 5<br>World Language: 5<br>Visual and Performing Arts: 4<br><br>(Local Indicators and Internal Data for 2024) | English Language Arts: 5<br>English Language Development (ELD):<br>Mathematics: 5<br>History/Social Science: 5<br>Next Generation Science Standards (NGSS): 4<br>Career Technical Education (CTE): 5<br>Physical Education: 5<br>World Language: 5<br>Visual and Performing Arts: 4<br><br>(Local Indicators and Internal Data for 2025). | Progress implementing each of the following academic standards adopted by the State Board of Education for all students.<br><br>English Language Arts: 5<br>English Language Development (ELD): 5<br>Mathematics: 5<br>History/Social Science: 5<br>Next Generation Science Standards (NGSS): 5<br>Career Technical Education (CTE): 5<br>Physical Education: 5<br>World Language: 5<br>Visual and Performing Arts: 5<br>Health Education Content Standards: 5 | English Language Arts: 5 (No change)<br>English Language Development (ELD): 5 (No change)<br>Mathematics: 5 (No change)<br>History/Social Science: +2 Levels (5)<br>Next Generation Science Standards (NGSS): 4 (No change)<br>Career Technical Education (CTE): 5 (No change)<br>Physical Education: 5 (No change)<br>World Language: 5 (No change)<br>Visual and Performing Arts: +1 Level (4)<br><br>(Local Indicators and Internal Data 2025) |

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| 7 | Goal 1, Metric # 7<br><br>Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment<br><br>Data Source: CAST | All Students: 17. 30%<br>SED: 16.89 %<br>AA: 12.42%<br>Hispanics: 18.19%<br>LEP: 0.36%<br>LTELs: 0.4%<br>SWD: 3.91%<br>FY: 7.69%<br><br>(2023) | All Students: 18.06%<br>SED: 17.43%<br>AA: 11.46%<br>Hispanics: 19.03%<br>LEP: 1.19%<br>LTELs: 0%<br>SWD: 3.88%<br>FY: 11.11%<br><br>(2024 CAST Data) | All Students: 18.98%<br>SED: 18.76%<br>AA: 13.96%<br>Hispanics: 19.82%<br>LEP: 1.94%<br>LTELs: 0.98%<br>SWD: 2.58%<br>FY: 2.94%<br><br>(2025 CAST Data) | All Students: 30%<br>SED: 30%<br>AA: 30%<br>Hispanics: 30%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 20%<br>FY: 20% | All Students: +1.68%<br>SED: +1.87%<br>AA: +1.54%<br>Hispanics: +1.63%<br>LEP: +1.58%<br>LTELs: +0.58%<br>SWD: −1.33%<br>FY: −4.75%<br><br>(2025 CAST Data) |
| 8 | Goal 1, Metric # 8<br><br>Percent of students in Tier I (at grade level) in the ELA Fall diagnostic assessment<br><br>Data Source: STAR 360 Reading and STAR Early Literacy | All Students: 26.5%<br>SED: 25.8%<br>AA: 24.5%<br>Hispanics: 26.8%<br>LEP: 7.2%<br>LTELs: 0.7%<br>SWD: 10.1%<br>FY: 20.0%<br>Homeless: 12.6%<br><br>(2023-2024. STAR 360 Reading)<br>==========<br>K & PreSch: 90.91%<br>K no PreSch: 72.73%<br>K & TK: 100%<br>K no TK: 72.73%<br><br>(STAR Early Literacy Fall 2023-2024) | All Students: 29%<br>SED: 28%<br>AA: 27%<br>Hispanics: 29%<br>LEP: 3%<br>LTELs: 4%<br>SWD: 10%<br>FY: 15%<br>Homeless: 18%<br>(2023-2024. STAR 360 Reading)<br>==========<br>K & PreSch: 35.0%<br>K no PreSch: 27.6%<br>K & TK: 61.7%<br>K no TK: 27.6%<br>(STAR Early Literacy Fall 2024-2025) | All Students: 31%<br>SED: 31%<br>AA: 29%<br>Hispanics: 32%<br>LEP: 6%<br>LTELs:7%<br>SWD: 13%<br>FY: 12%<br>Homeless: 18%<br>(2025-2026. STAR 360 Reading)<br>==========<br>K & PreSch: 29.1%<br>K no PreSch: 33.3%<br>K & TK: 52.2%<br>K no TK: 33.3%<br>(STAR Early Literacy Fall 2025-2026) | All Students: 35%<br>SED: 35%<br>AA: 35%<br>Hispanics: 35%<br>LEP: 10%<br>LTELs: 10%<br>SWD: 10%<br>FY: 20%<br>Homeless: 20%<br><br>(STAR 360 Reading Fall)<br><br>==========<br>K & PreSch: 100%<br>K no PreSch: 80%<br>K & TK: 100%<br>K no TK: 80%<br><br>(STAR Early Literacy Fall) | All Students: +4.50%<br>SED: +5.20%<br>AA: +4.50%<br>Hispanics: +5.20%<br>LEP: −1.20%<br>LTELs: +6.3<br>SWD: +2.90%<br>FY: −8.00%<br>Homeless: +5.40%<br>(2025-2026 STAR 360 Reading)<br>==========<br>K & PreSch: -7.5<br>K no PreSch: +11.3<br>K & TK: -8.9<br>K no TK: +11.3<br>(STAR Early Literacy Fall) |

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| 9 | Goal 1, Metric # 9<br><br>Percent of students in Tier I (at grade level) in the ELA winter diagnostic assessment<br><br>Data Source: ELA STAR 360 | All Students: 26.7%<br>SED: 26.0%<br>AA: 24.3%<br>Hispanics: 27.0%<br>LEP: 7.5%<br>LTELs: 1.0%<br>SWD: 11.3%<br>FY: 18.7%<br>Homeless: 13.6%<br><br>(2023-2024) | All Students: 32%<br>SED: 31%<br>AA: 30%<br>Hispanics: 32%<br>LEP: 7%<br>LTELs: 10%<br>SWD: 13%<br>FY: 16%<br>Homeless: 19%<br>(2024-2025) | All Students: 39%<br>SED: 38%<br>AA: 37%<br>Hispanics: 38%<br>LEP: 10%<br>LTELs: 9%<br>SWD: 17%<br>FY: 19%<br>Homeless: 28%<br>(2025-2026) | All Students: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 15%<br>FY: 25%<br>Homeless: 25% | All Students: +12.30%<br>SED: +12.00%<br>AA: +12.70%<br>Hispanics: +11.00%<br>LEP: +2.50%<br>LTELs: +8<br>SWD: +5.70%<br>FY: +0.30%<br>Homeless: +14.40%<br>(2025-2026) |
| 10 | Goal 1, Metric # 10<br><br>Percent of students in Tier I (at grade level) in the ELA spring diagnostic assessment<br><br>Data Source: Reading STAR 360 | All Students: 30.6%<br>SED: 29.6%<br>AA: 29.1%<br>Hispanics: 30.8%<br>LEP: 11.2%<br>LTELs: 3.4%<br>SWD: 14.3%<br>FY: 18.6%<br>Homeless: 15.9%<br><br>(2023-2024) | All Students: 35%<br>SED: 34%<br>AA: 32%<br>Hispanics: 34%<br>LEP: 9%<br>LTEL: %<br>SWD: 17%<br>FY: 21%<br>Homeless: 23%<br><br>(2024-2025) | All Students: 41%<br>SED: 41%<br>AA: 42%<br>Hispanics: 42%<br>LEP: 14%<br>LTEL: 8%<br>SWD: 21%<br>FY: 27%<br>Homeless: 34%<br>(2025-2026) | All Students: 45%<br>SED: 45%<br>AA: 45%<br>Hispanics: 45%<br>LEP: 20%<br>LTEL: 20%<br>SWD: 20%<br>FY: 30%<br>Homeless: 30% | All Students: +10.4%<br>SED: +11.4%<br>AA: +12.9%<br>Hispanics: +11.2%<br>LEP: +2.8%<br>LTELs: +4.6<br>SWD: +6.7%<br>FY: +8.4%<br>Homeless: +18.1%<br><br>(2025-2026) |

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| 11 | Goal 1, Metric # 11<br><br>Percent of students in Tier I (at grade level) in the Math Fall diagnostic assessment<br><br>Data Source: Math STAR 360 and STAR Early Numeracy | All Students: 22%<br>SED: 21%<br>AA: 16%<br>Hispanics: 24%<br>LEP: 6%<br>LTELs: 1%<br>SWD: 8%<br>FY: 9%<br>Homeless: 12%<br><br>(Math STAR 360 Fall 2023 -2024)<br>==========<br>K & PreSch: 36.6%<br>K no PreSch: 22.0%<br>K & TK: 61.1%<br>K no TK: 22.0%<br><br>(Math STAR 360 Fall 2023-2024) | All Students: 21%<br>SED: 21%<br>AA: 16%<br>Hispanics: 22%<br>LEP: 10%<br>LTELs: 2%<br>SWD: 9%<br>FY: 14%<br>Homeless: 10%<br><br>(Math STAR 360 Fall 2024-2025)<br><br>==========<br>K & PreSch: 38.56%<br>K no PreSch: 31.84%<br>K & TK: 66.52%<br>K no TK: 31.84%<br><br>(Math STAR 360 Fall 2024-2025) | All Students: 24%<br>SED: 24%<br>AA: 20%<br>Hispanics: 24%<br>LEP: 10%<br>LTELs: 6%<br>SWD: 10%<br>FY: 14%<br>Homeless: 22%<br>(2025-2026. Math STAR 360 Fall )<br><br>==========<br>K & PreSch: 44.87%<br>K no PreSch: 39.94%<br>K & TK: 58.33%<br>K no TK: 39.94%<br><br>(Math STAR 360 Fall 2024 -2025) | All Students: 30%<br>SED: 30%<br>AA: 30%<br>Hispanics: 30%<br>LEP: 15%<br>LTEL: 15%<br>SWD: 15%<br>FY: 20%<br>Homeless: 20%<br><br>(Math STAR 360 Fall )<br>==========<br>K & PreSch: 60.48%<br>K no PreSch: 53.85%<br>K & TK: 80.00%<br>K no TK: 53.85%<br><br>(Math STAR 360 Fall) | All Students: +2%<br>SED: +3%<br>AA: +4%<br>Hispanics: 0%<br>LEP: +4%<br>LTELs: +5<br>SWD: +2%<br>FY: +5%<br>Homeless: +10%<br>(2025-2026)<br><br>==========<br>K & PreSch: +8.27<br>K no PreSch: +17.94<br>K & TK: -2.77<br>K no TK: +17.94<br><br>(Math STAR 360 Fall 2024-2025) |
| 12 | Goal 1, Metric # 12<br><br>Percent of students Tier I (at grade level) in the Math winter diagnostic assessment<br><br>Data Source: STAR 360 | All Students: 24%<br>SED: 23%<br>AA: 19%<br>Hispanics:25%<br>LEP: 7%<br>LTELs: 1%<br>SWD: 10%<br>FY: 17%<br>Homeless: 12%<br><br>(2023-2024. Math STAR 360 Winter ) | All Students: 27%<br>SED: 25%<br>AA: 22%<br>Hispanics: 27%<br>LEP: 12%<br>LTELs: 6%<br>SWD: 13%<br>FY: 16%<br>Homeless: 19%<br><br>(2024-2025) | All Students: 32%<br>SED: 32%<br>AA: 27%<br>Hispanics: 34%<br>LEP: 16%<br>LTELs: 9%<br>SWD: 15%<br>FY: 22%<br>Homeless: 19%<br><br>(2025-2026) | All Students: 35%<br>SED: 35%<br>AA: 35%<br>Hispanics: 25%<br>LEP: 20%<br>SWD: 20 %<br>FY: 25%<br>Homeless: 25% | All Students: +8%<br>SED: +9%<br>AA: +8%<br>Hispanics: +9%<br>LEP: +9%<br>LTELs: +8%<br>SWD: +5%<br>FY: +5%<br>Homeless: +7%<br><br>(2025-2026) |

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| 13 | Goal 1, Metric # 13<br><br>Percent of students in Tier I (at grade level) in the Math spring diagnostic assessment<br><br>Data Source: STAR 360 | All Students: 25%<br>SED: 24%<br>AA: 19%<br>Hispanics: 26%<br>LEP: 8%<br>LTELs: 3%<br>SWD: 11%<br>FY: 25%<br>Homeless: 18%<br><br>(2023-2024. Math STAR 360 Spring ) | All Students: 31%<br>SED: 29%<br>AA: 25%<br>Hispanics: 31%<br>LEP: 14%<br>LTEL: 14%<br>SWD: 16%<br>FY: 16%<br>Homeless: 19%<br><br>(2024-2025. Math STAR 360 Spring) | All Students: 36%<br>SED:36%<br>AA: 34%<br>Hispanics: 38%<br>LEP: 21%<br>LTEL: 19%<br>SWD: 18%<br>FY: 22%<br>Homeless: 28%<br><br>(2025-2026 Math STAR 360 Spring) | All Students: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 25%<br>LTEL: 25%<br>SWD: 25%<br>FY: 30%<br>Homeless: 30% | All Students: +11%<br>SED: +12%<br>AA: +15%<br>Hispanics: +12%<br>LEP: +13%<br>LTELs: +16%<br>SWD: +7%<br>FY: -3%<br>Homeless: +10%<br><br>(2025-2026 Math STAR 360 Spring ) |
| 14 | Goal 1, Metric #14<br><br>The District effectively provides support to schools , teachers, and students in the area technology integration. (Agree/Strongly Agree)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 80.6%<br>Teachers: 68.1%<br><br>(2023-2024) | Administrators: 94.2%<br>Teachers: 89.6%<br><br>(2024-2025) | Administrators: 100%<br>Teachers: 80.7%<br><br>(2025-2026) | Site Administrators: 80.6%<br>Teachers: 68.1% | Site Administrators: +19.4%<br>Teachers: +12.3%<br><br>(2025-2026) |

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| 15 | Goal 1, Metric #15<br><br>Enrichment opportunities at school help increase student engagement, learning, attendance, and school connectedness. (Agree/Strongly Agree)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 93.7%<br>Teachers: 91.2%<br>Parents: 90.9%<br>Students: 81.9%<br><br>(2023-2024) | Administrators: 98.1%<br>Teachers: 90.9%<br>Parents: 89.6<br>Students: 85%<br><br>(2024-2025) | Administrators: 100%<br>Teachers: 92.8%<br>Parents: 84.8%<br>Students: 86%<br><br>(2025-2026) | Site Administrators: 95%<br>Teachers: 95%<br>Parents: 95%<br>Students: 95% | Site Administrators: +6.3%<br>Teachers: -1.6%<br>Parents: -6.1%<br>Students: +4.1%<br><br>(2025-2026) |
| 16 | Goal 1, Metric #16<br><br>School homework centers are effective in providing assistance to students with the completion of homework assignments. (Agree/Strongly Agree)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 68.5%<br>Teachers: 73.7%<br><br>(2023-2024) | Site Administrators: 79.2 %<br>Teachers: 71 %<br><br>(2024-2025) | Site Administrators: 87.5%<br>Teachers: 73.4%<br><br>(2025-2026) | Site Administrators: 80%<br>Teachers: 80% | Site Administrators: +19%<br>Teachers: -0.3%<br><br>(2025-2026) |

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| 17 | Goal 1, Metric #17<br><br>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)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 93.1%<br>Teachers: 92.9%<br>Students: 65%<br><br>(2023-2024) | Site Administrators: 90.2%<br>Teachers 94.3%<br>Students: 83.5<br><br>(2024-2025) | Site Administrators: 100%<br>Teachers 93.4%<br>Students: 84.1<br><br>(2025-2026) | Site Administrators: 95%<br>Teachers: 95%<br>Students: 80% | Site Administrators: +6.9%<br>Teachers: +0.5%<br>Students: +19.1%<br><br>(2025-2026) |
| 18 | Goal 1, Metric #18<br><br>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)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 91.3%<br>Teachers: 89.4%<br><br>(2023-2024) | Site Administrators: 97.9%<br>Teachers: 88.7%<br><br>(2024-2025) | Site Administrators: 94.1<br>Teachers: 91.4%<br><br>(2025-2026) | Site Administrators: 95%<br>Teachers: 95% | Site Administrators: +2.8%<br>Teachers: +2%<br><br>(2025-2026) |

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| 19 | Goal 1, Metric #19<br><br>CUSD professional development offerings effectively provide teachers with research-based strategies to incorporate as part of their daily instruction. (Agree/Strongly Agree)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 97%<br>Teachers: 80%<br><br>(2023-2024) | Site Administrators: 86.5%<br>Teachers: 78.8%<br><br>(2024-2025) | Site Administrators: 95.2%<br>Teachers: 85.2%<br><br>(2025-2026) | Site Administrators: 100%<br>Teachers: 100% | Site Administrators: -1.8%<br>Teachers: +5.2%<br><br>(2025-2026) |

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| 20 | Goal 1, Metric #20<br><br>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)<br><br>Data Source: Effectiveness of Services Survey | Site Administrators: 97.2%<br>Teachers: 79.7%<br><br>(2023-2024) | Site Administrators: 98.2 %<br>Teachers: 81.2%<br><br>(2024-2025) | Site Administrators: 100%<br>Teachers: 80.7%<br><br>(2025-2026) | Site Administrators: 100%<br>Teachers: 90% | Site Administrators: +2.8%<br>Teachers: +1%<br><br>(2025-2026) |
| 21 | Goal 1, Metric 21<br>Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities<br>Data Source: Facility Inspection Tool (FIT) | 100%<br><br>(2023-2024) | 100% (Bursch & Davis)<br>(2024-2025) | 100%<br><br>(2025-2026) | 100% | 0%<br><br>(2025-2026) |

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| 22 | Goal 1, Metric 22<br>Well-Maintained School Facilities and Properties<br><br>Data Source: CA Healthy Kids Survey<br>California School Parent Survey<br>California School Staff Survey | Grade 5: 49%<br>Grade 7: 24%<br>Grade 9: 21%<br>Grade 11: 14%<br>Staff: 65%<br>Parents: 74%<br><br>(2023-2024) | Grade 5: 49%<br>Grade 7: 25 %<br>Grade 9: 25 %<br>Grade 11: 21 %<br>Staff: 67%<br>Parents: 76%<br><br>(2024-2025) | Grade 5: 50%<br>Grade 7: 31 %<br>Grade 9: 42 %<br>Grade 11: 38%<br>Staff: 74%<br>Parents: 81%<br><br>(2025-2026) | Grade 5: ≥80%<br>Grade 7: ≥80%<br>Grade 9: ≥80%<br>Grade 11: ≥80% Staff: ≥80%<br>Parents: ≥80% | Grade 5: +1%<br>Grade 7: +7%<br>Grade 9: +21%<br>Grade 11: +24%<br>Staff: +9%<br>Parents: +7%<br><br>(2025-2026) |
| 23 | Goal 1, Metric 23<br>Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule<br><br>Data Source: Human Resources Records | ES: 95 %<br>MS: 90%<br>HS: 92%<br><br>(2024) | ES: 95%<br>MS: 93%<br>HS: 96%<br><br>(2024-2025) | ES: 97%<br>MS: 97%<br>HS: 98%<br><br>(2025-2026) | ES: 100%<br>MS: 100%<br>HS: 100% | ES: 2%<br>MS: +6%<br>HS: -6%<br><br>(2025-2026) |

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| 24 | Goal 1, Metric 24<br>Percentage of new teachers making progress in the Induction Program<br><br>Data Source: Comprehensive Candidate Report | 97% (33 of 34 teachers)<br><br>(2024) | 100% (61 of 61% of teachers) (2024-2025) | 99% (92 of 93 teachers)<br><br>(2025-2026) | 100% | 2%<br><br>(2025-2026) |
| 25 | Goal 1, Metric 25<br>Percentage of teachers making progress in the Peer Assistance and Review Program (PAR)<br><br>Data Source: PAR Panel and Site Administrator Review | There are no teachers participating in the Peer Assistance and Review Program (PAR).<br><br>(2024) | 100% (1 of 1 teacher)<br><br>(2024-2025) | 100% (8 of 8 teachers)<br><br>(2025-2026) | 100% | 100%<br><br>(2025-2026) |
| 26 | Goal 1, Metric 26<br>Percentage of schools passing the William's Compliance Textbooks Audit<br><br>Data Source: Williams Audit Report | 100%<br><br>(2023-2024) | 100%<br><br>(2024-2025) | 100%<br><br>(2025-2026) | 100% | 0%<br><br>(2025-2026) |

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| 27 | Goal 1, Metric 27<br>All students have access to standards-aligned instructional materials<br>Internal Audits | 100%<br><br>(2023-2024) | 100%<br><br>(2024-2025) | 100%<br><br>(2025-2026) | 100% | 0%<br><br>(2025-2026) |
| 28 | Goal 1, Metric 28<br>Percentage of students with access to the internet and electronic devices enabling access to standards-aligned Instructional materials<br><br>Data Source: ITD Technology Survey and Communication with Families | 100%<br><br>(2023-2024) | 100%<br><br>(2024-2025) | 100%<br><br>(2025-2026) | 100% | 0%<br><br>(2025-2026) |

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| 29 | Goal 1, Metric 29<br>Number of Uniform Complaint Forms submitted for (a) Textbooks and Instructional Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misassignments<br><br>Data Sources: Human Resources Records | (a) Textbooks and Instructional Materials: 0<br>(b) Facility Conditions: 2<br>(c) Teacher Vacancy or Misassignments: 1<br><br>(2023-2024) | (a) Textbooks and Instructional Materials: 0<br>(b) Facility Conditions: 5<br>(c) Teacher Vacancy or Misassignments: 0<br><br>(2024-2025) | (a) Textbooks and Instructional Materials: 0<br>(b) Facility Conditions: 0<br>(c) Teacher Vacancy or Misassignments: 0<br><br>(2025-2026) | (a) Textbooks and Instructional Materials: ≤3<br>(b) Facility Conditions: ≤3<br>(c) Teacher Vacancy or Misassignments: ≤3 | (a) Textbooks and Instructional Materials: 0<br>(b) Facility Conditions: -2<br>(c) Teacher Vacancy or Misassignments: -1<br><br>(2025-2026) |
| 30 | Goal 1, Metric #30<br><br>Percentage of ELs making progress towards English language proficiency (ELPI) | 47.6%<br><br>(2022-2023) | 47.3%<br><br>(2023-2024) | 47.3%<br><br>(2025 California Dashboard) | 55.% | -0.3% |

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| 31 | Goal 1, Metric #31<br>EL English language proficiency for summative ELPAC<br><br>Data Source: Summative ELPAC | 16.15%<br>(2022-2023) | 14.84%<br><br>(2023-2024) | 17%<br><br>(2024-2025) | 25% | +.85%<br><br>(2024-2025) |
| 32 | Goal 1, Metric #32<br>Newcomers and LTEL English Language Proficiency for Summative ELPAC<br><br>Data Source: Summative ELPAC | Newcomers: 11.06% (3 years in program) LTELs: 19.8% (6 & more years in program)<br><br>(2022-2023) | Newcomers: 13.5% (3 years in program)<br>LTELs: 16.85% (6 & more years in program)<br><br>(2023-2024) | Newcomers: 15.82% (2025)<br>LTELs: 20.21% (2025)<br><br>(2024-2025) | Newcomers: 20% (3 years in program)<br>LTELs: 25% (6 & more years in program) | Newcomers: +4.76%<br>LTELs: +0.41 |
| 33 | Goal 1, Metric #33<br>Proficiency in ELA<br>Data Source: ELA CAASPP | ELs: 12.4%<br>LTELs: 2.6%<br>AA: 23.55%<br><br>(2022-2023) | ELs: 15.30%<br>LTELs: 3.36%<br>AA: 27.61%<br><br>(2023-2024) | ELs: 16.82%<br>LTELs: 7.32 %<br>AA: 44.35 %<br><br>(2024-2025) | ELs: 15%<br>LTELs: 15%<br>AA: 40% | ELs: +4.42%<br>LTELs: +4.72%<br>AA: +20.8%<br><br>(2024-2025) |
| 34 | Goal 1, Metric #34<br><br>Proficiency in Math<br>Data Source: Math CAASPP | ELs: 12.4%<br>LTELs: 2.6%<br>AA: 23.55%<br><br>(2022-2023) | ELs: 15.30%<br>LTELs: 3.36%<br>AA: 27.61%<br><br>(2023-2024) | ELs: 20.32 %<br>LTELs: 8.87 %<br>AA: 34.35 %<br><br>(2024-2025) | ELs: 15%<br>LTELs: 15%<br>AA: 40% | ELs: +7.92%<br>LTELs: +6.27%<br>AA: +10.8%<br><br>(2024-2025) |

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| 35 | Goal 1, Metric #35<br><br>Reclassification rate to a level above the state average<br>Source Data: DataQuest and/or Aeries System/CALPADs | CUSD: 16.62%<br>(2023-Aeries System)<br>STATE: 6.9%<br>(2020-2021 DataQuest) | CUSD: 15%<br>(2024 -Aeries System)<br>STATE: Not updated by the State<br>(DataQuest) | CUSD: 17% (2025) | CUSD: 15% or higher | CUSD: +.38% (2025 -Internal) |
| 36 | Goal 1, Metric #36<br><br>Reduce the number of Long Term English Learners (LTELs)<br>Source Data: DataQuest | 10.7%<br>(State Average: 17%).<br>(2022- 2023) | 10%<br>(State Average: 10.6%).<br>(2023- 2024) | 10%<br>(State Average: 10.2%).<br><br>(2024-2025) | ≤8% | -0.7%<br>(State Average: -6.8%).<br><br>(2024-2025) |
| 37 | Goal 1, Metric # 37<br><br>Percent of At-Risk English Learners<br><br>Data Source: DataQuest | 6.5%<br>(State Average: 7.2%)<br><br>(2022-2023) | 6.5%<br>(State Average:7.0 %)<br>(2023-2024) | CUSD: 5.7%<br>(State Average: 6.1%)<br><br>(2024-2025) | ≤5% | -.8%<br>(State Average: -1.1%)<br><br>(2024-2025) |
| 38 | Goal 1, Metric #38<br><br>EL graduation rate for English Learners | EL: 82% LTEL: N/A<br><br>(2022-2023) | 91.1% (English Learners)<br>94.6% (LTELs)<br><br>(2023-2024) | 88.5% (English Learners)<br>90.9% (LTELs)<br><br>(2024-2025) | EL: 90%<br>LTEL: 90% | +6.5% (English Learners)<br>-3.7% (LTELs)<br><br>(2024-2025) |

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| 39 | Goal 1, Metric #39<br><br>Number of students achieving the State Seal of Biliteracy (Grade 12)<br>Data Source: DataQuest and Local Data | ALL: 284<br>Hispanic: 283<br>African-American: 1<br>IFEP: 13<br>RFEP: 249<br>EO: 19<br>EL: 3<br><br>(2023-2024) | ALL: 311<br>Hispanic: 310<br>African-American: 1<br>IFEP: 13<br>RFEP: 278<br>EO: 17<br>EL: 3<br><br>(2024) | ALL: 377<br>Hispanic: 373<br>African-American: 4<br>IFEP: 21<br>RFEP: 313<br>EO: 42<br>EL: 1<br><br>(2025) | ALL: 325<br>Hispanic: 305<br>African-American: 20<br>IFEP: 13<br>RFEP: 249<br>EO: 19<br>EL: 3 | ALL: +93<br>Hispanic: +90<br>African-American: +3<br>IFEP: +8<br>RFEP: +64<br>EO: +23<br>EL: -2<br><br>(2024-2025) |
| 40 | Goal 1, Metric #40<br><br>Percentage of grade 8 students on track of completing 1 year of World Language<br>Data Source: Aeries System | 25%<br><br>(2024) | 34%<br><br>(2025) | 28%<br><br>(2025-2026) | 40% | 9%<br>(2025-2026) |
| 41 | Goal 1, Metric #41<br><br>Effectiveness of the training in cultural proficiency and culturally responsive teaching<br>Data Source: Effectiveness of Services Survey | Administrators: 80.6%<br>Teachers: 76.3%<br>(2023-2024) | Administrators: 89 %<br>Teachers: 82.9%<br>(2024-2025) | Administrators: 84.7%<br>Teachers: 87.2%<br><br>(2025-2026) | Administrators: 90%<br>Teachers: 85% | Administrators: +4.1%<br>Teachers: +10.9%<br><br>(2025-2026) |

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| 42 | Goal 1, Metric 41<br><br>Number of Dual Immersion Students Attaining the Pathway to Biliteracy | 178 Students<br><br>(2023-2024) | 223 Students<br><br>(2024-2025) | 321 Students<br><br>(2025-2026) | 200 Students | + 143 Students<br><br>(2025-2026) |

# Goal Analysis for 2025-2026

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.

Comprehensive District-wide Assessment System and Progress Monitoring (Action 1.1, No Change to Action Number). This action was fully implemented to address the needs of all student groups, including African American students, English Learners, Foster Youth, Low-Income students, and Students with Disabilities, in English Language Arts and Mathematics.

A key success was the establishment of a comprehensive, districtwide assessment system utilizing Illuminate and STAR, along with structured data-use practices such as Data-Guided Reflection Time (GRT) and monthly data chats. These efforts improved access to timely, actionable data and strengthened instructional coherence, collaboration, and accountability across all school sites. Principals and teachers increasingly used disaggregated data to inform instruction, monitor student progress, and implement targeted interventions.

However, a notable challenge was the varying levels of staff familiarity with assessment platforms and data analysis, as well as limited time for in-depth collaborative data review within instructional schedules. This impacted the consistency and depth of data use across some sites and represents a partial gap between planned implementation and actual practice. (Non-Contributing)

Content-Specific Professional Development for Staff (Action 1.2, No Change to Action Number). This action was fully implemented for this school year.
A key success was the sustained implementation of comprehensive, content-specific professional learning, supported by strategic partnerships with the College Board, curriculum publishers, UCI Science Project, Newsela, STAR Renaissance, NextGen Math, ClassTime, and TCI. Over the course of the year, the district strengthened instructional coherence through a balanced instructional and operational leadership model, ongoing AP-focused professional development cycles, and targeted training aligned to newly adopted curricula and NGSS standards. Increased emphasis on data use, including integration with district assessment systems, resulted in more responsive instruction and targeted interventions. As a result, teachers demonstrated increased confidence in content delivery, and instructional practices became more aligned across sites, contributing to improved student outcomes and greater access to rigorous, standards-aligned instruction. (Non-Contributing)

Summer Professional Development Bootcamp (Action 1.3, No Change to Action Number) Summer professional development was fully implemented to support the foundational implementation of newly adopted curricula and instructional tools. Math teachers participated in professional learning for the newly adopted Amplify Math curriculum, while ELA

teachers engaged in multi-day training on myPerspectives and CKLA. Science teachers participated in grade-level Amplify Science professional development and assessment training. Collectively, these sessions established shared instructional expectations, pacing alignment, and consistent data-use practices at the start of the school year.
Implementation varied by content area, and not all disciplines had summer bootcamp components. For the remainder of the year, the district is reinforcing summer learning through in-year coaching, PLCs, and refresher PD embedded in per diem and instructional days.
Early curriculum alignment and teacher preparedness support unduplicated pupils by reducing instructional variability and ensuring access to grade-level, standards-based instruction from the start of the year. (Contributing)

Supporting Teacher Planning and Collaboration (Action 1.4, No Change to the Action Number). The district fully implemented and strengthened PLCs, curriculum councils, and site-based collaborative structures across all content areas. These include:

- Regular PLC cycles tied to common assessments.
- Cross-curricular and course-alike collaboration.
- Development and refinement of district pacing guides.
- Targeted collaboration for continuation school teachers.

These structures have resulted in improved pacing alignment, stronger use of common assessments, increased completion of instructional units, and greater consistency across classrooms.
Time constraints and competing priorities limited the depth of collaboration. The district addressed these barriers by embedding planning time into PD, leveraging virtual collaboration tools, prioritizing power standards, and tailoring collaboration to the instructional realities of continuation and alternative settings.
Improved collaboration ensures that instruction is better aligned, responsive, and appropriately paced for students who often experience interrupted learning, including English Learners, foster youth, and low-income students. (Contributing)

Boosting Teacher Efficacy through Instructional Coaching (Action 1.5, No Change to the Action Number). This action was fully implemented to address the needs of student groups, including Low-Income students, English Learners, Foster Youth, and Students with Disabilities, in English Language Arts and Mathematics.
A key success was the sustained and expanded delivery of job-embedded, non-evaluative instructional coaching provided by Curriculum Specialists and content-expert administrators. Throughout the year, coaching included classroom observations, data analysis, lesson modeling, co-teaching, and reflective conversations, thereby strengthening instructional practices and increasing teacher capacity. This support resulted in improved instructional pacing, stronger alignment to district-adopted curricula, increased use of research-based literacy and inquiry strategies, and greater consistency across classrooms. Additionally, targeted push-in and pull-out intervention support for students contributed to improved engagement and academic progress, particularly among unduplicated student groups. (Contributing)

Enhancing Learning with Instructional Technology Support (Action 1.6, No Change to the Action Number) was fully implemented to address the needs of low-income students, with a focus on promoting equitable access to digital learning tools across core academic subjects. A key success was the districtwide rollout of the Canvas LMS, supported by the development of standardized courses and ongoing collaboration with course builders. This work was strengthened by continuous support from a centralized EdTech Administrator and 21st Century Learning Specialists, who provided professional development and coaching on platforms such as Nearpod, Edpuzzle, Newsela, Padlet, TCI, Amplify, and Formative, as well as emerging tools like AI. These efforts increased teacher capacity, improved student engagement, and expanded opportunities for students to access rigorous, grade-level curriculum, create original work, and engage in STEAM learning experiences supported through school-based labs and monthly training for STEAM Lab Techs. (Contributing)

Special Education Inclusion Training (Action 1.7) was partially implemented to support students with disabilities in core subject areas through targeted professional development. The Special Education Office provided training on co-teaching, IEP development, behavior strategies, accommodations, and differentiated instruction, while administrators and staff received coaching and classroom-based support.
A key success was increased staff capacity to implement inclusive practices, leading to improved IEP quality and stronger support in both general and special education settings. Inclusion efforts expanded through TK classrooms, summer programming, and increased student participation in school activities.

However, notable challenges included the lack of a clearly defined districtwide inclusion model and limited time and capacity for consistent site-based support and training. This impacted the consistency of implementation across sites, highlighting the need for clearer direction and expanded support moving forward. (Non-Contributing)

Targeted Classroom Interventions for Low-Income Students (Action 1.8, No Change to the Action Number). Targeted classroom interventions were fully implemented across disciplines using assessment data, progress monitoring tools, and aligned instructional resources. Strategies included small-group instruction, scaffolded supports, intervention blocks, tutoring, and after-school academic support. AP progress checks, common assessments, and formative tools were used to identify and address learning gaps without reducing rigor. Innovative practices such as customizable lesson structures, biweekly formative checks, and expanded access to enrichment opportunities have increased engagement and instructional responsiveness
Challenges included addressing foundational skill gaps and balancing rigor with accessibility. Corrective steps included increased monitoring, targeted reteaching, differentiated scaffolds, expanded tutoring, and removal of financial barriers to participation in academic enrichment.
These actions directly support English Learners, low-income students, foster youth, and newcomer students by ensuring timely identification of needs, targeted instructional supports, equitable access to advanced coursework and enrichment, and sustained monitoring of progress. (Contributing)

Addressing the Gaps in Literacy  Skills for Unduplicated Students (Action 1.9, No Change to the Action Number). College tutors were assigned to classrooms and collaborated with teachers to provide targeted literacy support. This action was fully implemented with a primary focus on small-group reading instruction in K–2 and additional support in upper grade levels aligned to power standards.
The push-in and pull-out support model has been effective in increasing instructional time for foundational literacy skills and allowing for more individualized attention. Collaboration between tutors, teachers, and Curriculum Specialists has strengthened alignment to core instruction and improved support for English Learners, low-income students, and foster youth. Initial challenges included scheduling, tutor availability, and the need for additional training to ensure consistency across grade levels. These challenges were addressed through adjusted schedules, targeted professional learning provided by Educational Services, and ongoing monitoring to ensure tutors are effectively supporting classroom instruction.
This contributing action supports unduplicated pupils by providing targeted, differentiated literacy instruction within the classroom, increasing access to foundational skills development, and accelerating progress toward grade-level standards. (Contributing)

Math Intervention and Supports for Unduplicated Students (Action 1.10, No Change to the Action Number). The district has fully implemented a math tutoring model that pairs tutors with classroom teachers to provide targeted small-group instruction. Instruction focuses on priority content areas, including multiplication, fractions, algebraic thinking, and problem solving. Each elementary school is staffed with two math tutors, for a total of 42 tutors supporting students in grades 3–8. One tutor primarily supports students in grades 4–5, while the second supports grades 6–8. This contributing action provided additional, targeted resources to schools serving unduplicated pupils, including English Learners, Low-income students, and Foster Youth. The assignment of additional support increased access to differentiated instruction, scaffolding, and targeted intervention.
In addition, RISE Math tutors provide targeted intervention to strengthen prerequisite skills, focusing on students identified through data as needing additional support. Tutors received training aligned to grade-level Common Core State Standards, district-adopted instructional materials, and effective instructional strategies. Ongoing collaboration between tutors and classroom teachers supports progress monitoring and instructional alignment. The tutoring model has enabled timely, targeted support during the instructional day, increasing access to small-group instruction for students who need additional practice and scaffolding. Collaboration between tutors and classroom teachers has strengthened instructional coherence and supported data-informed adjustments to instruction. The focus on high-leverage math content has helped address foundational skill gaps and support access to grade-level standards.
Some initial scheduling and staffing challenges limited the availability of consistent tutoring time at certain sites. Additionally, aligning tutor schedules with classroom instructional blocks required site-level adjustments. Sites adjusted schedules to better integrate tutoring into the instructional day, and coordination between site administrators, teachers, and tutors was strengthened to improve consistency and maximize instructional impact. Ongoing monitoring continues to address implementation challenges as they arise. (Contributing)

Targeted Math Support for High-Needs Schools (Action 1.11, No Change to the Action Number) has been fully implemented. In alignment with Compton Unified School District's

(CUSD) commitment to improving mathematics outcomes, targeted supports have been fully implemented at schools identified as "Red" on the California School Dashboard. According to the 2023 California Dashboard, several schools and student groups were identified for intensive support and subsequently received targeted interventions through tutors, instructional assistants, and intervention teachers. These schools and student groups included Emerson Elementary (SWD), Foster Elementary (SWD), Jefferson Elementary (SWD), Longfellow Elementary (SWD), McKinley Elementary (SWD), Enterprise Middle (All Students, EL, SED, AA), Walton Middle (SWD, EL), Whaley Middle (SWD, EL), Compton High (SWD), and Dominguez High (All Students, EL, SED, AA, HI).
An additional component of implementation was the involvement of district curriculum specialists and curriculum math administrators at identified sites. These staff members provided direct instructional support to students while also offering oversight, coaching and guidance to ensure which interventions were deliberately aligned with the curriculum and student needs. This multi-tiered support system enhanced instructional consistency and strengthened services for the most at-promise student groups in the district. (Non-Contributing)

Bridging STEM Gap for Low-Income Students (Action 1.12, No Change to the Action Number) was fully implemented as a contributing action to support students through before-school, after-school, and Saturday programs focused on coding, robotics, esports, and drones. A key success was the expansion of STEAM access across all campuses, with 17 sites offering STEAM lab support, active student participation in FLL and FTC robotics, and increased engagement through hands-on learning, competitions, and student showcases. Ongoing professional development and a shared curriculum strengthened instructional quality, with notable achievements including student recognition for STEAM projects and increased participation in events.
However, a notable challenge was maintaining and updating equipment, including 3D printers, which impacted the consistency and sustainability of program implementation across sites. (Contributing)
Before/After School Extended Learning Opportunities for Low-Income Students (Action 1.13, No Change to Action Number). This action was fully implemented to address the needs of Low-Income students and other unduplicated student groups in English Language Arts, Mathematics, and core subject areas.

A key success was the expansion of extended learning opportunities, including before-school, after-school, and Saturday intervention programs, as well as credit recovery and access to the Edgenuity online curriculum at the secondary level. These programs increased access to additional instructional time, supported personalized learning, and improved student engagement and progress toward academic goals, including credit completion and graduation. However, notable challenges included inconsistent student attendance and participation, staffing capacity constraints, and variability in implementation across sites. These factors affected the consistency and overall effectiveness of program delivery and reflect the difference between planned and actual implementation.

The district strengthened outreach efforts to improve student participation, prioritized staffing in high-need areas, and enhanced progress monitoring to ensure instructional alignment and effectiveness. These adjustments improved program consistency and will continue to support equitable access to high-quality extended learning opportunities for unduplicated students. (Contributing)

The district partially implemented (Action 1.14, No Change to Action Number) Supporting and Monitoring the Needs of Foster Youth, a coordinated support model for foster youth through collaboration among the Foster Youth Liaison, Clinical Social Worker, School Site Designees, Community Relations Specialists, counselors, and administrators. Regular socioemotional check-ins and targeted academic supports, including tutoring, summer school, AP courses, A–G aligned coursework, and CTE pathways, were provided, and data systems were utilized to monitor attendance, discipline, and engagement. While these efforts resulted in improved access to services and increased cross-department coordination, implementation varied across school sites due to staff capacity constraints, turnover, and inconsistent data practices. To address these barriers, the district provided targeted training, clarified roles and referral protocols, and strengthened data monitoring and oversight. These corrective actions are expected to improve consistency and support full implementation.(Contributing)

Targeted Interventions for Foster Youth (Action 1.15, No Change to Action Number) has been partially implemented. The district provided extended-day intervention support to address the academic needs of Foster Youth and Homeless students. Schools, through referrals from the Foster Youth/McKinney-Vento Office, provided after-school and Saturday tutoring, and students were offered access to credit recovery courses during and after the school day to make up failed core and elective classes. Additional academic, social, and

emotional support were made available to students. While these services increased access to interventions for identified students, implementation varied across school sites due to staffing capacity, scheduling limitations, and inconsistent referral and participation rates. To address these barriers, the district strengthened coordination with school sites, clarified referral procedures, and increased monitoring of participation and service delivery.(Contributing)

Supporting Academic Achievement for Students Facing Housing Insecurity (Action 1.16, No Change to Action Number) has been partially implemented. The district increased support for McKinney-Vento students experiencing housing insecurity by providing academic and social-emotional services. These supports included tutoring during and outside the school day, transportation assistance through gas cards and TAP cards, and essential resources such as uniform and shoe vouchers and department store and transportation gift cards. The Homeless Services Office and school staff monitored student progress, attendance, and social-emotional growth, while School Counselors and the Homeless/Foster Youth Office conducted regular graduation checks. Pupil Services also collaborated with housing agencies to help families secure stable housing. While these services improved access to essential supports, implementation varied across sites due to staffing capacity, coordination challenges, and resource availability. The district addressed these barriers by strengthening interdepartmental coordination, clarifying referral processes, and increasing oversight to support more consistent implementation moving forward. (Non-Contributing)

Enhance Literacy and Math Support for Students with Disabilities (Action 1.17, No Change to Action Number) was fully implemented. Actions focused on instructional support, professional learning, and data-driven practices were fully implemented to address the needs of students with disabilities in core subject areas, including ELA and mathematics. A key success included providing extensive professional development to teachers, instructional aides, and service providers to strengthen instructional strategies, differentiation, and targeted interventions. In addition, staff engaged in frequent review of student performance data, which was consistently shared with both teachers and administrators to inform instructional decision-making. Structured working sessions were also held regularly, allowing teachers dedicated time to collaborate, analyze data, and plan responsive instruction aligned to student needs.
The increased alignment between data analysis and instructional planning, this resulted in more targeted support for students and stronger collaboration among staff. The ongoing professional development also contributed to improved instructional practices and greater consistency in service delivery across classrooms. In addition, expectations for what an SDC and RSP classroom should include, in terms of instructional and environmental elements, were shared and monitored. (Non-Contributing)

Enhancing Visual and Performing Arts Access for Low-Income Students (Action 1.18, No Change to Action Number) was fully implemented. Compton Unified School District (CUSD) continues to emphasize the importance of arts education for students in grades K–8 by providing inclusive and engaging programs that nurture creativity, self-expression, and cultural awareness. The district fully implemented an integrated instructional program in visual arts, music, theater, and dance, ensuring students have access to diverse, standards-aligned artistic experiences. Several Turnaround Arts schools hosted winter performances that highlighted students' musical abilities, while one elementary school is preparing for its spring theatrical production. Through classroom instruction and extracurricular opportunities, students develop critical thinking, collaboration, and problem-solving skills while exploring their artistic talents. Multiple elementary schools offer after-school and Saturday art clubs, where students create works to be showcased at the district's annual STEAMFest. In addition, CUSD celebrated a student winner in the recent Art "n" the School contest, and students from elementary, middle, and high schools participated in a field trip to the LA Art Show, where they received a private tour, met with a professional artist, and learned about the business aspects of creating and selling art. (Contributing)

Services for Gifted and Talented Students (Action 1.19, No Change to Action Number) was fully implemented to address the needs of GATE-identified students in grades K–12 across all subject areas. Key successes included the sustained engagement of 1,506 identified students in advanced academic opportunities and enrichment experiences; increased student participation in Academic Pentathlon, Math Field Day, writing competitions, eSports events, and drone competitions; and the expansion of GATE Clubs at elementary and middle school sites, providing additional project-based learning opportunities beyond the school day. Another key success was the delivery of targeted professional learning in strategies such as Depth and Complexity Icons and Thinking Maps, which strengthened teachers' capacity to support gifted learners across diverse classroom settings and promote critical thinking, creativity, and leadership. (Non-Contributing)

Expanding Physical Fitness Opportunities (Action 1.20, No Change to Action Number). This action was fully implemented to address the needs of Low-Income students and other

unduplicated student groups by providing access to physical fitness and wellness opportunities.
A key success was the expansion of partnerships with community-based organizations, including Harlem Lacrosse, Athletes for Life, and Sloane Stephens Foundation, which increased student access to organized sports, outdoor recreation, and structured fitness programs during and beyond the school day. These efforts resulted in increased student participation, improved engagement, and stronger school connectedness, while promoting healthy habits and overall well-being.
Additional successes include expanded opportunities for students to participate in enrichment activities aligned with their interests and abilities, increased collaboration between schools and community partners to enhance program quality, and improved student attendance and positive behavior resulting from increased engagement in school-based activities. Schools also reported greater student motivation, stronger peer relationships, and an increased sense of belonging, which contributed to a more positive school climate and supported students' readiness to learn. (Contributing)

Building Learning Experiences and Enrichment Opportunities for Students (Action 1.21, No Change to Action Number). This action was fully implemented to address the needs of all students, including K–12 low–income students and other unduplicated student groups across all subject areas.
A key success was the expansion of enrichment opportunities, including academic competitions (e.g., Pentathlon, AFT Art Competition, and STEM events), enrichment clubs, hands-on learning labs, and educational field trips to colleges, science museums, cultural centers, and historical sites. The district also implemented Lunch Bunch culinary arts classes at all elementary and middle schools, providing students with engaging, hands-on learning experiences during the school day.
These efforts resulted in increased student engagement, attendance, and participation in school-based activities. Students demonstrated improved confidence, collaboration, and real-world skill development through experiential learning opportunities. Schools also reported stronger school connectedness, increased motivation to learn, and greater access to enrichment experiences that support whole-child development and academic success. (Contributing)

After-School ASES and ASSETs Programs (Action 1.22, No Change to Action Number). This action was fully implemented to address the needs of TK–12 students, including Low-Income students and other unduplicated student groups, across all subject areas.
A key success was the continued implementation of the After-School Education and Safety (ASES) and After-School Student Education Teamwork for Success (ASSETs) programs in partnership with Think Together. These programs provided structured academic support, including homework assistance and intervention, as well as a wide range of enrichment opportunities, including STEM activities, arts, and recreation. Students consistently participated in extended learning opportunities beyond the school day, reinforcing classroom learning and developing strong study habits.
These efforts resulted in increased student engagement, improved homework completion, and enhanced academic confidence. Students also benefited from opportunities to explore their interests, build social skills, and develop positive peer relationships. Schools reported stronger school connectedness and improved student behavior, as well as increased access to safe, structured environments that support both academic and social-emotional development.
Additional successes include expanded access to enrichment opportunities for unduplicated students, strengthened collaboration between school sites and program staff, and the promotion of well-rounded student development that supports both academic achievement and overall well-being. (Contributing)

After-School Homework Support (Action 1.23, No Change to Action Number) This action was fully implemented to address the needs of Low-Income students and other unduplicated student groups in English Language Arts, Mathematics, and core academic areas.
Implementation included the expansion of targeted afterschool homework support, in which qualified teachers and tutors provided small-group and individualized assistance with homework completion, math, reading, writing, and academic projects. Students also engaged in structured educational games and enrichment activities, creating a positive and supportive learning environment beyond the school day.
These efforts resulted in increased student participation, improved homework completion rates, and enhanced academic confidence. Students demonstrated growth in foundational skills, particularly in math and literacy, and showed increased engagement in their learning. Schools reported stronger academic performance among participating students, as well as improved study habits and independent learning skills. Additionally, the program fostered a safe and structured environment that supported student motivation, collaboration, and overall well-being.
Additional successes include increased access to personalized academic support for Low-Income students, strengthened relationships between students and instructional staff, and improved alignment between afterschool support and classroom instruction, further supporting student achievement. (Contributing)

Summer School Program (Action 1.24, No Change to Action Numbers). This action was fully implemented to address the needs of all students, including Low-Income students and other unduplicated student groups in English Language Arts, Mathematics, and socio-emotional development.
A key success was the implementation of a comprehensive Summer School program serving students in grades TK–8 and high school. The program provided targeted instruction in literacy and mathematics through small-group and personalized learning approaches, effectively addressing learning gaps and supporting academic growth. In addition, enrichment activities and socio-emotional supports contributed to increased student engagement, confidence, and readiness for the upcoming school year.
These efforts resulted in improved student participation, strengthened foundational skills in math and literacy, and a smoother transition into the new school year. Students benefited from individualized attention, targeted interventions, and access to supportive learning environments that reinforced both academic and social-emotional development.
Additional successes include increased access to extended learning opportunities for students, improved alignment between summer instruction and core academic programs, and enhanced student preparedness to meet grade-level expectations. Adjustments to scheduling and targeted support services also contributed to improved program effectiveness and overall student outcomes. (Contributing)

Core Services (Action 1.25-Previous Action 2.1) was fully implemented to support all student groups across all subject areas and district operations. A success was the district's ability to maintain consistent operations across core departments, including Student Nutrition Services, Instructional Technology, Risk Management, Fiscal Services, and Special Education, through the effective use of base grant funding. This supported the continuation of certificated and classified staffing and ensured access to essential services, including student safety, instructional support, and districtwide communication. Departments, including Human Resources, Educational Services, and Communications, remained fully operational, allowing the district to meet both instructional and operational priorities. (Non-Contributing)

Professional Development for Department Teams (Action 1.26-Previous Action 2.2 )was fully implemented to support classified, certificated, and management employees across departments, including Business Services, Human Resources, Facilities, Educational Services, and Information Technology. Training was aligned to role-specific responsibilities, compliance requirements, and identified retraining needs to ensure staff effectiveness in supporting district operations. Overall, these efforts strengthened operational consistency, improved staff skill sets, and supported more efficient and compliant districtwide systems. Successes included training on the BEST fiscal management system, which strengthened staff capacity in budgeting, purchasing, expenditure tracking, and fiscal compliance. Additional successes included districtwide customer service training to improve communication and service delivery, as well as CPR training to enhance student and staff safety preparedness. A challenge was the requirement to complete mandated trainings with certificated staff within a limited number of professional development days. Overall, this action improved operational efficiency and supported the consistent implementation of districtwide systems and expectations.  (Non-Contributing)

Maintain Class Size in TK-3 (Action 1.27-Previous Action 2.3) was fully implemented to support early literacy, numeracy, and foundational skills. Class sizes were maintained in line with funding and state requirements, with ratios of 10:1 in Transitional Kindergarten, 25:1 in Kindergarten and Grade 1, and 26:1 in Grades 2-3. A notable success was the differentiated instruction enabled by smaller class sizes, allowing teachers to provide more individualized support, targeted small-group instruction, and timely feedback. This structure particularly benefited unduplicated students, including English Learners, Low-Income students, and Foster Youth, by improving access to language development support and grade-level content. Overall, maintaining reduced class sizes strengthened early learning outcomes and enhanced teachers' ability to closely monitor student progress and respond to diverse learning needs. (Contributing Action)

Maintain Instructional Days (Action 1.28-Previous Action 2.4) was fully implemented through the implementation of the district's adopted calendar, which includes 183 instructional days and 18 early-release Wednesdays. A key success was the consistent instructional time, which supported expanded opportunities for core instruction and academic interventions. Instructional time also supported ongoing progress monitoring, collaborative planning, and instructional adjustments to meet students' needs. Additionally, students benefited from enrichment opportunities, project-based learning, and social-emotional supports throughout the instructional year. A challenge was that the number of early-release Wednesdays available for site-based professional development was insufficient to fully meet ongoing staff learning and collaboration needs, requiring the district to seek alternative structures while maintaining instructional priorities. Overall, maintaining the instructional calendar has enhanced equitable access to

learning and improved outcomes across student groups. (Contributing Action)

The Early Childhood Department has fully implemented (Action 1.29, Previous Action 2.5) Supporting Early Childhood Programs (Pre-School and Transitional Kindergarten). We have completed providing targeted professional development for classified and certificated staff in the areas of emotional support, instructional support, and environment to address the needs of Low-Income students. Teachers and support staff have received in-class coaching to enhance practices in emotional support, classroom organization, and instructional support. Our ECE program has also excelled in program quality, with 14 sites achieving a QSLA score of 5, and 2 achieving a score of 4. The Classroom Assessment and Scoring System (CLASS) has been the focus of achieving program quality.
Additionally, this year we expanded our services by launching 6 STEAM classes, with teachers adopting curriculum aligned with the California Preschool/Transitional Kindergarten Learning Foundations. A recent parent survey revealed high satisfaction with the quality of education, reflecting strong community support. Our four inclusion classrooms continue to support students with special needs, and our partnership with Supporting Inclusive Practices remains vital. Parent feedback highlights their confidence in our ongoing progress and in their children's positive development.
Furthermore, Compton Early Childhood Program has expanded its services for two-year-old children to provide a pipeline of readiness as they move through the continuum. To support this process, we have qualified staff to meet students' educational and safety needs. (Contributing Action)

Full Day Kindergarten (Action 1.30, Previous Action 2.6) Compton Unified School District's full-day kindergarten program has been fully implemented and is a critical component of the District's Local Control and Accountability Plan (LCAP), directly supporting increased access, equity, and improved student outcomes for unduplicated students. Implemented across all 21 elementary schools, the program provides extended instructional time to strengthen early literacy and foundational numeracy skills, ensuring students are prepared for success in the primary grades and beyond. (Contributing Action)

Access to Core Textbooks in All Content Areas (Action 1.31-Previous Action 2.7) was fully implemented to support all student groups across content areas by ensuring districtwide access to standards-aligned textbooks and instructional materials. Implementation included participation in the county-led Williams Textbook Compliance Audit at Emerson, Foster, Kelly, Kennedy, Mayo, McKinley, Rosecrans, and Washington Elementary Schools; Bunche and Davis Middle Schools; and Centennial High School. The audit confirmed that students have access to standards-aligned instructional materials across all content areas. In addition, the district's ongoing systems and communication with school sites ensured that all students districtwide continued to receive required, standards-aligned textbooks and instructional resources. There were no substantive differences between planned and actual implementation, and no significant implementation challenges beyond ongoing coordination needs. (Non-Contributing)

The district has fully implemented Access to Devices (Action 1.32; Previous Action 2.8), ensuring that every student is assigned an individual learning device. In addition, hotspots continue to be made available to Foster Youth and students experiencing homelessness to address ongoing connectivity needs. The ITD Department continues to collaborate closely with school sites to monitor and maintain device distribution. As a result, students can access online instructional materials, digital programs, and supplemental learning resources. Implementation was fully aligned with planned action and supported equitable access to devices.
(Contributing Action)

Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources (Action 1.33, Previous Action 2.9) was fully implemented to provide targeted resources to low-income students, English learners, and Foster Youth in English Language Arts and mathematics. A success this year was the strategic distribution of supplemental materials, including math intervention resources, high-interest/leveled texts, state assessment preparation resources, digital library access, and home reference materials, which strengthened access to grade-level content and addressed learning gaps. While implementation was consistent, a minor challenge was ensuring uniformity of these resources across all classrooms. However, this did not lead to substantive differences, and overall efforts remained well aligned with student needs. (Contributing Action)

Instructional Support Resources for Educators (Action 1.34, previously Action 2.10) was fully implemented to support all students in English Language Arts, mathematics, and other content areas by strengthening certified staff instructional practices. Successes included the development and distribution of comprehensive resources, such as district

assessment calendars, curriculum and pacing guides, standards-aligned interactive lessons, and rigorous Canvas courses with materials, which promoted instructional coherence and alignment with grade-level standards. Schools effectively used these tools to inform planning and enhance instruction, thereby improving student learning.
While implementation was largely consistent across sites, a minor challenge was variability in the use of Canvas courses and instructional resources, as some staff required additional time and support to fully integrate these tools into daily practice. However, this did not result in substantive differences in overall implementation, and efforts remained well aligned with the goal of building staff capacity and improving student outcomes. (Non-Contributing)

Enhancing Learning through Computer-Based Programs and Applications (Action 1.35, Previous Action 2.11) was fully implemented to support low-income students by providing equitable access to district-approved digital learning tools that enhance standards-aligned instruction in literacy and mathematics. Students utilized programs such as Freckle, Learning A-Z, Next Gen Math, NewsELA, Classtime, Edgenuity, and Nearpod to support differentiated learning during and beyond the school day. A key success was increased access to supplemental instructional resources, which supported personalized learning and reinforced core instruction.
However, a challenge emerged in ensuring consistent and effective use of these platforms across classrooms, which at times affected student engagement. (Contributing Action)

Facilities in Good Repair (Action 1.36-Previous 2.12) was fully implemented to support all student groups by ensuring school sites remain safe, clean, and in good repair. The district successfully completed the Williams facilities review at all audited sites, with findings confirming compliance with required facility requirements. In addition, ongoing efforts to maintain cleanliness and improve campus appearance contributed to welcoming school environments. The district also continues its annual campus beautification efforts at six schools, identified each year, to enhance curb appeal, attendance, and community engagement. There were no substantive differences between planned and actual implementation, and overall progress reflects continued improvement in maintaining safe, supportive, and well-maintained learning environments across the district. (Non-Contributing)

Safe and Secure Campuses (Action 1.37, Previous Action 2.13) was fully implemented to support all students by maintaining safe and supportive campuses. There is a continued operation of a full-service district Police Department providing 24/7 coverage, supported by Campus Security Assistants at all school sites and additional contracted security services. There has been ongoing professional development for CSAs in conflict resolution, PBIS, and Crisis Prevention (CPI), along with strong collaboration between security staff and site administrators, and strengthened proactive and preventative safety measures. There were no substantive differences between planned and actual implementation. (Non-Contributing)

Fully-Credentialed Appropriately Assigned Teachers (Action 1.38, Previous Action 2.14) was fully implemented to address the needs of all student groups, particularly in ensuring access to high-quality instruction and support services across all content areas. Through participation in multiple recruitment fairs at colleges, universities, and district hosted events, in addition to the regular hiring process, CUSD successfully hired 10 administrators, 10 specialists (including reading specialists), 43 multiple subject teachers, 6 Dual Immersion teachers, 34 single subject secondary teachers, 8 CTE teachers, 6 counselors, 20 SDC and RSP teachers, 11 Early Childhood Education teachers, 5 Speech Language Pathologists, 6 psychologists, and 1 social worker. These hires helped expand the district's capacity to meet diverse student needs.
However, a challenge was recruiting in particularly high-need areas such as Special Education and Early Childhood Education, which at times affected the timeline for filling vacancies. This occasionally resulted in short-term staffing gaps and minor delays in full implementation. Despite this, the district's strong recruitment and hiring efforts reflect a proactive, strategic approach to building and sustaining a qualified, effective workforce. The district also continues to conduct regular reviews of teacher assignments each term or semester to ensure appropriate placement, further supporting instructional continuity and equitable access to qualified teachers, particularly for unduplicated students. (Non-Contributing)

The action for the New Teacher Induction Program and Support (TIPs) (Action 1.39, Previous Action 2.15) was fully implemented to support preliminary credentialed teachers in obtaining their teaching credentials. All participating teachers were paired with trained mentors and met regularly for just-in-time support aligned with program requirements and the California Standards for the Teaching Profession (CSTP). Participation increased from 81 to 91 teachers by mid-year, reflecting strong program engagement and growth. A key success was the consistent collaboration between mentors and mentees, including observation/feedback cycles, which supported instructional growth and accountability. A minor challenge stemmed from scheduling constraints, including limited time and occasional disruptions to planned observations, which at times required rescheduling and

disrupted continuity of support. (Non-Contributing)

The action related to the Peer Assistance and Review (PAR) Program (Action 1.40, Previous Action 2.16) was fully implemented to support participating teachers through personalized coaching, guidance, and mentoring in instructional practices, classroom management, and professional growth. Through weekly meetings with consulting teachers, participants received consistent, job-embedded support aligned with their individual needs. A key success was the structured coaching model and ongoing feedback, which strengthened teacher development and accountability.
However, scheduling constraints and varying levels of teacher need at times affected the consistency of support. Adjustments to meeting times and differentiated coaching were implemented to address these challenges. (Non-Contributing)

Professional Development on Research-Based practices for English learners (Action 1.41, Previous Action 5.1) was partially implemented as a contributing action. The district delivered targeted professional development on the newly adopted Designated ELD curriculum (Language Studio, Language Lab), English 3-D, and Writeable for high school ELD classes with an emphasis on oral language development, academic vocabulary, and writing support. In addition, a trainer-of-trainers model was implemented, with site EL Specialists and EL Designees supporting school-level implementation. Additionally, quarterly professional development for Bilingual Instructional Assistants, Intervention Substitutes, and Impact Substitutes focused on small group instruction, Explicit Direct Instruction, vocabulary strategies, and building background knowledge. District leadership provided ongoing training for administrators during monthly meetings, thereby strengthening site leadership capacity to support English Learner initiatives.
Although there were significant successes, some challenges impacted the consistency of implementation. Scheduling constraints and staff availability limited participation in some training sessions, particularly among classroom teachers, and affected the implementation of the new curriculum across sites. While the district engaged in professional learning opportunities through CABE and LACOE, not all staff were able to participate. In response, the district increased site-based coaching and targeted follow-up support differentiated by school site and will continue to expand access and ensure more consistent impact for English Learners. (Contributing)

Professional Development to Support Long-Term English Learners (LTELs) (Action 1.42, Previous Action 5.2) was fully implemented. The district partnered with CABE and participated in a WestEd Community of Practice, which supported teachers in identifying and addressing LTELs' academic language needs across content areas. CABE provided a cohort of 5th-grade teachers districtwide with professional development on LTELs and strategies to support them in the classroom.WestEd facilitated a Community of Practice focused on academic language in science and social science classrooms. Additional efforts included professional development for teachers and support staff on LTEL characteristics, use of Ellevation for progress monitoring, and PLC collaboration focused on strategies such as Think-Pair-Share, Collaborative Grouping Strategies, Thinking Maps, and Sentence Frames. Secondary teachers also received training on instructional routines within the English 3-D curriculum. Despite the successful implementation of this action, scheduling challenges affected implementation across sites. (Contributing)

Culturally Responsive Pedagogy for English Learners (Action 1.43, Previous Action 5.3) was partially implemented, supporting English Learners through an asset-based instructional approach. The district integrated culturally responsive practices into professional development, including the district's partnership with CABE and site-based efforts to understand students' cultural and linguistic assets. At the school site level, culturally responsive practices were further supported through district lessons and activities during Hispanic Heritage Month, and schools hosted cultural events celebrating the diversity of their school communities.
However, a challenge was the need for more explicit training and consistent monitoring of implementation across classrooms. This reflects a difference between planned and actual implementation, and CUSD will continue to strengthen professional development, coaching, and observation tools to support more consistent application.
(Contributing)

Academic Interventions and Support Programs for Elementary English Learners and At-Risk LTELs (Action 1.44, Previous Action 5.4) was fully implemented, supporting English Learners and at-risk LTELs in English Language Arts, English Language Development, and mathematics. A significant success was the coordinated delivery of targeted interventions by Bilingual Instructional Assistants, tutors, Impact Substitute teachers, and EL Specialists, providing small-group instruction aligned to grade-level standards and informed by student data. Data Chats and adult support in the classroom had a positive impact on student engagement and progress toward reclassification, while additional opportunities, such as the summer school EL Journalism Club and after-school interventions, further supported literacy and language development.

(Contributing)

Targeted Academic Interventions and Supports for Long-Term English Learners (Action 1.45, Previous Action 5.5) was fully implemented, addressing the needs of LTELs in English Language Arts, English Language Development, and content areas. Full implementation included the hiring and deployment of eight Impact Substitutes, Bilingual Instructional Assistants, 7 Tutors, and site English Learner Specialists to provide small-group and targeted instruction aligned with student data and reclassification goals. The district also implemented data chats and expanded college and university field trips to build awareness of postsecondary pathways and A-G requirements. (Contributing Action)

Newcomer Services (Action 1.46, Previous Action 5.6) was fully implemented to support Newcomer students in English Language Development, social-emotional needs, and academics. Implementation included a comprehensive support system, including bilingual instructional assistant support, differentiated programs such as Language Launch and Learning A-Z, and access to platforms such as NewsELA, Next Gen Math, and Nearpod. Secondary sites also implemented dedicated Newcomer classes, while enrichment opportunities, such as college field trips and a New Generation Conference for high school Newcomers, expanded students' awareness of postsecondary pathways. The district implemented this action with a focus on alignment to student needs and will continue to refine systems to improve its impact on English Learners (Newcomers). (Contributing Action)

Biliteracy and Multiliteracy Programs (Action 1.47, Previous Action 5.7) were fully implemented as evidenced by the Spanish Dual Immersion Program and World Language pathways. Dual Immersion Programs are being offered at Dickison, Kennedy, and Emerson, supported by literacy coaches, district collaboration, CABE professional development focused on Academic Spanish, and supplemental tools such as Amira Learning and Learning A-Z in Spanish. Students also benefited from enrichment opportunities, including a cultural field trip to La Mirada Theater and participation in summer Spanish Clubs.

World Language programs in Spanish and Chinese also expanded at the middle school level, offering students opportunities to earn high school credit. This work was supported through AP Spanish training, implementation of the Que Chevere curriculum with its online component, and ongoing monthly PLC collaboration among middle school Spanish teachers. A challenge was the ongoing coaching and monitoring of professional development implementation, as limited time and staffing constraints impacted follow-up across sites. (Contributing Action)

Data Monitoring and Progress Tracking for English Learners (Action 1.48, Previous Action 5.10) has been fully implemented. The district continued to monitor and track the academic progress of Long-Term English Learners (LTELs) and all other EL typologies to ensure targeted support and interventions. This is the first year of implementation of Ellevation, the district's platform for tracking English Learner data, including language proficiency, academic performance, and progress toward reclassification. Monitoring occurs twice per year and includes recommendations for summer school for students who need additional support. Using Ellevation enabled the identification of LTELs who were not making expected academic progress and the development of individualized intervention plans that addressed students' academic performance, attendance, and language growth. Implementation of this action supported English Learner students by ensuring timely, data-informed instruction and interventions, and identification of students who needed additional support. (Contributing Action)

Data-Driven Instruction and Monitoring for African American Students (Action 1.49, Action 5.11) has been fully implemented. The district utilizes a comprehensive, data-driven approach to monitor academic progress and ensure timely interventions and personalized support.
Assessment tools (NextGen Math, STAR CBM, SBAC, and Classtime), along with ongoing data analysis, are used to track performance, identify needs, and guide targeted instruction. Regular data analysis meetings, principal data chats, school site PLCs, and student data chats support the development of aligned intervention plans, while progress monitoring tools provide real-time data for immediate instructional adjustments.
Personalized learning plans are developed for students needing additional support and are coordinated by the site designee in collaboration with teachers to ensure effective implementation. Teachers also receive ongoing professional development in data-driven instruction.
The site designee engages families through parent and family workshops, strengthening partnerships to support student achievement. Implementation of this action ensures

timely, data-informed instruction that improves outcomes and advances educational equity for African American students. (Non-Contributing)

Academic Interventions for African American Students (Action 1.50, Action 5.12) has been fully implemented. In response to identified disparities in literacy and mathematics, CUSD established targeted academic supports, including Impact Subs and Compton Tutors, providing individualized and small-group instruction during the school day, before/after school, and on Saturdays. These data-driven interventions are aligned to address specific skill gaps in reading and math.
At the secondary level, expanded access to AP and Pre-AP courses has increased African American student participation and completion in rigorous coursework, addressing previous gaps in advanced course access.(Non-Contributing)

Culturally Responsive Teaching for African-American Students (Action 1.51, Previous Action 5.13). Culturally and Linguistically Responsive (CLR) supports for African American students are partially implemented. The district promotes culturally responsive teaching and culturally relevant curriculum through an intentional, integrated approach. This includes culturally diverse school libraries, monthly Virtual Career Days with Black professionals, and African American art integration through the Meet the Masters program. Strategic partnerships with Black industry professionals, higher education institutions, financial literacy organizations, and community-based partners give students direct access to authentic STEM, finance, and career-connected learning experiences.
To fully achieve the intended action, ongoing targeted teacher training and continued classroom-based CLR instructional strategies are essential. (Non-Contributing)

Culturally Relevant Curriculum Expansion for African American Students (Action 1.52, Previous Action 5.14) was fully implemented. The district enhanced curriculum offerings in ELA, history, STEM, the arts, and career readiness to ensure students see their identities reflected in their learning. Each school site has established culturally diverse libraries that highlight African American perspectives and experiences. In addition, monthly virtual career events connected students with Black professionals in high-demand fields, broadening awareness of future career pathways. Cultural representation was also strengthened in the arts through the work of Black Student Achievement (BSA) Designees and Meet the Masters teachers, providing students with opportunities to explore and express cultural identity through creative experiences. (Non-Contributing)

## 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
For Goal 1, expenditures and implementation closely matched planned actions, with most services fully delivered to students. The district prioritized academic interventions, extended learning, instructional technology, and professional development to support low-income students, English learners, and foster youth. These services were consistently implemented at both the school and district levels. The strategic use of college tutors, instructional aides, and site-based collaboration ensured supports were accessible during and after school. Spending at approximately 97% demonstrates strong operational execution, high participation, and effective responsiveness to student needs, especially for unduplicated student groups.
2. Actions with Material Differences
A few actions showed differences between budgeted and actual expenditures because of scheduling conflicts, staffing limitations, or lower participation than expected:
Goal 1
Action 1.7: Special Education Inclusion Training (85%)
There was a focus on inclusion training at the principal's administrative retreat, and there is a Transitional Kindergarten Inclusion classroom at Roosevelt ES. Due to scheduling constraints, the organization of site-based professional development for SPED and general education teachers was limited, resulting in underutilization of allocated funds.
Action 1.14: Supporting and Monitoring the Needs of Foster Youth (85%)
Expenditures totaled 85% of the allocated budget due to staffing capacity challenges, turnover, and service delivery cost efficiencies. Although implementation varied across school sites, the district strengthened cross-departmental collaboration and access to services.
Action 1.15: Targeted Interventions for Foster Youth (85%)

Expenditures for Action 1.15 totaled 85% of the allocated budget due to staffing capacity challenges, scheduling limitations, and lower-than-anticipated participation in some intervention services across school sites. Although spending was below budgeted levels, foster youth and homeless students continued to receive extended-day tutoring, credit recovery opportunities, and additional academic, social, and emotional supports.
Action 1.16: Supporting Academic Achievement for Students Facing Housing Insecurity (85%)
Expenditures for Action 1.16 amounted to 85% of the allocated budget due to staffing capacity constraints, coordination issues, and lower-than-expected utilization of certain support services and resources across school sites. Despite reduced spending, students facing housing insecurity received academic and social-emotional support, including tutoring, transportation assistance, essential resources, progress monitoring, and graduation checks.
Action 1.19 Services for Gifted and Talented Students (80%)
Although this action was implemented through the Academic Pentathlon, Math Field Day, Writing Competitions, and GATE clubs, participation varied across school sites, accounting for 80% of expenditures.
Action 1.23 After-School Homework Support (85%)
Participation in homework clubs varied by site. Some schools struggled to recruit staff to supervise sessions, resulting in unspent funds.
Goal 2
Action 2.2 Professional Development for Department Teams
Expenditures for this action amounted to 85% of the $482,594 allocation, as the training sessions provided were implemented effectively but required fewer resources than originally budgeted.
Goal 5
Action 5.3 Culturally Responsive Pedagogy for English Learners (80%)
Expenditures for Action 5.3 reached 80% of the allocated budget, reflecting lower professional development costs and phased implementation across school sites. Although culturally responsive practices were incorporated into professional learning and school activities, implementation was inconsistent due to the need for further training and monitoring.
Action 5.13 Culturally Responsive Teaching for African-American Students
Expenditures for Action 5.13 reached 80% of the allocated budget. This lower spending is attributed to the inability to schedule professional development and coaching across all school sites.
Action 5.14 Culturally Relevant Curriculum Expansion for African-American Students
Expenditures for this action totaled 80% of the allocated budget. Lower-than-anticipated expenditures reflect implementation of program components across school sites.
4. Overall Summary
Of the $48,509,825 allocated for Goal 1, $46,959,832 was spent, resulting in a 97% implementation rate. Base Funds were spent at 97.36%, and Supplemental and Concentration Funds at 96.74%. These minor differences are due to operational variability, not a lack of implementation. All services were delivered as planned. The remaining funds will be reallocated in 2026–27 to enhance support for and implementation of actions.

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

Comprehensive Districtwide Assessment System and Progress Monitoring Action 1.1, which focuses on implementing online assessment systems such as Illuminate, Next Gen Math, and Write Score to track students' academic progress, continues to demonstrate high effectiveness based on Educational Partner input. Results from the most recent Effectiveness of Services Survey revealed that 95.2% of administrators and 99.4% of teachers either agreed or strongly agreed that these digital assessment platforms support the development and administration of diagnostic, formative, and summative assessments. The use of these tools has strengthened educators' ability to access and analyze student performance data, adjust instruction based on identified needs, and deliver targeted interventions in a timely manner. The strong positive feedback from both teachers and administrators reflects the important role this action plays in advancing data-informed instructional practices and improving student achievement across the district. (Non-Contributing)
Actions 1.2 and 1.3 show that the district's Content Specific Professional Development for Staff and Summer Professional Development Bootcamp efforts effectively strengthened

instructional capacity, curriculum implementation, and Educational Partner confidence. Teacher perceptions of the effectiveness of professional development rose by 5.2%, indicating greater confidence in the relevance and impact of training. In contrast, site administrator perceptions declined by 1.8%, highlighting a need for better alignment and support regarding implementation expectations and leadership calibration.

The district's professional learning model, supported by partnerships with College Board, Newsela, Renaissance Learning, and other instructional partners, promoted consistent implementation across ELA, Math, Science, and Social Science. Ongoing training in curriculum implementation, NGSS, AP instruction, and data-informed practices improved instructional consistency and teacher readiness.

Summer professional development also had a positive impact, with perceived efficiency increasing among site administrators (+6.9%), teachers (+0.5%), and students (+19.1%). Training in Amplify Math, myPerspectives, CKLA, and Amplify Science established shared instructional expectations, improved pacing alignment, and strengthened assessment and data-use practices at the start of the school year.

These efforts led to measurable CAASPP growth across student groups. From 2024 to 2025, socioeconomically disadvantaged students improved in ELA (42.38% to 50.57%) and Math (34.12% to 40.65%). English Learners increased in ELA (12.02% to 16.36%) and Math (15.30% to 19.96%). Foster Youth also gained in ELA (26.67% to 31.37%) and Math (21.92% to 35.36%). (Metrics 1.1 and 1.2) At the high school level, 11th-grade socioeconomically disadvantaged students improved in ELA (from 50.53% to 53.51%) and Math (from 19.67% to 23.71%). English Learners in grade 11 showed modest gains in both subjects, while Foster Youth performance in ELA declined, indicating a need for additional targeted support (Metric 1.3).

Overall, the data suggest that professional learning initiatives positively supported instructional implementation and student achievement. (Action 1.2-Non Contributing/Action 1.3-Contributing)

Action 1.4, Supporting Teacher Planning and Collaboration, indicates that collaborative instructional structures have been highly effective, as evidenced by positive feedback from educational partners and significant gains in student achievement over the previous year. Perceived effectiveness increased among site administrators (+6.9%), teachers (+0.5%), and students (+19.1%), reflecting widespread confidence in these initiatives.

These outcomes correspond with notable increases in student performance on the CAASPP English Language Arts (ELA) assessment, including gains among All Students (+10.42%), Socioeconomically Disadvantaged students (+10.61%), African American students (+11.73%), Hispanic students (+10.13%), English Learners (+8.11%), Long-Term English Learners (+1.72%), Newcomers (+11.32%), Students with Disabilities (+6.47%), Foster Youth (+4.5%), and Homeless students (+11.16%). Similar gains were observed in CAASPP Mathematics, with increases among All Students (+9.34%), Socioeconomically Disadvantaged students (+9.35%), African American students (+10.80%), Hispanic students (+8.98%), English Learners (+7.56%), Long-Term English Learners (+6.27%), Newcomers (+9.33%), Students with Disabilities (+3.36%), Foster Youth (+16.76%), and Homeless students (+10.22%) (Metrics 1.1, 1.2).

These results show that the district's investment in PLCs, curriculum councils, and site-based collaboration has improved instructional coherence and student outcomes. Regular PLC cycles, common assessments, collaborative planning, pacing guide development, and targeted support for continuation school teachers have strengthened instructional alignment, pacing, unit completion, and data-driven teaching. (Contributing-Low Income, English Learners, Foster Youth)

Action 1.5 Boosting Teacher Efficacy through Instructional Coaching-Evidence indicates this action significantly improved instructional practice and student outcomes. A major achievement was the ongoing, expanded delivery of job-embedded, non-evaluative instructional coaching by Curriculum Specialists and content-expert administrators. Coaching throughout the year included classroom observations, data analysis, lesson modeling, co-teaching, and reflective conversations, all of which strengthened instructional practices and built teacher capacity.

Perception data showed increased confidence in support and coaching, with site administrators reporting a 2.8% increase and teachers a 1.0% increase from the prior year. These results indicate greater trust in instructional support systems and more consistent coaching structures across schools.

Student achievement data further confirm the effectiveness of this action. In Mathematics, districtwide CAASPP performance improved across all student groups, with increases ranging from 1.72% to 11.73%. English Language Arts outcomes also rose across all groups, with gains ranging from 3.36% to 16.76% compared to the prior year (Metrics 1.1, 1.2).

These results show that coaching, instructional alignment, and targeted interventions led to stronger instructional delivery, greater access to standards-aligned learning, and meaningful academic growth for unduplicated student groups in both English Language Arts and Mathematics.(Contributing-Low Income, English Learners, Foster Youth)

Enhancing Learning with Instructional Technology Support (Action 1.6) effectively advanced the district's goal of equitable, technology-enabled learning for low-income students. Programs are expanding districtwide. In partnership with Verizon, Kelly, Bursch, and Emerson Elementary Schools joined Cohort 12 of the Verizon Innovative Learning Schools

program. These schools completed Year 1 and will begin Year 2 in the 2026–2027 school year. Compton Unified now has over 12 Verizon schools, including seven with full Verizon Innovative Learning Labs. Verizon continues to support these labs and is refreshing four lab sites this year.
Effectiveness is demonstrated by usage data, internal metrics, classroom walkthroughs, and school visits. Observations confirm that students and teachers are using technology tools such as Canvas, Book Creator, Newsela, Nearpod, Padlet, and Google Workspace, including Google Docs and Google Slides. Platform usage data further confirms the ongoing implementation of instructional technology across the district.
Ongoing professional development and coaching for teachers, STEAM Lab Technicians, and staff demonstrate the district's commitment to the systemic implementation of technology and improved proficiency. Effectiveness Survey results show that 100% of administrators and 80.7% of teachers believe the district provides adequate support for technology integration (Metric 1.14). (Contributing-Low Income)
Action 1.7, which focused on Special Education Inclusion Training, was partially effective in advancing Goal 1. Ongoing targeted professional development from the Special Education Office supported the inclusion of students with disabilities in general education. Additional support included instructional walks, classroom-based assistance, and coaching by special education administrators to enhance inclusive instructional practices. Survey data showed a 5.2% increase from baseline in teacher perceptions of the quantity and quality of district professional development.
Further progress included establishing an inclusion classroom in Transitional Kindergarten and expanding inclusion opportunities during summer school. School sites also increased social inclusion for students with disabilities by providing opportunities for participation in recess, lunch, school events, performances, and field trips.
However, the action was only partially effective due to challenges affecting consistency and depth of implementation across sites. These included the need for clearer districtwide direction on the preferred inclusion model, limited capacity for special education administrators to provide consistent on-site support, and insufficient time to fully train both general and special education teachers. Moving forward, the District will refine inclusive practices by clarifying its vision for inclusion, expanding collaboration and professional development, and increasing site-based administrative support to ensure equitable outcomes for all students. (Non-Contributing)
The action on Targeted Classroom Interventions for Low-Income Students (Action 1.8) was effective. To begin with, 100% of the Administrators, 92.3% of the teachers, and 91.3% 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 2024 to 2025 across all three CAASPP metrics. In ELA (Metric #1), SED students improved from 42.38% meeting or exceeding standards in 2024 to 50.57% in 2025—an increase of 8.19 percentage points. In Math (Metric #2), performance rose from 34.12% to 40.65%, reflecting a 6.53-point gain. Growth was also observed in 11th-grade ELA (Metric #3), where SED students increased from 50.53% to 54.12%. In 11th-grade Math, proficiency rose from 19.67% to 23.27%. These gains highlight the positive impact of targeted instructional strategies and supports aimed at closing achievement gaps for low-income students. (Contributing-Low Income)
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 31% in the fall to 39% in the winter and 41% in the spring (Metrics 1.8, 1.9, and 1.10). Growth was also evident among targeted student groups. Low-Income students increased from 31% proficient in the fall to 38% in the winter and 41% in the spring. English Learners increased from 6% in the fall to 10% in the winter and 14% in the spring. Foster Youth demonstrated the largest gains, increasing from 12% in the fall to 19% in the winter and 27% in the spring.
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, 91% of certificated staff, 85% of students, and 91.5% of parents reported that math tutors (interventionists) at the school sites effectively support student learning through targeted interventions in foundational math. Moreover, from 2024 to 2025, students identified as Low-Income, English Learners, and Foster Youth all demonstrated measurable progress in mathematics, as indicated by CAASPP results for grades 3–8 and 11 (Metric #2). Low-Income students improved from 34.12% meeting or exceeding standards to 40.65%, reflecting a 6.53-percentage-point increase. English Learners also made gains, increasing from 15.3% to 19.96%, a 7.56-point improvement. Foster Youth showed notable growth as well, rising from 21.92% to 35.36%, a 13.44-percentage-point gain. These improvements underscore the positive impact of targeted instructional support and interventions in addressing academic needs across these historically underserved groups. (Contributing-Low Income, Foster Youth, English Learners)
Action 1.11 Targeted Math Support for High-Needs Schools was effective. Analysis of the 2024 and 2025 California Dashboard data shows improvement in 9 of 10 identified schools and 15 of 19 student groups previously in the RED category. Growth is reflected in higher Dashboard performance colors and reductions in Distance from Standard (DFS). Several schools achieved significant gains in mathematics. At Foster Elementary, the Students with Disabilities (SWD) subgroup improved by 29.9 DFS points, though no performance color was assigned due to the subgroup's small size. At Jefferson and Longfellow Elementary, both previously identified with SWD groups in RED, Jefferson

advanced to ORANGE in 2024 and increased its DFS by 9.3 points. Longfellow remained RED but reduced its DFS by 14.2 points. Whaley Middle School's SWD subgroup advanced from RED to YELLOW with an 18.2-point DFS improvement, and its English Learner subgroup also moved from RED to YELLOW. McKinley Elementary's SWD subgroup improved its DFS from -138.8 to -130.4.

Dominguez High School showed the greatest improvement, with several student groups exiting the RED category. The school's overall Dashboard status improved to YELLOW, and multiple groups advanced to ORANGE or YELLOW. English Learners, Long-Term English Learners, and Students with Disabilities remain areas of need. Compton High School also made progress, with the SWD subgroup moving from RED to YELLOW, and EL/LTEL groups reducing their DFS.

While most identified sites improved, some schools still require additional support. Enterprise Middle School, initially identified with four RED student groups in 2023, showed partial progress by 2025, with three groups improving to YELLOW and one to ORANGE.

Overall, Action 1.11 led to substantial improvement in mathematics outcomes for many identified schools and student groups. The advancement of student groups to higher Dashboard performance levels and reductions in DFS indicate that targeted supports were effective. Continued monitoring and differentiated assistance remain necessary for schools with ongoing performance challenges, including Enterprise and newly identified sites. (Non-Contributing)

STEM programs were partially effective in advancing the goals of increasing student engagement, expanding access to innovative learning opportunities, and promoting the 4 C's: collaboration, critical thinking, communication, and creativity. Action 1.12 Bridging STEM Gap for Low-Income Students is especially important for supporting unduplicated students and student groups historically underrepresented in STEM fields.

Evidence of partial effectiveness includes continued growth in student participation in STEM programs during the school day and through after-school enrichment opportunities, such as robotics, drone competitions, esports, coding, and STEAM lab activities. Computer science also remains a focus, with students in grades K–5 receiving coding instruction through 9 Dots during the school day. Survey data reflect that 92% of teachers and 95% of administrators agreed that STEM opportunities were effective in increasing student engagement. (Contributing Low-Income)

In ELA, the percentage of SED students meeting or exceeding standards increased from 43.02% in 2025 to 50.57% in 2026, representing a gain of 10.61 percentage points. In Mathematics, performance improved from 34.1% to 40.65%, reflecting a 9.35-percentage-point increase.

Additionally, results from the most recent Effectiveness of Services Survey demonstrated strong Educational Partner support for the district's extended learning programs and interventions. A total of 93.3% of parents reported that the extended academic programs and support offered at their child's school helped improve student achievement in literacy and mathematics. Similarly, 91.1% of students and 92.9% of teachers agreed that these programs positively impacted student learning.

These outcomes suggest that after-school programs, Saturday interventions, and Edgenuity credit-recovery supports were effective in increasing academic achievement among low-income students. The consistent growth across grade levels and content areas indicates that Action 1.13 Before/After School Extended Learning Opportunities for Low Income Students contributed meaningfully to reducing opportunity gaps and advancing educational equity for socioeconomically disadvantaged students. (Contributing-Low-Income)

Actions 1.14 and 1.15, Supporting and Monitoring the Needs of Foster Youth and Targeted Academic Interventions, showed moderate effectiveness in advancing Goal 1, as reflected in CAASPP outcomes. Under Goal 1, Metric #1, the percentage of Foster Youth meeting or exceeding ELA standards increased from 26.67% in 2024 to 31.37% in 2025. Mathematics performance improved more significantly, rising from 21.92% to 35.36%. These results indicate notable academic growth and suggest that interventions and extended learning supports positively impacted student achievement.

Goal 1, Metric #3, which measures 11th-grade college and career readiness, showed mixed results. Foster Youth performance in ELA declined from 36.36% meeting or exceeding standards in 2024 to 18.18% in 2025, indicating a need for additional targeted literacy support at the secondary level. Math results for 11th-grade Foster Youth were not reportable due to subgroup size. However, the available data underscore the ongoing need for intensified academic monitoring and intervention for high school Foster Youth. Despite ongoing challenges with participation, mobility, and service coordination, the data suggest that academic and social-emotional supports contributed to measurable gains for Foster Youth, especially in mathematics. Continued refinement of case management systems, targeted interventions, and cross-department collaboration will be essential to strengthen long-term academic outcomes and ensure consistent support for Foster Youth across grade levels. (Contributing-Foster Youth)

Action 1.16 Supporting Academic Achievement for Students Facing Housing Insecurity, aimed at supporting students experiencing housing instability, was partially implemented and led to moderate improvements in academic performance for homeless students. From 2024 to 2025, the percentage of homeless students meeting or exceeding ELA standards increased from 35.00% to 37.18% (Goal 1, Metric #1). Mathematics achievement remained stable, shifting from 27.50% to 27.16% (Goal 1, Metric #2). These results indicate that services such as tutoring, transportation support, clothing assistance, and partnerships with community housing agencies improved student access and engagement,

especially in ELA. However, further efforts are needed to enhance mathematics achievement.
Despite these gains, homeless students continue to perform below districtwide averages. In 2025, 50.99% of all students met or exceeded standards in ELA compared to 37.18% of homeless students. Similarly, in Math, 41.08% of all students met standards, while homeless students performed at 27.16%.
While the district expanded support for students experiencing homelessness, challenges such as student mobility, inconsistent participation, and partial implementation limited the overall impact. These issues likely contributed to homeless students remaining in the "Yellow" performance category on the California Dashboard for both ELA and Math (Goal 1, Metrics #4 and #5). Ongoing implementation, better coordination of services, and additional academic interventions are needed to further reduce achievement gaps and improve outcomes for this group. (Non-Contributing)
Action 1.17, Enhance Literacy and Math Support for Students with Disabilities, was effective in making progress toward Goal 1. Evidence of effectiveness includes increases in 2024–2025 CAASPP performance for students with disabilities in grades 3–8, with ELA increasing by 6.47% and Math increasing by 3.36% from the baseline. Grade 11 students also demonstrated improvement, with ELA increasing by 7.62% and Math increasing by 3.41%. Additional evidence of effectiveness includes a California Dashboard color change in ELA from Red to Orange, while Math remained Orange. Local diagnostic data further support the effectiveness of the action, as both fall and winter assessments showed growth in the percentage of students performing at Tier 1. ELA Tier 1 performance increased by 2.90% in the fall and 5.70% in the winter, while Math Tier 1 performance increased by 2% in the fall and 5% in the winter. These results indicate that the targeted literacy and math supports contributed to improved academic outcomes for students with disabilities. (Non-Contributing)
Action 1.18 Enhancing Visual and Performing Arts Access for Low-Income Students was effective. Results from the Effectiveness of Services Survey, along with improvements in key outcome metrics for socioeconomically disadvantaged (SED) students, demonstrate the positive impact of expanded visual and performing arts (VAPA) opportunities. The chronic absenteeism rate for SED students declined significantly from 15.2% in 2024 to 5.3% in 2025, suggesting a positive correlation between participation in arts programs and improved school attendance among low-income students.
Survey results also indicate strong Educational Partner support for the district's VAPA programs and activities. Specifically, 100% of administrators agreed or strongly agreed that VAPA programs are an integral part of students' educational experiences and help students feel more connected to their schools. Additionally, 73.4% of teachers, 84.4% of students, and 84.7% of parents shared similar perceptions, reflecting the positive role that arts education plays in promoting student engagement, school connectedness, and overall student well-being. (Contributing-Low-Income)
Action 1.19 Services for Gifted and Talented Students (GATE) were effective in promoting equitable identification and support for gifted students across the Compton Unified School District. Results from the Effectiveness of Services Survey support this action's effectiveness. When asked whether the K–8 academic and enrichment program for GATE students, including professional development, curricular resources, field trips, and parent engagement opportunities, was effective, 86.6% of administrators, 79.3% of certificated staff, and 83.9% of parents agreed or strongly agreed. These positive perceptions from educational partners reflect the program's meaningful impact and demonstrate the district's continued commitment to supporting gifted learners through rigorous and enriching educational experiences. (Non-Contributing)

Action 1.20, Expanding Physical Fitness and Opportunities for Low-Income Students, was effective in increasing student engagement, promoting healthy lifestyles, and strengthening school connectedness among low-income and unduplicated student groups. Various partnerships with community-based organizations, along with results from the Effectiveness of Services Survey, further demonstrate the success of this action. Specifically, 91.4% of teachers, 94.1% of administrators, 86.1% of students, and 86.2% of parents agreed or strongly agreed that Compton Unified School District's physical fitness opportunities promoted student health and well-being. Schools also reported increased student motivation, improved peer relationships, stronger school connectedness, and a greater sense of belonging among participating students. Overall, these opportunities contributed positively to school climate, student engagement, and students' overall readiness to learn.

Action 1.21 Expanding enrichment and real-world learning opportunities for low-income students proved to be highly effective in increasing student engagement, strengthening school connectedness, and supporting the overall development of the whole child. Through access to a variety of enrichment experiences, students were provided with opportunities to build confidence, develop social-emotional skills, explore personal interests, and connect classroom learning to meaningful real-world applications. These programs also created additional avenues for students to collaborate with peers, participate in hands-on learning experiences, and remain actively engaged in their school communities.
Results from the Effectiveness of Services Survey demonstrate strong Educational Partner support for these initiatives. Specifically, 86.1% of students, 84.9% of parents, 100% of

administrators, and 92.8% of teachers agreed or strongly agreed that the district's enrichment opportunities had a positive impact on student learning, engagement, and overall growth. Feedback from stakeholders suggests that these expanded learning opportunities helped foster a greater sense of belonging, increased motivation to attend and participate in school, and provided students with valuable experiences that extend beyond traditional classroom instruction.
Overall, the survey results and continued student participation indicate that the district's targeted investments in enrichment and extended learning opportunities were successful in supporting low-income students academically, socially, and emotionally while promoting equitable access to engaging and meaningful educational experiences.

Action 1.22 The After-School ASES and ASSETs Programs were overall effective in providing academic support, enrichment opportunities, and additional learning experiences for low-income and high-need students. Evidence of the programs' effectiveness is reflected in the results of the most recent Effectiveness of Services Survey. Specifically, 78.4% of students, 92.6% of parents, 100% of administrators, and 88.8% of teachers agreed or strongly agreed that the programs provided meaningful academic and enrichment opportunities that supported student growth and learning. The strong level of agreement among parents, teachers, and administrators indicates that the programs are successfully meeting many of their intended goals and are viewed as valuable supports for students and families. While the overall feedback demonstrates positive implementation and impact, the difference between administrator responses (100%) and student responses (78.4%) suggests an opportunity to further examine the student experience within the programs. Continued efforts to strengthen student voice, expand activities aligned to student interests, and enhance communication regarding available opportunities and program benefits may help increase student engagement, participation, and overall satisfaction. Overall, the survey results support the conclusion that the ASES and ASSETs Programs continue to provide important academic and enrichment supports that positively benefit students.

Action 1.23 Afterschool Homework Support Program was overall effective in providing additional academic assistance and learning support for low-income students. Results from the most recent Effectiveness of Services Survey reflect positive Educational Partner perceptions regarding the program's impact. Specifically, 76.3% of students, 88.7% of parents, 79.2% of administrators, and 87.5% of teachers agreed or strongly agreed that the program provided valuable academic support for participating students.
The program's effectiveness is also supported by improvements in academic outcomes for socioeconomically disadvantaged (SED) students across several Goal 1 metrics (Metrics 1, 2, 3, and 7). On the 2025 CAASPP English Language Arts assessment, the percentage of SED students meeting or exceeding standards increased from 42.38% in 2024 to 50.57% in 2025. In mathematics, SED student performance improved from 34.1% to 40.65% during the same period. These gains indicate that the Afterschool Homework Support Program contributed positively to student achievement and supported the district's efforts to close achievement gaps and promote equitable learning outcomes for low-income students.

Action 1.24 Summer School Program was also effective in addressing the academic and socio-emotional needs of low-income and unduplicated student groups during the 2025–2026 school year. Survey results aligned to Goal 1, Metric #17 demonstrated strong Educational Partner support for the program, with 100% of site administrators, 93.4% of teachers, 94.5% of parents, and 84.2% of students agreeing or strongly agreeing that the program helped fill learning gaps, provided meaningful enrichment opportunities, and supported credit recovery.
In addition to the positive survey feedback, pre- and post-program diagnostic data showed notable gains in both literacy and mathematics. These results suggest that the targeted small-group instruction, intervention supports, and personalized learning opportunities provided during the summer program helped strengthen students' foundational academic skills. The combination of academic support and enrichment activities also contributed positively to students' confidence, engagement, and overall well-being, helping better prepare them for success during the 2025–2026 school year.

Action 1.25, Core Services (Previous Action 2.1), was effective in supporting progress toward the goal by sustaining the essential operational systems necessary for student learning and districtwide functionality. Evidence of effectiveness includes the consistent delivery of transportation, nutrition, technology, and administrative services that supported access to instruction and student engagement. While no single metric directly measures this action, additional evidence includes the district's ability to successfully implement key LCAP initiatives through coordinated support throughout departments. Educational Partner feedback from school leaders and staff indicated satisfaction with the responsiveness, reliability, and capacity of district departments to address school and student needs. These core services contributed to a stable, safe, and beneficial learning environment that promoted academic success and whole-child development for all students.

Action 1.26 (Previous Action 2.2), Professional Development for Department Teams, was effective in strengthening operational capacity and staff professional development across district departments. Evidence of effectiveness includes increased collaboration and coordination among departments such as Human Resources, Fiscal Services, Facilities, Student Support Services, and the Instructional Technology Department, which have contributed to greater responsiveness and more efficient support for schools and families. Professional development opportunities helped staff be informed on compliance requirements, improve customer service practices, and implement systems that enhanced departmental effectiveness. Additional evidence includes strengthened communication and collaboration between central office departments and school sites, resulting in alignment in district operations and support services. Educational partner feedback and observations throughout the year reflected a positive impact of ongoing personnel learning on the district's ability to maintain effective internal systems and advance strategic priorities.

Action 1.27 (Previous Action 2.3) Maintain Class Size in TK-3 was effective in making progress toward the goal. Evidence of effectiveness includes STAR diagnostic data (Goal 1: Metrics 8-13) showing growth from fall to winter in both ELA and mathematics across multiple student groups. In ELA, all students increased from 31% to 39%; Socioeconomically Disadvantaged Students increased from 31% to 38%; English Learners increased from 6% to 10%; and Foster Youth increased from 12% to 19%, all performing at grade level. In mathematics, all students increased from 24% to 32%; Socioeconomically Disadvantaged Students increased from 24% to 32%; English Learners increased from 10% to 16%; and Foster Youth increased from 14% to 22%. These results show that maintaining smaller class sizes supported targeted instruction and early intervention for low-income students, Foster Youth, and English Learners who require additional academic support.

Maintain 183 Instructional Days (Action 1.28-Previous Action 2.4) was effective in making progress toward the goal. Evidence of effectiveness includes CAASPP data showing overall increases in ELA and math achievement from baseline across student groups. In ELA (Goal 1, Metric 1), all students increased to 50.99% (+10.42), Socioeconomically Disadvantaged students at 50.57% (+10.61), Hispanic Students at 52.12% (+10.13), African American students at 44.35% (+11.73), English Learners at 16.36% (+8.11), Foster Youth at 31.77% (+4.5), and Homeless students at 37.18% (+11.16). In math (Goal 1, Metric 2), all students increased to 41.08% (+9.34), with similar gains for Socioeconomically Disadvantaged students at 40.65% (+9.35) and Foster Youth at 35.36% (+16.76). There were 7.56 gains for English Learners, equating to 19.96%, and 15.61% (+3.36) for Students with Disabilities; these student groups remain areas of focus. CAST results (Goal 1, Metric 7) showed limited growth of 18.98% (+1.68), with low performance among English Learners, Long-Term English Learners, Students with Disabilities, and Foster Youth, underscoring the continued need for targeted support in science.

Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten) Action 1.29 (Previous Action 2.5) supported the academic growth of low-income students by providing access to Preschool and TK. STAR Early Literacy and Numeracy data showed that students who participated in early learning opportunities entered Kindergarten with stronger foundational skills than students without those experiences.
For Literacy (Metric 1.8), Fall 2025 data showed that among Kindergarten students, 29.1% with Preschool experience met Tier I expectations, compared with 33.3% without Preschool experience. In comparison, 52.2% of students with TK experience met Tier I benchmarks, versus 33.3% of those who had not attended TK.
In math (Metric 1.11), Fall 2025, Star Early Numeracy showed that 44.97% of Preschool and 58.33% of TK met Tier I expectations, compared to 39.94% without. The data reinforces the value of early learning programs, strengthening foundational literacy skills and numeracy development.

Action 1.30 (Previous Action 2.6), Full-Day Kindergarten, remained effective in improving foundational literacy and mathematics skills, especially for socioeconomically disadvantaged (SED) students. STAR 360 assessment results indicated measurable academic progress for Kindergarten students from Fall to Winter 2025–2026, with further improvement anticipated after the Spring 2026 assessments.
In reading achievement (Goal 1, Metrics #8 and #9), the percentage of SED Kindergarten students performing at Tier I increased from 31% in Fall to 38% in Winter. Spring results for Metric #10 are pending. These gains indicate that the full-day Kindergarten model offered students increased access to targeted literacy instruction, phonemic awareness development, guided reading, and early intervention support.
Mathematics results (Goal 1, Metrics #11 and #12) also showed positive growth. The percentage of SED Kindergarten students achieving Tier I performance increased from 24% in Fall to 32% in Winter, with further progress expected in Spring 2026 (Metric #13). The extended school day enabled more differentiated instruction, interactive learning, and focused support for foundational numeracy development.
Feedback from educational partners further supports the program’s effectiveness. Survey responses showed that 93% of administrators, 94.3% of teachers, and 95% of parents

agreed that the full-day Kindergarten program provided extended learning opportunities and early intervention support. Respondents noted these efforts strengthened foundational reading skills, addressed achievement gaps, and supported the academic and social-emotional development of Kindergarten students.

Access to Core Textbooks in all content areas (Action 1.31-Previous Action 2.7) was measured by the Williams Compliance to determine the effectiveness of supporting the goal (Metric 1.26, Previous Metric 2.6). The review indicates that the district has achieved 100% Williams compliance across all audited schools, demonstrating that all students have access to standards-aligned core instructional materials across content areas. In addition to compliance data, educational partner feedback from teachers and administrators supports the effectiveness of this action. Survey results indicate that core textbooks are consistently accessible. The 100% Williams compliance rate and Educational Partner input indicate that Action 1.31 has been effective in ensuring equitable access to instructional materials and has supported progress toward the identified goal.

Action 1.32 (Previous Action 2.8) Access to Devices was reviewed to determine its effectiveness in supporting the goal. The available data indicate that this action was effective in ensuring equitable access to technology for low-income students. Metric 1.28 (Previous Metric 2.8) shows that 100% of students have access to a device, demonstrating full implementation of the action. Additional evidence from the LCAP Effectiveness Survey further supports this conclusion. Specifically, 94% of parents agreed that students have access to a device, along with 88% of students, 80% of certificated staff, and 87% of administrators. While all Educational Partners generally show strong support for device access, the slightly lower agreement among certificated staff suggests some variation in perceived access consistency.

Action 1.33 (Previous Action 2.9) ensures 100% access to supplementary standards-aligned instructional materials, supplies, and resources, as verified by internal audit data (Metric 1.27, Previous Metric 2.7). Full availability and implementation support student achievement and progress toward the goal. Student outcome data confirm effectiveness. Socioeconomically Disadvantaged students showed ELA growth from 31% to 39%, and math improvement from 24% to 32% on STAR Diagnostics. CAASPP results show continued gains in ELA at 50.57 (up 10.61%) and math at 40.65% (up 9.35%).
Instructional Support Resources for Educators Action 1.34 (Previous Action 2.10), was implemented effectively. The LCAP Effectiveness Survey showed that 95% of administrators and 88% of teachers agreed that the resources provided were valuable tools to support daily instruction and teacher effectiveness. Resources included planning guides, lesson examples, digital curriculum tools, and content-specific assessments. The strong feedback indicates that these improved instructional quality and teacher confidence.

Action 1.35 (Previous Action 2.11), Enhancing Learning through Computer-Based Programs and Applications, demonstrated effectiveness in supporting improved academic achievement for low-income students. Feedback from the LCAP Effectiveness Survey showed strong, positive perceptions of the impact of these digital tools across multiple educational partner groups. Specifically, 99% of administrators, 93% of teachers, 90% of parents, and 85% of students agreed or strongly agreed that the programs enhanced student learning and supported academic progress across content areas. The survey results suggest that integrating computer-based programs and applications increased engagement, improved access to instructional support, and improved overall learning outcomes for students.

Facilities in Good Repair Action 1.36 (Previous Action 2.12) demonstrated effectiveness through the district's focus on high-quality facilities and learning environments. The district achieved full compliance on the Williams Facilities Inspection Tool (FIT) (Metric 1.21,Previous Metric 2.1) for all county-reviewed schools, reflecting efforts to ensure students learn in safe, clean spaces. (Non-Contributing)
Findings from the California Healthy Kids Survey (Metric 1.22, Previous Metric 2.2) indicate that educational partners have positive perceptions of school facility conditions. Survey results showed that 50% of Grade 5 students, 31% of Grade 7 students, 42% of Grade 9 students, and 38% of Grade 11 students reported favorable views of school facilities. Additionally, 74% of staff and 81% of parents expressed positive perceptions of the condition and maintenance of school sites. These results demonstrate educational partners' confidence in facilities upkeep.

Safe and Secure Campuses Action 1.37 (Previous Action 2.13) effectively promoted safe, supportive, and welcoming school environments across the district. Evidence includes educational partners' positive perceptions of climate and safety. The California Healthy Kids Survey shows that 89% of parents agree that schools are safe for their child: 89% at the elementary level, 92% at the middle school level, and 87% at the high school level. (Metric 3.11, Previous Metric 4.11)
Additional evidence from the LCAP Effectiveness Survey further demonstrates positive perceptions of school safety and climate among educational partners. In addition to the

California Healthy Kids Survey findings, the survey results indicated favorable responses from 85% of staff, 91% of administrators, 91% of parents, and 77% of students. Although student perception data from the LCAP Effectiveness Survey were lower than the responses reported by staff, administrators, and parents, 77% of students still indicated favorable perceptions of school climate and safety, demonstrating that the majority of students feel supported in their school environment while also identifying an area for continued growth.

Action 1.38, Previous Action 2.14, Fully Credentialed and Appropriately Assigned Teachers, remained effective in providing students with access to qualified educators at all grade levels. Human Resources data indicate that 97% of elementary and middle school teachers and 98% of high school teachers were properly credentialed and assigned to their subject areas. These results demonstrate the district's commitment to hiring highly qualified teachers to support strong instruction and positive academic outcomes across all content areas (Metric 1.23, Previous Metric 2.3)

New Teacher Induction Program and Support (TIPs) Action 1.39 (Previous Action 2.15) effectively supported preliminary credentialed teachers towards clearing their teaching credentials. 99% (92 of 93) induction teachers have satisfactorily completed the induction coursework and assignments. Thirty (30) teachers successfully completed the induction program and are clearing their teaching credentials before the end of the school year. Sixty-two (62) teachers have completed Year 1 of induction and are expected to complete induction and clear their teaching credentials during the upcoming school year.

(Metric 1.24, Previous Metric 2.4) Peer Assistance and Review (PAR) Program Action 1.40 (Previous Action 2.16) successfully supported eight (8) teacher-participants in the PAR Program. 100% of teachers received individualized support from PAR consulting teachers, targeting each teacher's professional growth needs. The consulting teachers reported satisfactory improvement in the teachers' teaching practices, including classroom management, instructional routines, self-reflection, and the design of learning experiences based on student data. (Metric 1.25, Previous Metric 2.5)

Action 1.41 (Previous Action 5.1) Professional Development on Research-Based Practices for English Learners effectively supported progress toward the goal. The LCAP Effectiveness Survey showed strong feedback, with 94% of administrators and 89% of teachers reporting that the training better prepared them to implement research-based practices. Student achievement for English learners also improved, with ELA CAASPP proficiency rising by 8.2% to 16.82% and Mathematics CAASPP proficiency increasing by 8% to 20.32% (Metrics 1.33 and 1.34, Previous Metrics 5.4 and 5.5). The California Dashboard English Learner Indicator stayed at Yellow status, with a slight change from 47.6% to 47.4%, and 17% of students reached Level 4 on the ELPAC (Goal 1, Metrics 30 and 31, Previous Metric 5.1 and 5.2). While academic performance improved, language acquisition did not progress at the same rate. These results highlight the need to strengthen Integrated and Designated ELD instruction and provide more targeted professional development to advance English proficiency. Overall, survey feedback and student data show that the action improved instructional capacity and academic outcomes, while identifying language development as an ongoing priority.

Action 1.42 (Previous Action 5.2), Professional Development Focused on Long-Term English Learners (LTELs), effectively enhanced educators' ability to meet the academic and linguistic needs of LTEL students. Feedback showed that 93% of administrators and 90% of teachers reported a better understanding of LTEL strategies and supports. Student outcomes also improved: 52.4% of LTELs showed growth toward English proficiency on the CA Dashboard, up from 43.5%, and 16.85% reached Level 4 on the ELPAC (Metric 1.32, Previous Metric 5.3). ELA CAASPP proficiency increased to 7.32%, while Mathematics proficiency increased by 6.27% to 8.87% (Metric 1.33 and 1.34, Previous Metric 5.4 & 5.6). Although these results reflect progress, overall proficiency rates remain low. Continued, targeted professional development is needed to further accelerate language acquisition and academic achievement for Long-Term English Learners. (Contributing English Learners (LTELs)
Action 1.43 (Previous Action 5.3), Culturally Responsive Pedagogy for English Learners, was partially implemented and demonstrated positive early impact on staff capacity and culturally responsive instructional practices. Survey data showed that 84.7% of administrators and 87.2% of teachers agreed that professional development improved their understanding and ability to support students from diverse backgrounds. While these early indicators reflect progress toward creating effective learning environments for English Learners, inconsistent implementation underscores the need for ongoing professional development, coaching, and monitoring to ensure the sustained, systemic integration of culturally responsive teaching practices.

Overall, the data indicate that Academic Interventions and Support Programs for Elementary English Learners and At-Risk ELs Action 1.44 (Previous Action 5.4) is having a positive, measurable impact, as evidenced by both Educational Partner perceptions and student outcomes. All educational partners report strong confidence in the effectiveness of interventions as measured by the LCAP Effectiveness Survey: administrators (100%), certificated staff (91.3%), and parents (92%). Student perceptions are also positive, at 81%, though lower than those of adults, suggesting students may not view the support as impactful.
Outcome data support these findings. The percentage of At-Risk LTELs decreased from 6.5% to 5.7%, indicating progress in reducing the number of students at risk of becoming LTELs (Metric 1.37, Previous Metric 5.8). The ELPI rate of 47.3% indicates that nearly half of English Learners are making progress toward proficiency (Metric 1.30, Previous Action 5.1), though growth remains moderate. Overall, the data show that interventions are effective and trending positively, with alignment between perception and performance outcomes.

Action 1.45 (Previous Action 5.5), Academic Interventions and Supports for Long-Term English Learners (LTELs), has demonstrated overall effectiveness, as evidenced by Educational Partner feedback and student outcome data. The LCAP Effectiveness Survey indicates strong confidence in LTEL support, with 100% of administrators, 91.3% of certificated staff, and 92% of parents reporting interventions as effective. Student perceptions were also positive at 81%, though the lower student rating suggests some students may not yet fully recognize the impact of these supports on their academic progress.
Student outcome data show positive trends in graduation rates, English proficiency, and college and career readiness. The English Learner graduation rate is 88.5%, while the LTEL graduation rate is higher at 90.9% (Metric 1.38, Previous Metric 5.9). LTELs achieved a Green performance level on the CA Dashboard College and Career Indicator, with 46.2% identified as Prepared. Additionally, 20.21% of LTELs scored at level 4 on the ELPAC 2025 (Metric 1.32, Previous Metric 5.3), indicating advanced English proficiency for some students. The district's current reclassification rate of 17%, further demonstrates progress toward English proficiency (Metric 1.36, Previous Metric 5.7).
Achievement data and LTEL rates indicate ongoing needs. LTEL performance on CAASPP remains low in both ELA (7.32%) and Mathematics (8.87%), and the percentage of LTELs has only slightly decreased from 10.7% to 10% (Metric 1.36, Previous Metric 5.7) This data suggests that while current interventions support graduation, language acquisition, and college readiness, additional targeted support is needed to accelerate academic achievement, English Language Development, and reclassification rates for LTEL students.

Newcomer Services, Action 1.46 (Previous Action 5.6), effectively addressed the needs of Newcomer students. Data show that 15.82% of Newcomer students demonstrated growth in language proficiency on the ELPAC (Goal 1, Metric 1.32, Previous Metric 5.3), representing a 4.76-percentage-point increase from the baseline year. Survey data further reflected strong support for the effectiveness of these services, with 100% of administrators, 90% of certificated staff, and 92% of parents affirming that schools provided meaningful academic and social-emotional support for Newcomer students. These data suggest that the district's investment in bilingual instructional assistants, targeted ELD instruction, additional supports, and enrichment opportunities continues to positively impact the integration of Newcomer students and address their language development and overall success.

Action 1.47 (Previous Action 5.7), Biliteracy/Multiliteracy Programs, continued to advance multilingualism, biliteracy, and cultural competency among students districtwide. Feedback from educational partners showed strong support: 92% of certificated staff, 90% of parents, and 100% of administrators agreed that these programs effectively support language acquisition and student learning.
Student achievement data further demonstrates the success of these programs. In targeted grade levels, 321 students in Dual Immersion and 8th Grade World Language programs earned the Pathway to Biliteracy Award (1.42, Previous Metric 5.15). Additionally, 377 graduating seniors received the State Seal of Biliteracy (1.39, Previous Metric 5.10), recognizing proficiency in two or more languages. These results underscore the district’s ongoing commitment to expanding opportunities for multilingual learners and promoting biliteracy as a pathway to college, career, and global readiness.
Action 1.48 (Previous Action 5.10) Data Monitoring and progress Tracking of LTELs focuses on monitoring student progress and creating customized support plans for English Learners. This action has helped students do better in school and feel more confident. Feedback from partners was very positive, with 95% of administrators and 94.3% of teachers saying these supports and checks worked well for students. Student results show this action works. Long-Term English Learners had a 90.9% graduation rate, showing more students are finishing high school. Recent public data showed that 15.82% reached the highest level on the English test. Overall, English Learners improved in school, with scores rising by 8.2 points in English and 1.5 points in math on state tests. For LTELs, proficiency rates were as follows: 7.32 in ELA and 8.87 in math. There is still room for improvement, even though this action helped.

The significant improvement in English Learner outcomes is anticipated to continue as Ellevation is expanded, further enhancing progress monitoring, data analysis, targeted interventions, and instructional planning. These combined efforts position us strongly for sustained success in supporting English Learners going forward.

Actions 1.49 and 1.50, focused on Data Driven Instruction and Monitoring of African-American Students and Academic Interventions for African American students (Previous Action 5.11 and 5.12), demonstrated effectiveness in improving student achievement outcomes. Through ongoing data analysis, collaborative planning, tutoring, mentoring, and culturally responsive instructional practices, schools provided more targeted and responsive academic support. Survey feedback reflected strong confidence in these efforts, with 92% of administrators and 84% of certificated staff agreeing or strongly agreeing that the support positively impacted student learning. Student achievement data also showed significant gains: CAASPP English Language Arts increased from 35.65% in 2024 to 44.4% in 2025, and Mathematics increased from 27.61% to 44.35%, demonstrating the positive impact of these coordinated supports and interventions.

(1.51, Previous Action 5.13) Culturally Responsive Teaching for African American Students continued to show strong effectiveness in increasing student engagement and promoting inclusive instruction. Notably, 81.3% of administrators and 85.4% of teachers reported that CLR strategies had a positive impact on student learning and engagement. To build on these successful outcomes, instructional resource kits with practical CLR classroom strategies and materials were provided to home schools, initially focusing on grades 1–3 and supporting African American students. These efforts have resulted in measurable growth in educators' ability to implement responsive instruction and create more inclusive learning environments. More work is needed on professional development to ensure this is part of teachers' instructional routines.

(Action 1.52) Culturally Relevant Curriculum Expansion for African American Students (Previous Action 5.14) demonstrates continued progress in supporting student engagement, academic success, and identity development through culturally responsive and affirming learning experiences. Survey data reflect positive Educational Partner perceptions of effectiveness, with 81% of administrators, 86% of certificated staff, and 86% of students reporting that the culturally responsive curriculum supports academic achievement and positive identity development. As culturally relevant curriculum for African American students continues to expand, ongoing targeted professional development for teachers and staff will be essential to ensure consistent implementation of culturally and linguistically responsive instructional practices and maximize impact on student outcomes.

## 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.

The District revised and consolidated Goal 1 to create greater coherence and alignment among instructional priorities and services that directly improve student achievement. While previous goals separated standards-aligned instruction, core services, and targeted supports, the district found, through LCAP review, that these areas are closely connected and, together, are key to effective teaching and learning.
The revised Goal 1 now establishes a more comprehensive and unified framework that integrates instructional quality, core educational services, and targeted student support into a single goal focused on access and academic achievement. By embedding Goal 2 core services into Goal 1, the district emphasizes that access to qualified teachers, standards-aligned materials, and safe, properly maintained facilities constitutes a foundational condition for student success and cannot be separated from instructional outcomes. Additionally, incorporating targeted actions previously under Goal 5 ensures that the needs of English Learners and other historically underserved groups remain central to the district's instructional focus rather than existing as stand-alone initiatives.
This structural change is consistent with California State Priorities by addressing essential conditions for learning with high-quality instruction and focused interventions. The revised goal brings credentialed teachers, instructional materials, safe environments, differentiated supports, and course access into one organized framework. This integrated approach drives academic achievement and equity, benefiting all students, especially those historically underserved (English Learners, Foster Youth, Low Socioeconomic).

GOAL DESCRIPTION
After ongoing reflection, data analysis, and feedback from educational partners, changes have been made to the Goal 1 description for the 2026–2027 school year to more clearly reflect the district's priorities. The revised description in bold is the revised goal statement for 2026-2027, while italicized verbiage reflects the prior written goal.
GOAL 1: Excellence in Teaching, Learning, and Academic Achievement (2026-2027)
State Priorities: 1,2,4,7,8

Goal Description 2026-2027
All students will have equitable access to high-quality, standards-aligned instruction, instructional materials, and a comprehensive course of study delivered by fully credentialed teachers in safe, inclusive, and well-maintained learning environments. All students, including English Learners, foster youth, those eligible for free and reduced-price lunch, and other historically underserved student groups, will receive differentiated instruction and targeted interventions to ensure mastery of grade-level standards and improved academic outcomes.
Prior Goal (25-26)
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 revisions to the goal statement were intended to strengthen coherence, alignment, and equity across instructional services and supports, and to more clearly express the district's all-encompassing approach to teaching and learning. The updated goal expands past academic interventions and differentiated supports to explicitly include access to high-quality, standards-aligned instruction, instructional materials, credentialed teachers, and safe, inclusive, and well-maintained learning environments. This revision shows the district's understanding that student achievement is directly connected to both the quality of instruction and the basic conditions needed for learning.
The addition of the phrase "equitable access" underscores the district's commitment to ensuring that all students, particularly English Learners, foster youth, low-income students, and other historically underserved student groups, receive the resources, supports, and opportunities required to succeed academically. Including "instructional materials" and "a comprehensive course of study delivered by fully credentialed teachers" aligns the goal more closely to California State Priorities 1 (Basic Services), 2 (Implementation of State Standards), and 7 (Course Access), strengthening the importance of access to qualified educators, standards-aligned curriculum, and rigorous learning opportunities across all content areas.
The revised goal also intentionally integrates targeted actions and supports previously addressed separately under Goal 5 for English Learners and African American students. This change represents a more cohesive, aligned approach to addressing achievement gaps by embedding customized instruction and targeted interventions directly within the district's core instructional framework, rather than treating these supports as a separate goal. Additionally, the inclusion of "safe, inclusive, and well-maintained learning environments" acknowledges the importance of school conditions and climate in supporting academic success and learner participation.
Lastly, the revised language maintains a strong focus on mastery of grade-level standards and enhanced academic outcomes while strengthening alignment with California State Priorities 4 (Pupil Achievement) and 8 (Other Pupil Outcomes). Overall, the changes reflect the district's continued commitment to instructional excellence, educational equity, and a more integrated system of support designed to improve outcomes for all students.

EXPECTED OUTCOMES
The proposed changes to Goal 1 are to embed expected outcomes from the prior LCAP Goal 2 and outcomes from Goal 5 associated with teaching and learning.

METRICS
The metrics from Goal 2 will be added to Goal 1, and the student-outcome metrics from Goal 5 will also be added to Goal 1.

Metric 1.21 (Prior 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)

Metric 1.22 (Prior Goal 2, Metric #2): Well-Maintained School Facilities and Properties (Data Source: CA Healthy Kids Survey, CA School Parent Survey, CA School Staff Survey)

Metric 1.23 (Prior 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)

Metric 1.24 (Prior Goal 2, Metric #4): Percentage of new teachers making progress in Induction Program (Data Source: Comprehensive Candidate Report)

Metric 1.25 (Prior Goal 2, Metric #5): Percentage of new teachers making progress in the Peer Assistance and Review Program (PAR) (Data Source: Panel and Site Administrator Review)

Metric 1.26 (Prior Goal 2, Metric #6): Percentage of schools passing the Williams' Compliance Textbooks Audit (Data Source: Williams Audit Report)

Metric 1.27 (Prior Goal 2, Metric #7): All students have access to standards-aligned instructional materials (Data Source: Internal Audits)

Metric 1.28 (Prior 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)

Metric 1.29 (Prior 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 Misassignments (Data Source: Human Resources Records)

Metric 1.30 (Prior Goal 5, Metric #1): Percentage of English Learners making progress towards English language proficiency (ELPI) (Data Source: CA Dashboard)

Metric 1.31 (Prior Goal 5, Metric #2): English Learner Language Proficiency for Summative ELPAC (Data Source: Dataquest)

Metric 1.32 (Prior Goal 5, Metric #3): Newcomers and LTELs English Language Proficiency for Summative ELPAC (Data Source: Summative ELPAC)

Metric 1.33 (Prior Goal 5, Metric #4): Proficiency in ELA CAASPP (Data Source: Dataquest)

Metric 1.34 (Prior Goal 5, Metric #5): Proficiency in Math CAASPP (Data Source: Dataquest)

Metric 1.35 (Prior Goal 5, Metric #6): Reclassification Rate to a level above the state average (Data Source: CALPADs, Dataquest, Internal Data)

Metric 1.36 (Prior Goal 5, Metric #7): Reduce the Number of Long Term English Learners (LTELs) (Data Source: Dataquest)

Metric 1.37 (Prior Goal 5, Metric #8): Percent of At-Risk English Learners (LTELs) (Datasource: Dataquest)

Metric 1.38 (Prior Goal 5, Metric #9): EL Graduation Rate for English Learners (Datasource: Dataquest)

Metric 1.39 (Prior Goal 5, Metric #10): Number of Students Achieving the State Seal of Biliteracy (Datasource: Dataquest)

Metric 1.40 (Prior Goal 5, Metric #11): Percentage of Grade 8 Students on Track of Completing 1 year of World Language (Datasource: Aeries)

Metric 1.41 (Prior Goal 5, Metric #12): Effectiveness of the training in cultural proficiency and culturally responsive teaching (Datasource: LCAP Effectiveness of Services Survey)

Metric 1.42 (Prior Goal 5, Metric #15): Number of Dual Immersion Students Attaining the Pathway to Biliteracy (Datasource: Internal Data)

ACTIONS
Actions from Goal 2 will be included in Goal 1, and actions from Goal 5 related to academic achievement and teaching and learning will be incorporated into Goal 1 for the 2026-2027 LCAP.

Action 1.25 (Prior Goal 2, Action 2.1): Core Services

Action 1.26 (Prior Goal 2, Action 2.2): Professional Development for Department Teams
Action 1.27 (Prior Goal 2, Action 2.3): Maintain Class Size in TK-3

Action 1.28 (Prior Goal 2, Action 2.4): Maintain Instructional Days (183)

Action 1.29 (Prior Goal 2, Action 2.5): Supporting Early Childhood Programs (Preschool and Transitional Kindergarten)

Action 1.30 (Prior Goal 2, Action 2.6): Full Day Kindergarten

Action 1.31 (Prior Goal 2, Action 2.7): Access to Core Textbooks in all Content Areas

Action 1.32 (Prior Goal 2, Action 2.8): Access to Devices

Action 1.33 (Prior Goal 2, Action 2.9): Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources

Action 1.34 (Prior Goal 2, Action 2.10): Instructional Support Resources for Educators

Action 1.35 (Prior Goal 2, Action 2.11): Enhancing Learning through Computer-Based Programs and Applications

Action 1.36 (Prior Goal 2, Action 2.12): Facilities in Good Repair

Action 1.37 (Prior Goal 2, Action 2.13): Safe and Secure Campuses

Action 1.38 (Prior Goal 2, Action 2.14): Fully-Credentialed, Appropriately Assigned Teachers

Action 1.39 (Prior Goal 2, Action 2.15): New Teacher Induction Program and Supports (TIPs)

Action 1.40 (Prior Goal 2, Action 2.16): Peer Assistance and Review (PAR) Program

Action 1.41 (Prior Goal 5, Action 5.1): Professional Development on Research-Based Practices for English Learners

Action 1.42 (Prior Goal 5, Action 5.2): Professional Development Focused on LTELs

Action 1.43 (Prior Goal 5, Action 5.3): Culturally Responsive Pedagogy for English Learners

Action 1.44 (Prior Goal 5, Action 5.3): Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners

Action 1.45 (Prior Goal 5, Action 5.5): Academic Interventions and Supports for LTELs

Action 1.46 (Prior Goal 5, Action 5.6): Newcomer Services

Action 1.47 (Prior Goal 5, Action 5.7): Biliteracy/Multiliteracy Program

Action 1.48 (Prior Goal 5, Action 5.10): Data Monitoring and Progress Tracking of LTELs

Action 1.49 (Prior Goal 5, Action 5.11): Data-Driven Instruction and Monitoring of African American Students

Action 1.50 (Prior Goal 5, Action 5.12): Academic Interventions for African American Students

Action 1.51 (Prior Goal 5, Action 5.13): Culturally Responsive Teaching for African American Students

Action 1.52 (Prior Goal 5, Action 5.4): Culturally Relevant Curriculum Expansion for African American Students

**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 |
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| 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 formats to strengthen engagement and support student learning. | $162,072.00 | No |
| 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 | $310,000.00 | Yes |

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| | | levels and will promote ongoing interactions between teachers.<br><br>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. | | |
| 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.<br><br>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 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.<br><br>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. | $2,364,305.00 | Yes |
| 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.<br><br>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. | $40,313.00 | No |

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| | | 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.<br><br>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. | | |
| 8 | Targeted Classroom Interventions for Low-Income Students | LREBG Action<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2 and 7.<br><br>LREBG Funds supporting this action: $420,000 per year through 2027–28 | $3,026,704.00 | Yes |
| 9 | Addressing the Gaps in Literacy Skills for Unduplicated Students | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 8, 9 and 10.<br><br>LREBG Funds supporting this action: $350,000 per year through 2027–28 | $3,329,443.00 | Yes |

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| 10 | Math Intervention and Supports for Unduplicated Students | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, 3<br><br>LREBG Funds supporting this action: $ 625,000 per year through 2027–28 | $3,375,000.00 | Yes |
| 11 | Targeted Math Support for High Needs Schools | LREBG Action<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3.<br><br>LREBG Funds supporting this action: $375,000 per year through 2027–28 | $2,325,000.00 | 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 | $2,960,995.00 | Yes |

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| | | engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators. | | |
| 13 | Before/After School Extended Learning Opportunities for Low-Income Students | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3.<br><br>LREBG Funds supporting this action: $373,110 per year through 2027–28 | $3,119,330.00 | 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 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. | $1,988,410.00 | Yes |
| 15 | Targeted Academic Interventions for Foster Youth | LREBG Action<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2 and 3.<br><br>LREBG Funds supporting this action: $150,500 per year through 2027–28 | $2,324,410.00 | Yes |

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| 16 | Supporting Academic Achievement for Students Facing Housing Insecurity | LREBG Action<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3.<br>LREBG Funds supporting this action: $95,500 per year through 2027–28 | $536,500.00 | No |
| 17 | Enhance Literacy and Math Support for Students with Disabilities | LREBG Action<br><br>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.<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3.<br><br>LREBG Funds supporting this action: $150,000 per year through 2027–28 | $590,000.00 | No |
| 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 |

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| 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.<br><br>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.<br><br>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.<br><br>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 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. | $3,592,761.00 | Yes |
| 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.<br><br>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 | $1,737,757.00 | No |

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| | | 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.<br><br>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. | | |
| 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 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. | $7,939,888.00 | Yes |
| 25 | 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 |
| 26 | 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 |
| 27 | 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 | $7,048,391.00 | Yes |

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| 28 | 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 |
| 29 | 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 |
| 30 | 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 |
| 31 | 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 |
| 32 | 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.<br>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 access to a device and dependable internet connectivity.<br><br>This concerted effort will enable low-income students to seamlessly access online learning resources, digital programs, instructional materials, and supplementary resources from home, free | $4,282,830.00 | Yes |

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| | | from the frustration of unreliable connectivity. | | |
| 33 | Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources | LREBG Action<br>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.<br>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.<br>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 | $5,999,210.00 | Yes |
| 34 | Instructional Support Resources for Educators | LREBG Action<br>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).<br>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.<br>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 | $615,297.00 | No |
| 35 | Enhancing Learning Through Computer-Based Programs and Applications | LREBG Action<br>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.<br>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.<br>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. | $2,815,000.00 | Yes |

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| | | 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 | | |
| 36 | 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 |
| 37 | 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 |
| 38 | 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 |
| 39 | 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. 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. | $92,862.00 | No |
| 40 | 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 | $82,520.00 | No |

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| | | improvement among veteran teachers, ultimately resulting in improved student outcomes and a more enriching learning experience for all students. | | |
| 41 | Professional Development on Research-Based Practices for ELs | LREBG Action<br><br>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.<br><br>Metrics being used to monitor the action: Goal 1 Metrics 1, 2, and 3.<br><br>LREBG Funds supporting this action: $150,000 per year through 2027–28 | $1,663,746.00 | Yes |
| 42 | Professional Development Focused on Long-Term English Learners (LTELs) | LREBG Action<br>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.<br>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 | $1,020,300.00 | Yes |
| 43 | 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.<br>In response, the Department of English Learners will implement targeted professional | $804,098.00 | Yes |

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| | | 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. | | |
| 44 | Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners | LREBG Action<br><br>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.<br><br>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.<br><br>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.<br><br>Metrics being used to monitor the action: Goal 1, Metrics 1.30, 1.31, 1.37<br><br>LREBG Funds supporting this action: $329,750 per year through 2027–28 | $2,918,977.00 | Yes |
| 45 | Academic Interventions and Supports for Long-Term English Learners | LREBG Action<br>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.<br>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.<br>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.<br>Metrics being used to monitor the action: Goal 5, Metric 7.<br>LREBG Funds supporting this action: $150,000 per year through 2027–28 | $1,050,000.00 | Yes |

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| 46 | 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 thrive academically and socially as they transition into the regular core program. | $3,786,449.00 | Yes |
| 47 | 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.<br>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 |
| 48 | Data Monitoring and Progress Tracking of LTELs | LREBG Action<br>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.<br>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, 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.<br><br>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 | $390,586.00 | Yes |
| 49 | Data-Driven Instruction and Monitoring of African-American Students | LREBG Action<br>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. | $200,000.00 | No |

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| | | 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.<br>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 | | |
| 50 | Academic Interventions for African-American Students | LREBG Action<br>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.<br>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.<br><br>This action is grounded in research which has proven that high-impact tutoring, identity-affirming 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.<br><br>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 | $480,000.00 | No |
| 51 | 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 |

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| 52 | 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 |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Prepare all students for success beyond graduation by expanding opportunities that promote college, career, and life readiness through rigorous academic preparation, career pathway programs, work-based learning experiences, and comprehensive counseling and support services that help students develop personalized pathways for success in higher education, careers, and the workforce. | Broad Goal |

## State priorities addressed by this goal.

4, 7, 5

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

Compton Unified selected this goal because the district recognizes that comprehensive academic counseling and support services are essential to ensuring all students develop personalized pathways toward college and career readiness. The district is committed to providing equitable access to guidance and planning that prepares students with the knowledge, skills, and experiences needed for success in higher education and the workforce. This goal is aligned with state priorities 4, 5, and 7.
This focus is driven by the need to address disparities in college and career readiness, particularly for English Learners, foster youth, students from low-income backgrounds, and other historically underserved student groups. By prioritizing personalized pathways, the district focuses on ensuring that all students are supported in identifying and pursuing postsecondary goals, while also advancing broader goals of educational equity, workforce preparation, and socio-economic mobility.
The actions and metrics associated with this goal are organized to provide a comprehensive plan of student readiness for college and career. Indicators such as the College/Career Indicator, A–G completion rates, and high school graduation rates measure overall progress toward readiness. Additional measures, including participation in Advanced Placement, dual enrollment, and college course completion, reflect access to rigorous academic opportunities.

FAFSA completion rates, along with college acceptance and postsecondary enrollment data, provide insight into students' successful transitions to higher education. Early warning indicators such as D/F rates and on-track graduation status help ensure timely identification and support for students who need additional intervention. Career Technical Education (CTE) pathway completion and participation in work-based learning opportunities measure readiness for workforce entry and industry-aligned careers.
Finally, parent engagement metrics, including workshop effectiveness, ensure that families are informed partners in supporting students' college and career planning. By monitoring these indicators and implementing data-driven supports, the district ensures a coherent system that promotes equitable access to postsecondary opportunities and prepares all students for success beyond high school.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | Goal 2, Metric #1<br><br>College Career Indicator: College ready rates<br><br>Data Source: CA Dashboard | All students: 43.1<br>SED : 43.2%<br>AA : 28.3%<br>Latinx: 46.1%<br>LEP : 15.8%<br>LTELs: 17.5%<br>SWD : 17.3%<br>FY:  20%<br><br>(2023 Dashboard) | All students: 49.5%<br>SED: 49.2 %<br>AA : 40.4%<br>Latinx: 50.9%<br>LEP : 26.5%<br>LTELs: 27.3%<br>SWD : 21.5%<br>FY:  13%<br><br>(2024 Dashboard) | All students: 70.6%<br>SED: 70.4 %<br>AA : 61.9%<br>Latinx: 72.4%<br>LEP : 46.5%<br>LTELs: 46.2%<br>SWD : 41.6%<br>FY: 34.6%<br><br>(2025 Dashboard) | All: 60%<br>SED : 60%<br>AA : 60%<br>Latinx: 60%<br>LEP : 60%<br>LTELs: 60%<br>SWD : 60%<br>FY: 60% | All Students: +27.5%<br>SED: +27.2%<br>AA: +33.6%<br>Latinx: +26.3%<br>LEP: +30.7%<br>LTELs: +28.7%<br>SWD: +24.3%<br>FY: +14.6%<br><br>(2025 Dashboard) |
| 2 | Goal 2, Metric #2<br><br>A-G completion rates<br><br>Data Source: Dataquest | All students: 54%<br>SED: 54%<br>AA: 42%<br>Latino : 57%<br>LEP: 32%<br>LTELs: 30%<br>SWD: 25%<br>FY: 36%<br><br>(2022-2023). | All students: 60.1%<br>SED: 59.8%<br>AA: 59.1%<br>Latino : 60.3%<br>LEP: 44%<br>LTELs: 42%<br>SWD: 36.9%<br>FY: 16.7%<br><br>(2023-2024) | All students: 76%<br>SED: 76%<br>AA: 69%<br>Latino: 77%<br>LEP: 64%<br>LTELs: %<br>SWD: 51%<br>FY: 50%<br><br>(2024-2025) | All: 75%<br>SED :75%<br>AA : 75%<br>Latinx: 75%<br>LEP : 75%<br>LTELs: 75%<br>SWD : 75%<br>FY:  75% | All Students: +22%<br>SED: +22%<br>AA: +27%<br>Latino: +20%<br>LEP: +32%<br>LTELs: Not reported<br>SWD: +26%<br>FY: +14%<br><br>(2024-2025) |
| 3 | Goal 2, Metric #3<br><br>High school graduation rates<br><br>Data Source: CA School Dashboard | All: 89%<br>African American: 89%<br>Latinx: 89%<br>EL: 82%<br>LTELs: 82%<br>Foster Youth: 62%<br>SPED: 73%<br>Socio Disadvantaged: 89%<br>Homeless: 79%<br><br>(2023 Dashboard). | All: 92.9%<br><br>African American: 92.2%<br>Latinx: 92.9%<br>EL: 91.1%<br>LTELs: 94.6%<br>Foster Youth: 79.2%<br>SPED: 85%<br>SED: 92.9%<br>Homeless: 89.3%<br><br>(2024 Dashboard). | All: 94%<br>African American: 90%<br>Latinx: 94%<br>EL: 89%<br>LTELs: 91%<br>Foster Youth: 85%<br>SPED: 87%<br>Socio Disadvantaged: 94%<br>Homeless: 85%<br><br>(2025 Dashboard) | All: 92%<br>SED : 92%<br>AA : 92%<br>Latinx: 92%<br>LEP : 92%<br>LTELs: 92%<br>SWD : 92%<br>FY:  92% | All Students: +5%<br>African American: +1%<br>Latinx: +5%<br>EL: +7%<br>LTELs: +9%<br>Foster Youth: +23%<br>SWD: +14%<br>SED: +5%<br>Homeless: +6%<br><br>(2025 Dashboard) |

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| 4 | Goal 2, Metric #4<br><br>Advanced Placement: Unique student count. Number of students enrolled to take 1 or more AP courses<br><br>Data Source: College Board | 2,193<br><br>(2023-2024) | 3,164<br><br>(2024-2025) | 3,684<br><br>(2025-2026) | 2,500 | +1,491<br><br>(2025-2026) |
| 5 | Goal 2, Metric #5<br><br>Advanced Placement: Total AP exam count<br><br>Data Source: College Board. | 3,091 Exams<br><br>(Spring 2024) | 4,803 Exams<br><br>(Spring 2025) | 4,295 Exams<br><br>(Spring 2026) | 3,500 Exams | +1,204<br><br>(Spring 2026) |
| 6 | Goal 2, Metric #6<br><br>Advanced Placement: Passing exam rate of 3 or higher<br><br>Data Source: College Board | 23%<br><br>(2022-2023) | 24%<br><br>(2023-2024) | 20%<br><br>(2024-2025) | 30% | -3%<br><br>(2024-2025) |

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| 7 | Goal 2, Metric #7<br><br>College course completed with a C or better<br><br>Data Source: Local & Community College Data. | 3,617<br><br>(2022-2023) | 3293<br><br>(2023-2024) | 3,381<br><br>(2024-2025) | 4,000 | +142<br><br>(2024-2025) |
| 8 | Goal 2, Metric #8<br><br>FAFSA completion rates<br><br>Data Source: CSAC | 86%<br><br>(2024) | 86%<br><br>(2024-2025) | 88%<br><br>(2026) | 100% | +2%<br><br>(2026) |
| 9 | Goal 2, Metric #9<br><br>College acceptance rates. CUSD seniors accepted into a 4- year and/or 2 year institutions<br><br>Data Source: College Acceptance Letters/Local Data | 83%<br><br>(2022-2023) | 88%<br><br>(2023-2024) | 95%<br><br>(2024-2025) | 88% | +12%<br><br>(2024-2025) |

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| 10 | Goal 2, Metric #10<br><br>Post secondary enrollment. Percent (%) of CUSD seniors enroll in colleges/universities following graduation<br><br>Data Source: Local Data & National Clearing House | 46%<br><br>(2023-2024) | 54%<br><br>(2024-2025) | 58%<br><br>(2025-2026) | 65% | +12%<br><br>(2025-2026) |
| 11 | Goal 2, Metric #11<br><br>D-F rates- % of D/F rates for high school students for all courses<br><br>Data Source: Aeries | 20% (Fall semester of 23-24)<br><br>19% (Spring semester of 23-24) | 15% (Fall semester of 24-25)<br><br>16% (Spring semester of 24-25) | 17% (Fall semester of 25-26)<br><br>14.63% (Spring semester of 24-25) | 15% (Fall semester)<br><br>15% (Spring semester) | -3% (Fall semester of 25- 26)<br><br>-4.37% (Spring semester of 25-26) |
| 12 | Goal 2, Metric #12<br><br>Freshmen on track for graduation at the end of their 9th grade year | 56%<br><br>(Spring 2024) | 87%<br><br>(Spring 2025) | 70%<br><br>Spring 2026 | 75% | +14%<br><br>(Spring semester of 25-26) |

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| 13 | Goal 2, Metric #13<br><br>Percent of sophomores on track for graduation at the end of their 10th grade year | 81%<br><br>(Spring 2024) | 87%<br><br>(Spring 2025) | 56%<br><br>(Spring 2026) | 75% | -25%<br><br>(Spring semester of 25-26) |
| 14 | Goal 2, Metric #14<br><br>College/Career Ready (CTE). CTE pathway completion rate. Number of CTE senior completers out of the total number of graduates<br><br>Data Source: CALPADS | 15%<br><br>(2022-2023) | 28.5% (350)<br><br>(2023-2024) | 44.4%<br><br>(2024-2025) | 33% | 29.4%<br><br>(2024-2025) |
| 15 | Goal 2, Metric #15<br><br>Improve passing rate of district CTE pathway capstone courses<br><br>Data Source: Local Data. Aeries | All Students: 86.79%<br>SED: 80%<br>AA: 17%<br>Hispanics: 85%<br>LEP: 51%<br>LTEL: 10.4%<br>SWD: 10%<br>FY: .5%<br>Homeless: 2%<br><br>(2022-2023) | All Students: 89.1% (759)<br>SED: 89.2% (581)<br>AA: 84% (123)<br>Hispanics: 90.1% (632)<br>LEP: 82% (90)<br>LTEL: 86.3% (113)<br>SWD: 84% (105)<br>FY: 78% (7)<br>Homeless: 74% (28)<br><br>(2023-2024) | All Students: 92%<br>SED: 87.3% (842)<br>AA: 87.1% (135)<br>Hispanics: 87.6% (871)<br>LEP: 83% (85)<br>LTEL: 83.5% (157)<br>SWD: 84.5% (93)<br>FY: 81.2% (13)<br>Homeless: 84% (37)<br><br>(2024-2025) | All Students: 95%<br>SED: 95%<br>AA: 95%<br>Hispanics: 95%<br>LEP: 95%<br>LTEL: 95%<br>SWD: 95%<br>FY: 95%<br>Homeless: 95% | All Students: +5.21%<br>SED: +7.3%<br>AA: +70.1%<br>Hispanics: +2.6%<br>LEP: +32%<br>LTELs: +73.1%<br>SWD: +74.5%<br>FY: +76.2%<br>Homeless: +82%<br><br>(2024-2025) |

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| 16 | Goal 2, Metric #16<br><br>CTE student participation in work- based learning (WBL) opportunities<br><br>Data Source: Local Data | 2,570 participants<br><br>(2023-2024) | 2,606 participants<br><br>(2024-2025) | 2,906 participants<br><br>(2025-2026) | 2,600 participants | +336<br><br>(2025-2026) |
| 17 | Goal 2, Metric #17<br><br>Number of programs of study that offer industry certifications<br><br>Data Source: Local Data | 9 out of 9 (100%)<br><br>(Spring 2024) | 10 out of 10 (100%)<br><br>(Spring 2025) | 10 out of 10 (100 %)<br><br>(Spring 2026) | 100% | 0% (Outcome Met)<br><br>(Spring 2026) |
| 18 | Goal 2, Metric #18<br><br>Number of articulation agreements with post-secondary institutions<br><br>Data Source: Local Data | None (0)<br><br>(2023-2024) | None (0)<br><br>(2024-2025) | None (0)<br><br>(2025-2026) | 4 | 0%<br><br>(2025-2026) |

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| 19 | Goal 2, Metric #19<br><br>Percentage of CTE completers who completed a dual enrollment class<br><br>Data Source: Aeries | All Students: 32.9%<br>SED: 32.9%<br>AA: 27.8%<br>Hispanics: 33.4%<br>LEP: 9.1%<br>LTEL: 8.1%<br>SWD: 19.0%<br>FY: 0%<br>Homeless: 0%<br><br>(2023-2024) | All Students: 17%<br>SED: 17%<br>AA: 11%<br>Hispanics: 18%<br>LEP: 4%<br>LTEL: 7%<br>SWD: 1%<br>FY: 7%<br>Homeless: 9%<br><br>(2024-2025) | All Students: 46%<br>SED: 46%<br>AA: 37%<br>Hispanics: 47%<br>LEP: 12%<br>LTEL: 28%<br>SWD: 17%<br>FY: 38%<br>Homeless: 25%<br><br>(2025-2026) | All Students: 50%<br>SED: 50%<br>AA: 50%<br>Hispanics: 50%<br>LEP: 50%<br>LTEL: 50%<br>SWD: 50%<br>FY: 50%<br>Homeless: 50% | All Students: +13.1%<br>SED: +13.1%<br>AA: +9.2%<br>Hispanics: +13.6%<br>LEP: +2.9%<br>LTEL: +19.9%<br>SWD: +2%<br>FY: + 38%<br>Homeless: + 25%<br><br>(2025-2026) |
| 20 | Goal 2, Metric #20<br><br>Percentage of graduates who have successfully completed CTE pathways and A-G Requirements<br><br>Data Source: CA Dashboard | All Students: 15.5% (204)<br>SED: 15.7% (203)<br>AA: 12.5% (26)<br>Hispanics: 15.9% (171)<br>LEP: 6.1% (18)<br>LTEL: 10% (14)<br>SWD: 7.7% (16)<br>FY: 4.8% (2)<br>Homeless: 9.5% (6)<br><br>Data Source: CDE (2022/2023) | All Students: 21.4% (262)<br>SED: 21.3% (258)<br>AA: 19.4% (35)<br>Hispanics: 21.8% (224)<br>LEP: 13.7% (43)<br>LTEL: 15.7% (38)<br>SWD: 17.7% (32)<br>FY: 0% (0)<br>Homeless: 14.3% (8)<br><br>(2023-2024)<br>Combined Graduation Rate<br>Source | All Students: 38.5% (472)<br>SED: 38.8% (465)<br>AA: 26.7% (43)<br>Hispanics: 40.5% (424)<br>LEP: 32.6% (85)<br>LTEL: 33.8% (67)<br>SWD: 29.9% (52)<br>FY: 23.1% (6)<br>Homeless: 20.2% (17)<br><br>(2024-2025) | All Students: 30%<br>SED: 30%<br>AA: 30%<br>Hispanics: 30%<br>LEP: 30%<br>LTEL: 30%<br>SWD: 30%<br>FY: 30%<br>Homeless: 30% | All Students: +23%<br>SED: +23.1%<br>AA: +14.2%<br>Hispanics: +24.6%<br>LEP: +26.5%<br>LTELs: +23.8%<br>SWD: +22.2%<br>FY: +18.3%<br>Homeless: +10.7%<br><br>(2024-2025 Combined Graduation Rate) |
| 21 | Goal 2, Metric #21<br><br>Number of Active Chapters of Career Technical Student Organizations (CTSOs)<br><br>Data Source: Local Data | 2<br><br>(2023-2024) | 4<br><br>(2024-2025) | 6<br><br>(2025-2026) | 12 | +4<br><br>(2025-2026) |

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| 22 | Goal 2, Metric #22<br><br>Number of Registered Pre-apprenticeships<br><br>Data Source: Local Data | 0<br><br>(2023-2024) | 5<br><br>(2024-2025)) | 5<br><br>(2025-2026) | 6 | +5<br><br>(2025-2026) |
| 23 | Goal 2, Metric #23<br><br>Number of Low-income, Foster Youth, and English Learner graduates who complete a CTE pathway.<br><br>Data Source: Aeries | All Students: 22.1% (291)<br>SED: 22.4% (290)<br>AA: 21.6% (45)<br>Hispanics: 22.1% (238)<br>LEP: 11.9% (35)<br>LTEL: 20% (28)<br>SWD: 16.9% (35)<br>FY: 7.1% (3)<br>Homeless: 12.7% (8)<br><br>Data Source: CDE (2022/2023) | All Students: 28.5% (350)<br>SED: 28.5% (346)<br>AA: 28.9% (52)<br>Hispanics: 28.7% (295)<br>LEP: 19.7% (62)<br>LTEL: 22.7% (55)<br>SWD: 26.5% (48)<br>FY: 12.5% (3)<br>Homeless: 21.4% (12)<br><br>(2023/2024)<br><br>Combined Graduation Rate<br>Source | All Students: 44.4% (544)<br>SED: 44.6% (534)<br>AA: 34.2% (55)<br>Hispanics: 46.3% (484)<br>LEP: 39.1% (102)<br>LTEL: 41.9% (83)<br>SWD: 39.7% (69)<br>FY: 23.1% (6)<br>Homeless: 23.8% (20)<br><br>(2024/2025)<br><br>Combined Graduation Rate | All Students: 500<br>SED: 450<br>AA: 80<br>Hispanics: 350<br>LEP: 90<br>LTEL: 70<br>SWD: 60<br>FY: 8<br>Homeless: 18 | All Students: +22.3%<br>SED: +22.2%<br>AA: +12.6%<br>Hispanics: +24.2%<br>LEP: +27.2%<br>LTELs: +21.9%<br>SWD: +22.8%<br>FY: +16%<br>Homeless: +11.1%<br><br>(2024-2025)<br><br>Combined Graduation Rate |
| 24 | Goal 2, Metric #24<br><br>Parents who agree/strongly agree that the parent workshops in the area of college and career are effective.<br><br>Data Source: Effectiveness of Services Survey | 93.9%<br><br>(2023-2024) | 92.3%<br><br>(2024-2025) | Parents: 93.8%<br><br>(2025-2026) | 95% | -0.1%<br><br>(2025-2026) |

# Goal Analysis for 2025-2026

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 2.1, Previous Action 3.1) was fully implemented to support Low-Income students, Foster Youth, and English Learners in accessing college and career readiness opportunities. The district provided access to A-G, Advanced Placement (AP), Pre-AP, Honors, Dual Enrollment, and Career Technical Education (CTE) coursework across secondary schools. Through a partnership with Compton College, college-level Human Development courses were offered to ninth-grade students. Additional rigorous coursework opportunities and credit recovery options were made available to students throughout the district. (Contributing)

College and Career Support Staff for Unduplicated Students (Action 2.2, Previous Action 3.2) was fully implemented. The district provided college and career support services through Higher Education Coordinators, College and Career Specialists, School Counselors, Dual Enrollment Specialists, and USC College Advisors. Staff delivered classroom presentations, workshops, planning sessions, counseling services, peer mediation, and referrals to internal and external resources. Services were designed to support the academic, career, and social-emotional needs of students, including low-income students, English Learners, and Foster Youth. (Contributing)

College and Career Support and Guidance for Families of Unduplicated Pupils (Action 2.3, Previous Action 3.3) was fully implemented. The College and Career Department provided workshops and informational sessions for families focused on Aeries access, grades and transcripts, A-G requirements, college admissions processes, FAFSA/CADAA completion, scholarship opportunities, and postsecondary planning timelines. Resources and information were shared with families, students, teachers, and administrators throughout the year to support awareness of college and career readiness requirements and opportunities. (Contributing)

Promote College and Career Culture for Low-Income Students (Action 2.4, Previous Action 3.4) was fully implemented. The College and Career Department provided college visits, overnight college trips, career awareness activities, outreach efforts, and college and career readiness programming for students, including Foster Youth, Homeless Youth, English Learners, and other unduplicated student groups. Activities were designed to increase student exposure to postsecondary education and career opportunities and were implemented across district high schools. (Contributing)

Comprehensive College and Career Readiness Professional Development (Action 2.5, Previous Action 3.5) was fully implemented. The district provided ongoing professional development for certificated and classified staff focused on college and career readiness practices. Training topics included Grading for Mastery, the ASCA National Model, postsecondary systems, counseling practices, and the use of student data to support academic, career, and social-emotional planning. Staff also participated in local, state, and national professional learning opportunities related to college and career readiness. (Non-Contributing)

Targeted Graduation Support (Action 2.6, Previous Action 3.6) was fully implemented. The district provided targeted graduation supports at identified schools and for student groups requiring additional assistance. Supports included academic counseling, individualized graduation plans, credit recovery opportunities before school, after school, and on Saturdays, tutoring services, mentorship opportunities, and social-emotional supports. These services were provided to address barriers to graduation and support students in meeting graduation requirements. (Non-Contributing)

Foster Youth Graduation Support Initiative (Action 2.7, Previous Action 3.7) was partially implemented. The district strengthened collaboration between school counselors and the Foster Youth Department and provided foster youth with access to tutoring, transportation assistance, hotspots, and credit recovery opportunities. The district also coordinated with external agencies, including LACOE and the California Department of Education, regarding placement and graduation requirements for eligible foster youth. Full implementation was not achieved, as additional collaboration between the College and Career Department and Pupil Services remains necessary to provide the comprehensive wraparound support originally planned. (Contributing)

Expansion of CTE Programs (Action 2.8, Previous Action 3.8) was fully implemented. The district expanded Career Technical Education (CTE) opportunities through collaboration with local employers, labor organizations, and postsecondary institutions. These partnerships supported the identification of priority workforce sectors and informed the development and refinement of CTE pathways. The district implemented paid internship opportunities with community partners, hosted career exploration and hiring events, and provided students with hands-on learning experiences, including trade boot camps and industry-based activities. CTE programs and pathway offerings were made available across multiple sites to support student participation in career-focused learning experiences. (Contributing)

Professional Development for CTE Teachers (Action 2.9, Previous Action 3.9) was fully implemented. Career Technical Education teachers participated in ongoing professional development opportunities, including workshops, industry-led training, collaborative planning sessions, and professional learning communities. Professional development focused on current industry practices, instructional strategies, technology integration, and pathway-specific content. The district's two CTE Specialists provided coaching, technical assistance, and professional development support to CTE teachers throughout the school year, including support for teachers pursuing credential requirements. (Non-Contributing)

Enhancing CTE Program Articulation with Community Colleges (Action 2.10, Previous Action 3.10) was partially implemented. The district continued efforts to modernize CTE programs through upgrades to classrooms, equipment, and instructional materials aligned with industry standards. The district also implemented student and teacher certification opportunities, licensing opportunities, and pathway-specific training. In addition, the district initiated and continued articulation discussions and alignment efforts with local community colleges in select CTE pathways. While progress was made in several programs, articulation agreements and modernization efforts were not fully completed across all planned pathways during the implementation period. The district will continue these efforts to expand articulation opportunities and program alignment. (Non-Contributing)

Dual Enrollment for CTE Completers (Action 2.11, Previous Action 3.11) was partially implemented. The district expanded dual enrollment opportunities for students enrolled in select CTE pathways through partnerships with local colleges and universities. Dual enrollment coursework was made available in identified pathways, including opportunities offered through Compton Early College and Chavez Continuation School. Collaboration with postsecondary partners supported the development of articulated coursework and dual enrollment opportunities aligned to selected CTE programs. Implementation was partial because access to dual enrollment opportunities remained limited to specific pathways and school sites, and expansion across all planned pathways was not completed during the school year. The district continues to work with postsecondary partners to increase availability and access. (Contributing)

Expanding Work-Based Learning Opportunities for CTE Students (Action 2.12, Previous Action 3.12) was fully implemented. The district provided work-based learning opportunities through partnerships with industry and community organizations. Opportunities included participation in Career Technical Student Organizations (CTSOs), workplace tours, mock interviews, internships, pre-apprenticeship programs, apprenticeship programs, and other career-connected learning experiences. CTE teachers and district staff coordinated and supported student participation in these activities throughout the school year. The district also implemented registered apprenticeship opportunities within district departments to provide students with additional workplace learning experiences. (Contributing)

CTE Pathway Targeted Outreach and Specialized Support Services (Action 2.13, Previous Action 3.13) was fully implemented. The district conducted outreach and recruitment activities to increase awareness of CTE pathway opportunities among English Learners, Foster Youth, and low-income students. Students received academic, language development, and socio-emotional supports within CTE programs, and families were provided information regarding available pathways and enrollment opportunities. While outreach and support services were implemented across district sites, the district experienced some variability in the consistency of implementation among schools and will continue refining coordination efforts to ensure equitable access to services and information. (Contributing)

CTE Technology Upgrades (Action 2.14, Previous Action 3.14) was fully implemented. The district upgraded CTE facilities, equipment, instructional technology, and industry-specific tools to support pathway instruction. Technology and equipment purchases were completed across multiple CTE programs and included updates to specialized

instructional spaces and equipment used in pathway coursework. Facility and equipment upgrades were implemented to ensure students and staff had access to industry-aligned technology and learning environments that support CTE instruction. Examples of upgrades included equipment for Video Production programs and resources utilized within drone-related instructional activities and competitions. (Non-Contributing)

## 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
The primary material difference occurred in Action 3.7, Foster Youth Graduation Support Initiative, where approximately 85% of allocated funds were expended due to lower-than-anticipated participation and service costs.
2. Actions with Material Differences
Goal 3
Action 3.7: Foster Youth Graduation Support Initiative (85%)
Expenditures for Action 3.7 were lower than budgeted, with approximately 85% of allocated funds spent during the reporting year. This underspending was primarily due to lower participation and service costs for foster youth graduation initiatives. The district continued to provide targeted academic, counseling, and graduation support services, but fewer students than expected required intensive interventions. Additionally, some planned activities and contracted services were delivered at lower costs, resulting in further savings.
4. Overall Summary
Of the $13,949,106 allocated for Goal 3, $13,512,992 was spent, resulting in 96.87% of funds spent. Base Funds were spent at 97.18%, and Supplemental and Concentration Funds at 96.85%.

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

Access to Rigorous Courses (Action 2.1, Previous Action 3.1) was effective in increasing student participation in advanced coursework and expanding college readiness opportunities. District data show that the number of students enrolled in Advanced Placement courses increased from 2,142 students in 2024-25 to 3,684 students in 2025-26, representing an increase of 1,542 students (Metric 2.4). Of students enrolled in AP courses 90% are Low Income, 7.80% English Learners, and 1.17 Foster Youth. The district also projects an increase of approximately 470 AP examinations administered this year.

Additional evidence of effectiveness includes recognition earned by district high schools through AP Honor Roll distinctions and Dual Enrollment Exemplary awards. These outcomes indicate that expanded access to rigorous coursework is supporting increased participation in advanced academic pathways among all students, including English Learners, Foster Youth, and students experiencing homelessness. (Contributing – Foster Youth)

College and Career Support Staff for Unduplicated Students (Action 2.2, Previous Action 3.2) was effective in improving college and career readiness outcomes for unduplicated student groups. The College and Career Indicator (CCI) increased from 43% in 2023 to 71% in 2025, representing a 28-percentage-point increase (Metric 2.1). Current projections indicate that approximately 75% of the Class of 2026 will meet CCI readiness criteria. Similarly, A-G completion rates increased to 76% in 2025, with notable gains among English Learners, Low-Income students, and Foster Youth (Metric 2.2). These outcomes suggest that individualized advising, academic planning, college application support, and financial aid assistance contributed to improved postsecondary readiness among historically underserved student groups. (Contributing – Low Income, English Learners, Foster Youth)

College and Career Support and Guidance for Families of Unduplicated Pupils (Action 2.3, Previous Action 3.3) was effective in supporting improved college readiness outcomes among unduplicated student groups. A-G completion rates increased from 54% to 76% for socioeconomically disadvantaged students, from 32% to 63% for English Learners, and from 17% to 50% for Foster Youth between 2023 and 2025 (Metric 2.2). Additionally, districtwide D/F rates decreased from 20% to 17% (Metric 2.11). While multiple actions contributed to these outcomes, family engagement and increased awareness of graduation and postsecondary requirements appear to have supported stronger academic planning and progress toward college eligibility. These results indicate that families were better equipped to support students in meeting academic milestones and preparing for postsecondary opportunities. (Contributing – Low Income, English Learners, Foster Youth)

Promote College and Career Culture for Low-Income Students (Action 2.4, Previous Action 3.4) was effective in increasing student awareness of postsecondary opportunities and supporting college and career readiness. Districtwide indicators demonstrate strong outcomes, including a 71% College and Career Indicator preparedness rate, a 94% graduation rate, a 95% college acceptance rate, and an 88% FAFSA/CADAA completion rate (Metrics 2.1, 2.3, 2.8, and 2.9). Educational partner feedback consistently emphasized the value of college visits, college fairs, and career exploration opportunities in helping students establish postsecondary goals and aspirations. Collectively, these outcomes suggest that efforts to strengthen a college-going culture have positively influenced student engagement with postsecondary planning and preparation. (Contributing – Low Income)

Comprehensive College and Career Readiness Professional Development (Action 2.5, Previous Action 3.5) was effective in building staff capacity to support district college and career readiness goals. Evidence of effectiveness is reflected in positive student outcomes across multiple metrics, including a 76% A-G completion rate, a 71% College and Career Indicator preparedness rate, a 94% graduation rate, and declining D/F rates (Metrics 2.1, 2.2, 2.3, and 2.11). In addition, educational partner feedback indicated strong satisfaction with professional learning opportunities related to counseling, postsecondary planning, and student support services. These results suggest that professional development contributed to greater consistency in college and career readiness practices across schools. (Non-Contributing)

Targeted Graduation Support Program (Action 2.6, Previous Action 3.6) was effective in supporting strong graduation outcomes across the district. Current Dashboard data indicate that no schools or student groups were identified in the Red performance category for graduation rate. While Marshall High School experienced declines among certain student groups, other student populations demonstrated stable or improved outcomes, including Students with Disabilities at Compton High School. Overall, district graduation data indicate that targeted interventions helped maintain positive outcomes while also identifying schools and student groups requiring continued support and monitoring. (Non-Contributing)

Foster Youth Graduation Support Initiative (Action 2.7, Previous Action 3.7) was effective in improving graduation outcomes for Foster Youth. Dashboard data indicate that Foster Youth graduation rates increased from 79% to 85%, with current projections approaching 90% (Metric 2.3). These gains suggest that targeted academic, counseling, and support services helped address barriers commonly experienced by Foster Youth. Feedback from counselors and support staff further indicates that individualized case management and coordinated support systems contributed to improved educational stability and progress toward graduation. (Contributing – Foster Youth)

Expansion of CTE Programs (Action 2.8, Previous Action 3.8) was effective in increasing participation and completion of Career Technical Education pathways among unduplicated student groups. The number of Low-Income graduates completing a CTE pathway increased from 346 to 534 students. English Learner completers increased from 62 to 102 students, while Foster Youth completers increased from 3 to 6 students (Metric 2.23). These increases suggest that expanded pathway availability and career-focused opportunities have strengthened student engagement in career preparation and supported progress toward college and career readiness goals. (Contributing – Low Income)

Professional Development for CTE Teachers (Action 2.9, Previous Action 3.9) was effective in supporting high-quality CTE instruction. According to the Effectiveness of Services Survey, 93.3% of certificated staff agreed or strongly agreed that professional development opportunities improved instructional practices and strengthened career pathway instruction. This feedback suggests that teachers found the training relevant and beneficial in supporting student learning within CTE programs. (Non-Contributing)
Enhancing CTE Program Articulation with Community Colleges (Action 2.10, Previous Action 3.10) was partially effective. While formal articulation agreements have not yet been finalized, the district has established foundational alignment between several CTE pathways and postsecondary institutions. Progress toward modernization and alignment has positioned programs for future articulation opportunities and supports the district's long-term goal of creating seamless transitions from high school to college and career

pathways. Additional evidence of effectiveness will be available once articulation agreements are finalized and student participation data become available. (Non-Contributing)

Dual Enrollment for CTE Completers (Action 2.11, Previous Action 3.11) was partially effective in expanding access to early college opportunities for students enrolled in CTE pathways. The growth of dual enrollment offerings has increased opportunities for students to earn college credit while in high school and strengthened connections between secondary and postsecondary programs. Participation data indicates that 46% of dual enrollment participants were socioeconomically disadvantaged students, 38% were foster youth, and 12% were English learners. (Contributing – Low Income)

Expanding Work-Based Learning Opportunities for CTE Students (Action 2.12, Previous Action 3.12) was effective in supporting career readiness and pathway completion for participating students. District data show that CTE pathway completion increased from 290 graduates to 534 graduates, with the most recent CALPADS data indicating a 44.4% completion rate (Metric 2.23). These results suggest that providing students with authentic workplace experiences, internships, apprenticeships, and industry engagement opportunities contributed to increased pathway completion and strengthened career preparation outcomes. (Contributing – Low Income)

CTE Pathway Targeted Outreach and Specialized Support Services (Action 2.13, Previous Action 3.13) was effective in increasing CTE pathway completion among student groups that have historically experienced barriers to participation. CTE completion rates increased from 28.5% to 44.6% for socioeconomically disadvantaged students, from 19.7% to 39.1% for English Learners, and from 19.7% to 39.1% for Foster Youth (Metric 2.23). These results indicate that targeted outreach and specialized support helped increase student participation and persistence within CTE pathways. (Contributing – Foster Youth, English Learners, Low Income)

CTE Technology Upgrades (Action 2.14, Previous Action 3.14) was effective in supporting student participation in Career Technical Education pathways. Districtwide CTE completion rates reached 44.4% based on the most recent available data (Metric 2.23). While multiple factors contributed to this outcome, access to industry-standard equipment and technology provided students with learning environments aligned to workforce expectations and supported engagement in CTE coursework. Continued monitoring of pathway completion and industry certification data will provide additional evidence regarding the long-term effectiveness of this action. (Non-Contributing)

## 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.

Overview and Updates for 2026–2027

The suggested revisions to the College and Career Readiness goal were made to create greater coherence and alignment across the district's efforts to prepare students for success beyond graduation. Previously identified as Goal 3, this goal will now become Goal 2 in the 2026–2027 LCAP, with all related actions transitioning accordingly. The aligned actions pertain to college readiness, career preparation, counseling, and workforce development embedded within a cohesive framework that clearly communicates the district's priorities for postsecondary success.

GOAL DESCRIPTION
After ongoing reflection, data analysis, and feedback from educational partners, changes have been made to the Goal 2 description for the 2026–2027 school year to more clearly reflect the district's priorities. The text in bold is the revised goal statement for 2026-2027, while italicized verbiage reflects the prior written goal.

GOAL 2: College, Career, and Life Readiness
State Priorities: 4,5,7

Goal Description
Prepare all students for success beyond graduation by expanding opportunities that promote college, career, and life readiness through rigorous academic preparation, career pathway programs, work-based learning experiences, and comprehensive counseling and support services that help students develop personalized pathways for success in higher education, careers, and the workforce.

Prior Goal (25-26)
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.
The previous goal emphasized comprehensive academic counseling and personalized pathways. The revised goal expands the district's focus. It now includes rigorous academic preparation, career pathway programs, work-based learning experiences, and comprehensive counseling and support services. These components work together to support college, career, and life readiness. The revised goal strengthens alignment with California State Priorities 4 (Pupil Achievement), 5 (Pupil Engagement), and 7 (Course Access) by emphasizing rigorous academic preparation, expanded college- and career-based pathways, work-based learning opportunities, and just access to a comprehensive course of study. The actions within this goal support student achievement, increased engagement, and greater access to programs that prepare students for postsecondary education and careers.
The addition of the phrase "prepare all students for success beyond graduation" broadens the goal to align with the district's strategic plan, ensuring that students are prepared not only for higher education but also for careers, workforce participation, and long-term life success. Including "career pathway programs" and "work-based learning experiences" acknowledges the district's expanded investment in Career Technical Education (CTE), dual enrollment, internships, apprenticeships, and industry partnerships that offer students real-world learning opportunities aligned to labor employment market demands.

EXPECTED OUTCOMES
The proposed changes to Goal 2 are intended to embed the expected outcomes from the prior LCAP Goal 3, which are associated with College and Career Readiness.

METRICS
The metrics from Goal 3 will be added to Goal 2 and renumbered accordingly.

Metric 2.1 (Prior Goal 3, Metric #1): College Career Indicator (Data Source: CA Dashboard)

Metric 2.2. (Prior Goal 3, Metric #2): A-G Completion Rates (Data Source: Dataquest)

Metric 2.3 (Prior Goal 3, Metric #3): High School Graduation Rates (Data Source: CA School Dashboard)

Metric 2.4 (Prior Goal 3, Metric #4): Advanced Placement: Number of Students Enrolled to take 1 or more AP courses (Data Source: College Board)

Metric 2.5 (Prior Goal 3, Metric #5): Advanced Placement: Total AP Exam Count (Data Source: College Board)

Metric 2.6 (Prior Goal 3, Metric #6): Advanced Placement: Passing exam rate of 3 or higher (Data Source: College Board)

Metric 2.7 (Prior Goal 3, Metric #7): College Course Completed with a C or Better (Data Source: Local & Community College Data)

Metric 2.8 (Prior Goal 3, Metric #8): FAFSA Completion Rates (Data Source: CSAC)

Metric 2.9 (Prior Goal 3, Metric #9): College Acceptance Rates (Data Source: College Acceptance Letters/Local Data)

Metric 2.10 (Prior Goal 3, Metric #10): Post Secondary Enrollment (Data Source: Local Data & National Clearing House)
Metric 2.11 (Prior Goal 3, Metric #11): High School D/F Rates (Data Source: Aeries)

Metric 2.12 (Prior Goal 3, Metric #12): Freshmen on Track for Graduation (9th Grade) (Data Source: Aeries)

Metric 2.13 (Prior Goal 3, Metric #13): Sophomores on Track for Graduation (10th Grade) (Data Source: Aeries)

Metric 2.14 (Prior Goal 3, Metric #14): CTE Pathway Completion Rate (Data Source: CALPADs)

Metric 2.15 (Prior Goal 3, Metric #15): Improve Passing Rate of District CTE Capstone Courses (Data Source: Aeries)

Metric 2.16 (Prior Goal 3, Metric #16): CTE Student Participation in Work-Based Learning Opportunities (Data Source: Local Data)

Metric 2.17 (Prior Goal 3, Metric #17): Number of Programs that Offer Industry Certifications (Data Source: Local Data)

Metric 2.18 (Prior Goal 3, Metric #18): Number of Articulation Agreements with Postsecondary Institutions (Data Source: Local Data)

Metric 2.19 (Prior Goal 3, Metric #19): Percentage of CTE Completers who Completed a Dual Enrollment Class (Data Source: Aeries)

Metric 2.20 (Prior Goal 3, Metric #20): Percentage of Graduates Who Have Successfully Completed CTE Pathways and A-G Requirements (Data Source: CA Dashboard)

Metric 2.21 (Prior Goal 3, Metric #21): Number of Active Chapters of Career Technical Student Organizations (Data Source: Local Data)

Metric 2.22 (Prior Goal 3, Metric #22): Number of Registered Pre-apprenticeships (Data Source: Local Data)

Metric 2.23 (Prior Goal 3, Metric #23): Number of Low-Income, Foster Youth, and English Learner Graduates who Completed a CTE Pathway (Data Source: Aeries)

Metric 2.24 (Prior 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 Survey)

ACTIONS
Actions from Goal 3 will be included in Goal 2 for the 2026-2027 LCAP.

Action 2.1 (Prior Goal 3, Action 3.1): Access to Rigorous Courses

Action 2.2 (Prior Goal 3, Action 3.2): College and Career Support Staff for Unduplicated Students

Action 2.3 (Prior Goal 3, Action 3.3): College and Career Support and Guidance for Families of Unduplicated Students

Action 2.4 (Prior Goal 3, Action 3.4): Promote College and Career Culture for Low-Income Students

Action 2.5 (Prior Goal 3, Action 3.5): Comprehensive College and Career Readiness Professional Development

Action 2.6 (Prior Goal 3, Action 3.6): Targeted Graduation Support Program

Action 2.7 (Prior Goal 3, Action 3.7): Foster Youth Graduation Support Initiative

Action 2.8 (Prior Goal 3, Action 3.8): Expansion of CTE Programs

Action 2.9 (Prior Goal 3, Action 3.9): Professional Development for CTE Teachers

Action 2.10 (Prior Goal 3, Action 3.10): Enhancing CTE Program Articulation with Community Colleges

Action 2.11 (Prior Goal 3, Action 3.11): Dual Enrollment for CTE Completers

Action 2.12 (Prior Goal 3, Action 3.12): Expanding Work-Based Learning Opportunities for CTE Students

Action 2.13 (Prior Goal 3, Action 3.13): CTE Pathway Targeted Outreach and Specialized Support Services

Action 2.14 (Prior Goal 3, Action 3.14): CTE Pathway Targeted Outreach and Specialized Support Services

**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 | $2,904,249.00 | Yes |

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| | | beyond. | | |
| 2 | College and Career Support Staff for Unduplicated Students | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 3, Metrics 8, 9, and 10<br><br>LREBG Funds supporting this action: $75,000 per year through 2027–28 | $1,520,441.00 | 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 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. | $1,716,883.00 | Yes |
| 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 | $244,990.00 | No |

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| | | diverse needs of CUSD students and families. | | |
| 6 | Targeted Graduation Support Program | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 3, Metric 3<br><br>LREBG Funds supporting this action: $50,000 per year through 2027–28 | $200,000.00 | 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 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. | $1,302,143.00 | Yes |
| 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 | $125,000.00 | No |

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| | | 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. | | |
| 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 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. | $750,000.00 | Yes |
| 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- | $300,000.00 | No |

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| | | 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. | | |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Strengthen authentic partnerships with educational partners (families, students, staff, and community) to support student well-being, engagement, and academic success through meaningful communication, shared decision-making, and expanded opportunities for involvement, while fostering safe, inclusive, and supportive learning environments where students, families, and staff feel connected and valued. | Broad Goal |

## State priorities addressed by this goal.

3, 5, 6

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

Compton Unified has recognized the importance of strengthening authentic partnerships with educational partners, including families, students, staff, and the broader community, to support student well-being, engagement, and academic success. By prioritizing meaningful communication, shared decision-making, and expanded opportunities for involvement, the district aims to cultivate a strong sense of connection, trust, and collaboration within school communities. This goal aligns with State Priorities 3, 5, and 6 and emphasizes the importance of parent involvement and engagement, pupil engagement, and school climate.

To achieve this goal, the district implements a comprehensive approach that combines multiple actions and metrics to monitor and enhance the quality of engagement and the overall school experience. Metrics such as family participation in school and district activities, attendance at workshops and meetings, student attendance rates, chronic absenteeism, and participation in school programs provide insight into stakeholders' levels of engagement. Survey data from students, parents, and staff further measures perceptions of communication, inclusivity, school connectedness, and the effectiveness of engagement efforts.
In addition, the district examines indicators related to school climate, including students' sense of safety, belonging, and connectedness, as well as staff perceptions of collaboration and support. These data points help identify strengths and areas for growth in fostering inclusive and welcoming environments where all members of the school community feel valued and respected.

By strategically grouping these actions and metrics, the district ensures a holistic approach to strengthening partnerships and improving engagement. Through ongoing analysis of data and feedback, the district can identify areas for improvement, implement targeted strategies, and build stronger relationships among schools, families, students, and the community, thereby supporting improved student well-being, engagement, and academic success.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | Goal 3, Metric #1<br><br>Attendance rates disaggregated by student group<br><br>Data Source: Aeries | All Students: 92.8%<br>SED: 92.9%<br>AA: 91.7%<br>Hispanic: 93.0%<br>LEP: 92.6%<br>LTELs: 89.2%<br>Homeless: 85.5%<br>SWD: 92.3%<br>FY: 93.1%<br>RFEP: 93.6%<br><br>(Aries. Spring 2024) | All Students: 95.01%<br>SED: 95.03%<br>AA: 94.06%<br>Hispanic: 95.19%<br>LEP: 94.82%<br>LTELs: 91.91%<br>Homeless: 93.12%<br>SWD: 94.17%<br>FY: 94.78%<br>RFEP: 95.19%<br><br>Spring 2025 (Source: Aeries) | All Students: 95.52%<br>SED: 95.55%<br>AA: 94.63%<br>Hispanic: 95.72%<br>LEP: 95.33%<br>LTELs: 92.62%<br>Homeless: 95.09%<br>SWD: 94.32%<br>FY: 95.54%<br>RFEP: 95.90%<br><br>Spring 2026 (Source: Aeries) | All: 97%<br>AA: 97%<br>Hispanic 97%<br>FY: 97%<br>Homeless: 97%<br>LEP: 97%<br>LTELs: 97%<br>RFEP: 97%<br>SED: 97%<br>SWD: 97% | All Students: +2.72%<br>SED: +2.65%<br>AA: +2.93<br>Hispanic: +2.72%<br>LEP: +2.73%<br>LTELs: +3.42%<br>Homeless: +9.59%<br>SWD: +2.02%<br>FY: +2.44%<br>RFEP: +2.3%<br><br>Spring 2026 (Source: Aeries) |
| 2 | Goal 3, Metric #2<br><br>Chronic absenteeism disaggregated by student group<br><br>Data Source: CA Schools Dashboard & Aeries | All Students: 23.6%<br>SED: 24.1%<br>AA: 27%<br>Hispanic: 22.9%<br>LEP: 22.8%<br>LTELs: N/A<br>Homeless: 53.2%<br>SWD: 30.3%<br>FY: 22.4%<br><br>(2023 California Dashboard)<br>==========<br>All Students: 19.9%<br>SED: 19.9%<br>AA: 25.6%<br>Hispanic: 18.8%<br>LEP: 20.9%<br>LTELs: 33.1%<br>Homeless: 39.9%<br>SWD: 24.0%<br>FY: 17.9%<br><br>(Aeries. Spring 2024) | All Students: 20.5%<br>SED: 20.9%<br>AA: 26.3%<br>Hispanic: 19.3%<br>LEP: 20.8%<br>LTEL: 15.18%<br>Homeless: 42.8%<br>SWD: 26.0%<br>FY: 20.9%<br><br>(2024 California Dashboard)<br>==========<br>==========<br>All Students: 8.8%<br>SED: 11.4%<br>AA: 16.1%<br>Hispanic: 10.5%<br>LEP: 11.2%<br>LTELs: 22.7%<br>Homeless: 15.8%<br>SWD: 15.4%<br>FY: 14.1%<br><br>Spring 2025 (Source - Aeries) | All Students: 5.1%<br>SED: 5.3%<br>AA: 8.7%<br>Hispanic: 4.4%<br>LEP: 4.4%<br>LTEL: 4.7%<br>Homeless: 20.6%<br>SWD: 10.8%<br>FY: 7.3%<br><br>(2025 California Dashboard)<br><br>All Students: 10.2%<br>SED: 10.1%<br>AA: 13.7%<br>Hispanic: 9.4%<br>LEP: 10.5%<br>LTELs: 19.8%<br>Homeless: 9.8%<br>SWD: 15.1%<br>FY: 7.4%<br><br>Spring 2026 (Source - Aeries) | All Students: ≤10%<br>SED:≤10%<br>AA: ≤10%<br>Hispanic: ≤10%<br>LEP:≤10%<br>Homeless: ≤10%<br>SWD: ≤10%<br>FY:≤10%<br><br>(California Dashboard)<br>==========<br>All Students: ≤10%<br>SED: ≤10%<br>AA: ≤10%<br>Hispanic: ≤10%<br>LEP: ≤10%<br>LTELs: ≤10%<br>Homeless: ≤10%<br>SWD: ≤10%<br>FY: ≤10%<br><br>(Aeries) | All Students: −18.5%<br>SED: −18.8%<br>AA: −18.3%<br>Hispanic: −18.5%<br>LEP: −18.4%<br>LTELs: −10.48%<br>Homeless: −32.6%<br>SWD: −19.5%<br>FY: −15.1%<br>(2025 California Dashboard)<br><br>All Students: -9.7%<br>SED: -9.8%<br>AA: -11.9%<br>Hispanic:+0.5%<br>LEP: -10.4%<br>LTELs: -13.3%<br>Homeless: -30.1%<br>SWD: -8.9%<br>FY: -10.5%<br>Spring 2026 (Source -Aeries) |

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| 3 | Goal 3, Metric #3<br><br>High school graduation rates disaggregated by student group<br><br>Data Source: CA Schools Dashboard | All: 89%<br>African American: 89%<br>Hispanic: 89%<br>EL: 82%<br>LTELs: 82%<br>Foster Youth: 62%<br>SWD: 73%<br>SED: 89%<br>Homeless: 79%<br><br>(2023) | All: 92.9%<br>African American: 92.2%<br>Latinx: 93.1%<br>EL: 91.1%<br>LTELs: 94.6%<br>Foster Youth: 79.2%<br>SPED: 85.1%<br>Socio Disadvantaged: 92.9%<br>Homeless: 89.3%<br><br>(2024) | All: 93.7%<br>African American: 90.1%<br>Latinx: 94.3%<br>EL: 88.5%<br>LTELs: 90.9%<br>Foster Youth: 84.6%<br>SPED: 87.4%<br>Socio Disadvantaged: 93.7%<br>Homeless: 84.5%<br><br>(2025) | All: 92%-94%<br>African American: 92-94%<br>Hispanic: 92%-94%<br>ELs: 80%-85%<br>LTELS: 80%-85%<br>Foster Youth: 80-85%<br>SWD: 80%-85%<br>SED: 92%-94%<br>Homeless: 80%-85% | All: +4.7%<br>African American: +1.1%<br>Latinx: +5.3%<br>EL: +6.5%<br>LTELs: +8.9%<br>Foster Youth: +22.6%<br>SPED: +14.4%<br>Socio Disadvantaged: +4.7%<br>Homeless: +5.5%<br><br>(2025) |
| 4 | Goal 3, Metric #4<br><br>High school dropout rates disaggregated by student group<br><br>Data Source: DataQuest | All Students: 11%<br>SED: 11%<br>African American: 11%<br>Hispanic: 11%<br>LEP: 18%<br>LTELs: 18%<br>Foster Youth: 38%<br>SWD: 27%<br>Homeless: 21%<br><br>(2023) | All Students: 7.1%<br>SED: 7.1%<br>African American: 7.1%<br>Hispanic: 6.9%<br>LEP: 8.9%<br>LTELs: 5.4%<br>Foster Youth: 20.8%<br>SWD: 14.9%<br>Homeless: 10.7%<br><br>(2024) | All Students: 6.3%<br>SED: 6.3%<br>African American: 9.9%<br>Hispanic: 5.7%<br>LEP: 11.5%<br>LTELs: 9.1%<br>Foster Youth: 15.4%<br>SWD: 12.6%<br>Homeless: 15.5%<br><br>(2025 Data Quest) | All Students: ≤5%<br>SED: ≤5%<br>African American: ≤5%<br>Hispanic: ≤5%<br>LEP: ≤5%<br>LTELs :<br>FY: ≤5%<br>SWD: ≤5%<br>Homeless: ≤5% | All Students: -4.7%<br>SED: -4.7%<br>African American: -1.1%<br>Hispanic: -5.3%<br>LEP: -6.5%<br>LTELs: -8.9%<br>Foster Youth: -22.6%<br>SWD: -14.4%<br>Homeless: -5.5%<br><br>(2025) |

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| 5 | Goal 3, Metric #5<br><br>Suspension rates, disaggregated by student group<br><br>Data Source: CA Schools Dashboard & Aries | All Students: 1.7%<br>SED: 1.9%<br>AA: 3.6%<br>Hispanic: 1.3%<br>LEP: 1.4%<br>LTELs: 2.9%<br>SWD: 2.8%<br>FY: 4.4%<br>Homeless: 4.8%<br><br>(2023 California Dashboard)<br>==========<br>All Students: 1.9%<br>SED: 1.9%<br>AA: 4.5%<br>Hispanic: 1.4%<br>LEP: 1.5%<br>LTELS: 3.9%<br>SWD: 2.5%<br>FY: 3.0%<br>Homeless: 3.9%<br><br>(Aeries Data. Spring 2024) | All Students: 1.9%<br>SED: 2.0%<br>AA: 4.3%<br>Hispanic: 1.4%<br>LEP: 1.6%<br>LTELs: 4.6%<br>SWD: 2.6%<br>FY: 4.1%<br>Homeless: 3.9%<br><br>(2024 California Dashboard)<br>==========<br>All Students: 1.2%<br>SED: 1.2%<br>AA: 3.5%<br>Hispanic: 0.8%<br>LEP: 0.7%<br>LTELS: 1.7%<br>SWD: 1.7%<br>FY: 2.1%<br>Homeless: 0%<br>(Aeries)<br><br>Spring 2025 (Source: Aeries) | All Students: 1.3%<br>SED: 1.3%<br>AA: 3.7%<br>Hispanic: 0.9%<br>LEP: 0.8%<br>LTELs: 2.1%<br>Homeless: 2.2%<br>SWD: 1.9%<br>FY: 3.8%<br>(2025 California Dashboard)<br>==========<br>All Students: 1.49%<br>SED: 1.46%<br>AA: 4.27%<br>Hispanic: 0.93%<br>LEP: 0.79%<br>LTELS: 2.59%<br>SWD: 2.08%<br>FY: 3.08%<br>Homeless: 0%<br>(Aeries)<br><br>Spring 2026 (Source: Aeries) | All Students: ≤1%<br>SED: ≤1%<br>African American: ≤1%<br>Hispanic: ≤1%<br>LEP: ≤1%<br>LTELs : ≤1%<br>SWD: ≤1%<br>FY: ≤1%<br>Homeless: ≤1%<br><br>(California Dashboard)<br>==========<br>All Students: ≤1%<br>SED: ≤1%<br>African American: ≤1%<br>Hispanic: ≤1%<br>LEP: ≤1%<br>LTELs : ≤1%<br>SWD: ≤1%<br>FY: ≤1%<br>Homeless: ≤1%<br><br>(Aeries Data) | All Students: -0.4%<br>SED: -0.6%<br>AA: +0.1%<br>Hispanic: -0.4%<br>LEP: +0.2%<br>LTELs: -0.8%<br>SWD: -0.9%<br>FY: -0.6<br>(2025 CA Dashboard)<br><br>All Students: +0.29%<br>SED: +0.26%<br>AA: +0.77%<br>Hispanic: +0.13%<br>LEP: +0.09%<br>LTELS: +0.89%<br>SWD: +0.38%<br>FY: +0.98%<br>Homeless: 0%<br>(Aeries)<br><br>Spring 2026 (Source: Aeries) |

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| 6 | Goal 3, Metric #6<br><br>Expulsion rates, disaggregated by student group<br><br>Data Source: DataQuest and Aeries | All Students: 0.0%<br>SED: *<br>AA: 0.0%<br>Hispanic: 0.0%<br>LEP: *<br>LTELS: *<br>SWD: *<br>FY: *<br>Homeless: *<br><br>(Data Quest. 2022-2023)<br><br>*Data suppressed to protect student privacy.<br>==========<br><br>All Students: 0.1%<br>SED: 0.1%<br>AA: 0.2%<br>Hispanic: 0.1%<br>LEP: 0.0%<br>LTELs: 0.0%<br>SWD: 0.1%<br>FY: 0.0%<br>Homeless: 0.0%<br><br>(Aeries. Spring 2024) | All Students: 0.0%<br>SED: 0.0%<br>AA: 0.1%<br>Hispanic: 0.0%<br>LEP: 0.0%<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br><br>(Data Quest 2023-2024)<br><br>==========<br>==========<br>All Students: 0.0%<br>SED: 0.0%<br>AA: %<br>Hispanic: 0.0%<br>LEP: 0.0%<br>LTELs: 0.0%<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br><br>Spring 2025 (Source: Aeries) | All Students: 0.0%<br>SED: 0.0%<br>AA: 0.0%<br>Hispanic: 0.0%<br>LEP: 0.0%<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br>(Data Quest 2024-2025)<br><br>All Students: 0%<br>SED: 0%<br>AA: 0%<br>Hispanic: 0%<br>LEP: 0%<br>LTELs: 0%<br>SWD: 0%<br>FY: 0%<br>Homeless: 0%<br><br>Spring 2026 (Source: Aeries) | All Students: 0.0%<br>SED: 0.0%<br>AA: 0.0%<br>Hispanic: 0.0%<br>LEP: 0.0%<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br>(Data Quest 2025-2026)<br><br>All Students: ≤0.1%<br>SED: ≤0.1%<br>African American: ≤0.1%<br>Hispanic: ≤0.1%<br>LEP: ≤0.1%<br>LTELs : ≤0.1%<br>SWD: ≤0.1%<br>FY: ≤0.1%<br>Homeless: ≤0.1%<br><br>(Data Quest)<br>==========<br>All Students: ≤0.1%<br>SED: ≤0.1%<br>AA: ≤0.1%<br>Hispanic: ≤0.1%<br>LEP: ≤0.1%<br>LTELs: ≤0.1%<br>SWD: ≤0.1%<br>FY: ≤0.1%<br>Homeless: ≤0.1%<br><br>(Aeries. Spring 2024) | All Students: 0.0%<br>SED: 0.0%<br>AA: 0.0%<br>Hispanic: 0.0%<br>LEP: 0.0%<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br>(Data Quest 2024-2025)<br><br>All Students: -0.1%<br>SED: -0.1%<br>AA: -0.2%<br>Hispanic: -0.1%<br>LEP: 0.0%<br>LTELs: 0.0%<br>SWD: -0.1%<br>FY: 0.0%<br>Homeless: 0.0%<br><br>Spring 2026 (Aeries) |
| 7 | Goal 3, Metric #7<br><br>Students feel connected to school<br><br>Data Source: California Healthy Kids Survey (CHKS) | Grade 5: 63%<br>Grade 7: 44%<br>Grade 9: 39%<br>Grade 11: 34%<br><br>(2023-2024) | Grade 5: 65%<br>Grade 7: 50%<br>Grade 9: 46%<br>Grade 11: 42%<br><br>(2024-2025) | Grade 5: 64%<br>Grade 7: 52%<br>Grade 9: 48%<br>Grade 11: 44%<br><br>(2025-2026) | Grade 5: 70%<br>Grade 7: 70%<br>Grade 9: 70%<br>Grade 11: 70% | Grade 5: +1%<br>Grade 7: +8%<br>Grade 9: +9%<br>Grade 11: +10%<br><br>(2025-2026) |

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| 8 | Goal 3, Metric #8<br><br>Percentage of students indicating to have caring adult relationships in school<br><br>Data Source: California Healthy Kids Survey (CHKS) | 5th grade: 61%<br>7th grade: 51%<br>9th grade: 42%<br>11th grade: 47%<br><br>(2023-2024) | 5th grade: 62%<br>7th grade: 56%<br>9th grade: 47%<br>11th grade: 55%<br><br>(2024-2025) | 5th grade: 64%<br>7th grade: 55%<br>9th grade: 53%<br>11th grade: 50%<br><br>(2025-2026) | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 70%<br>11th grade: 70% | Grade 5: +3%<br>Grade 7: +4%<br>Grade 9: +11%<br>Grade 11: +3%<br><br>(2024-2025) |
| 9 | Goal 3, Metric #9<br><br>Schools perceived as very safe or safe<br><br>Data Source: California Healthy Kids Survey (CHKS) | 5th grade: 64%<br>7th grade: 40%<br>9th grade: 36%<br>11th grade: 30%<br><br>(2023-2024) | 5th grade: 65%<br>7th grade: 51 %<br>9th grade: 46 %<br>11th grade: 48%<br><br>(2025) | 5th grade: 67%<br>7th grade: 56 %<br>9th grade: 50 %<br>11th grade: 50%<br><br>(2025-2026) | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 70%<br>11th grade: 70% | Grade 5: +3%<br>Grade 7: +16%<br>Grade 9: +14%<br>Grade 11: +20%<br><br>(2026) |
| 10 | Goal 3, Metric #10<br><br>Students feeling academic motivation<br><br>Data Source: California Healthy Kids Survey (CHKS) | 5th grade: 76%<br>7th grade: 63%<br>9th grade: 59%<br>11th grade: 61%<br><br>(2023-2024) | 5th grade: 76 %<br>7th grade: 69%<br>9th grade: 62%<br>11th grade: 63%<br><br>(2024-2025) | 5th grade: 81%<br>7th grade: 66%<br>9th grade: 62%<br>11th grade: 59%<br><br>(2025-2026) | 5th grade: 90%<br>7th grade: 80%<br>9th grade: 80%<br>11th grade: 80% | 5th grade: +5%<br>7th grade: +3%<br>9th grade: +3%<br>11th grade: −2%<br><br>(2026) |

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| 11 | Goal 3, Metric #11<br><br>Parents' sense of school safety (school climate). Parents who agree and strongly agree that school is a safe place for their child<br><br>Data Source: California Schools Parent Survey (CSPS) | All: 84%<br>ES: 88%<br>MS: 74%<br>HS: 73% | All: 89%<br>ES: 91%<br>MS: 75%<br>HS: 85%<br><br>(2024-2025) | All: 89%<br>ES: 89%<br>MS: 92%<br>HS: 87%<br><br>(2025-2026) | All: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +5%<br>ES: +1%<br>MS: +18%<br>HS: +14%<br><br>(2026)<br><br>(2024–2025) |
| 12 | Goal 3, Metric #12<br><br>Parents agree/strongly agree that school staff takes their concerns seriously<br><br>Data Source: California Schools Parent Survey (CSPS) | All: 79%<br>ES: 81%<br>MS: 84%<br>HS: 71%<br><br>(2023-2024) | All: 82%<br>ES: 83%<br>MS: 81%<br>HS: 78%<br><br>(2024-2025) | All: 80%<br>ES: 77%<br>MS: 89%<br>HS: 79%<br><br>(2025-2026) | ALL: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +1%<br>ES: −4%<br>MS: +5%<br>HS: +8%<br><br>(2026) |

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| 13 | Goal 3, Metric #13<br><br>Parents agree/strongly agree that their school promote parent participation in decision making<br><br>Data Source: California Schools Parent Survey (CSPS) | ALL: 73%<br>ES: 75%<br>MS: 78%<br>HS: 66%<br><br>(2023-2024) | ALL: 74%<br>ES: 73%<br>MS: 71%<br>HS: 78%<br><br>(2024-2025) | ALL: 73%<br>ES: 69%<br>MS: 82%<br>HS: 77%<br><br>(2025-2026) | ALL: 80%<br>ES: 80%<br>MS: 80%<br>HS: 80% | ALL: +0%<br>ES: -6%<br>MS: +4%<br>HS: +11%<br><br>(2026)) |
| 14 | Goal 3, Metric #14<br><br>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<br><br>Data Source: California Schools Parent Survey (CSPS) | All: 85%<br>ES: 87%<br>MS: 86%<br>HS: 78%<br><br>(2023-2024) | All:84 %<br>ES: 84%<br>MS: 82%<br>HS: 85%<br><br>(2024-2025) | All: 88%<br>ES: 85%<br>MS: 93%<br>HS: 89%<br><br>(2025-2026) | All: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +3%<br>ES: -2%<br>MS: +7%<br>HS: +11%<br><br>(2025-2026)<br><br>(2026) |

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| 15 | Goal 3, Metric #15<br><br>Schools have active parent (advisory) groups<br><br>Data Source: Local data | SSC: 100%<br><br>ELAC:100%<br>BPAC: 100%<br><br>(2023-2024) | SSC: 100%<br><br>ELAC: 100%<br>BSA: 100%<br><br>(2024-2025) | SSC: 100%<br><br>ELAC: 100%<br>BSA: 100%<br><br>(2025-2026) | SSC: 100%<br><br>ELAC:100%<br>BSA: 100% | SSC: 0%<br><br>ELAC: 0%<br>BSA: 0%<br><br>(2026) |
| 16 | Goal 3, Metric #16<br><br>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<br><br>Data Source: California Schools Parent Survey (CSPS) | All: 81%<br>ES: 82%<br>MS: 85%<br>HS: 75%<br><br>(2023-2024) | All: 83 %<br>ES: 83%<br>MS: 82%<br>HS: 85%<br><br>(2024-2025) | All: 81 %<br>ES: 77%<br>MS: 88%<br>HS: 84% | All: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90%<br><br>(2025-2026) | All: +0%<br>ES: -5%<br>MS: +3%<br>HS: +9%<br><br>(2026) |

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| 17 | Goal 3, Metric #17<br><br>Parents who agree/strongly agree that school Is a safe place for their children<br><br>Data Source: California Schools Parent Survey (CSPS) | ALL: 83%<br>ES: 88%<br>MS: 85%<br>HS: 73%<br><br>(2023-2024) | All: 89%<br>ES: 91%<br>MS: 75%<br>HS: 85%<br><br>(2024-2025) | All: 89%<br>ES: 89%<br>MS: 92%<br>HS: 87%<br><br>(2025-2026) | ALL: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +6%<br>ES: +1%<br>MS: +7%<br>HS: +14%<br><br>(2026) |
| 18 | Goal 3, Metric #18<br><br>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<br><br>Data Source: California School Staff Survey (CSSS) | ALL: 89%<br>ES: 93%<br>MS: 80%<br>HS: 86%<br><br>(2023-2024) | ALL: 90%<br>ES: 94 %<br>MS: 90%<br>HS: 85%<br><br>(2024-2025) | ALL: 92%<br>ES: 94 %<br>MS: 93%<br>HS: 87%<br><br>(2025-2026) | ALL: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +3%<br>ES: +1%<br>MS: +13%<br>HS: +1%<br><br>(2026) |

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| 19 | Goal 3, Metric #19<br><br>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<br><br>Data Source: California Schools Staff Survey (CSSS) | ALL: 87%<br>ES: 91%<br>MS:79%<br>HS: 86%<br><br>(2023-2024) | ALL: 87%<br>ES: 89%<br>MS: 87%<br>HS: 83%<br><br>(2024-2025) | ALL: 92%<br>ES: 91%<br>MS: 93%<br>HS: 94%<br><br>(2025-2026) | ALL: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +5%<br>ES: +0%<br>MS: +14%<br>HS: +8%<br><br>(2026) |
| 20 | Goal 3, Metric #20<br><br>Staff agree/strongly agree that schools provide enough social emotional support for children (CSSS)<br><br>Data Source: California School Staff Survey (CSSS) | ALL: 91%<br>ES: 94%<br>MS: 88%<br>HS: 89%<br><br>(2023-2024) | ALL: 89%<br>ES: 93%<br>MS: 89%<br>HS: 84%<br><br>(2024-2025) | ALL: 93%<br>ES: 95%<br>MS: 93%<br>HS: 91%<br><br>(2025-2026) | ALL: 95%<br>ES: 95%<br>MS: 95%<br>HS: 95% | All: +2%<br>ES: +1%<br>MS: +5%<br>HS: +2%<br><br>(2025-2026) |

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| 21 | Goal 3, Metric #21<br><br>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.<br><br>Date source: California Staff School Survey (CSSS) | ALL: 84%<br>ES: 87%<br>MS: 80%<br>HS: 82%<br><br>(2023-2024) | ALL: 82%<br>ES: 85%<br>MS: 84%<br>HS: 79%<br><br>(2024-2025) | ALL: 85%<br>ES: 85%<br>MS: 89%<br>HS: 84%<br><br>(2025-2026) | ALL: 90%<br>ES: 90%<br>MS: 90%<br>HS: 90% | All: +1%<br>ES: -2%<br>MS: +9%<br>HS: +2%<br><br>(2025-2026) |
| 22 | Goal 3, Metric #22<br><br>Parents who participated in a district/school-organized workshop, parent education class, or conference and found it useful or very useful<br><br>Data Source: Effectiveness of Services Survey | 90.2 %<br><br>(2023-2024) | 91.2%<br><br>(2024-2025) | 93.7%<br><br>(2025-2026) | 95% | +3.5%<br><br>(2025-2026) |

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| 23 | Goal 3, Metric #23<br><br>Middle school dropout rates<br><br>Data Source: Aeries | Latinx: 1<br>Pacific Islanders:1<br>African American: 6<br><br>(2022-2023) | Latinx: 15<br>Pacific Islanders: 0<br>African American: 9<br>Multi Race: 1<br><br>(2024-2025) | Latinx: 8<br>Pacific Islanders: 0<br>African American: 4<br>Multi Race: 1<br>(2025-2026) | Latinx: <1<br>Pacific Islanders: <1<br>African American: <1<br><br>(2026-2027) | Latinx: +7<br>Pacific Islanders: -1<br>African American: -2<br>Multi Race: 0<br>(2025-2026)<br>(2023-2024) |
| 24 | Goal 3, Metric #24<br><br>Effectiveness of translation and interpretation services provided for families both at school and the district<br>Data Source: Effectiveness of Services Survey | Administrators: 90%<br>Teachers: 90.6%<br>Parents: 93%<br><br>(2023-2024) | Administrators: 82.6 %<br>Teachers: 85.6%<br>Parents: 93%<br><br>(2024-2025) | Administrators: 88.2%<br>Teachers: 90.6%<br>Parents: 90.4%<br><br>(2025-2026) | Administrators: 95%<br>Teachers: 95%<br>Parents: 95% | Administrators: -1.8%<br>Teachers: Maintained %<br>Parents: -2.6%<br><br>(2025-2026) |
| 25 | Goal 3, Metric #25<br><br>Parents of English Learners who agree/strongly agree that the workshops provided on EL related topics were effective<br>Data Source: Effectiveness of Services Survey | Parents: 93.9%<br><br>(2023-2024) | Parents: 93.2%<br><br>(2024-2025) | Parents: 94%<br><br>(2025-2026) | Parents: 95% | Parents: +0.1%<br><br>(2025-2026) |

# Goal Analysis for 2025-2026

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.

Attendance Monitoring and Reengagement Strategies (Action 3.1, Previous Action 4.1)
This action was fully implemented. The district provided ongoing professional development and coaching for administrators, attendance clerks, counselors, and site staff focused on attendance monitoring and intervention practices. A Principal Coach supported school leaders in strengthening attendance systems and implementing consistent attendance protocols across sites. Schools implemented attendance-monitoring procedures, family outreach practices, early-intervention strategies, and attendance-incentive programs. A success of implementation was the establishment of consistent attendance practices across schools.

Chronic Absenteeism Task Force (Action 3.2, Previous Action 4.2)
This action was partially implemented. Community Schools Administrators were assigned to comprehensive high schools to support attendance efforts, family engagement, and home visits. Attendance Task Forces were established at school sites and met regularly to review attendance data and develop site-specific action plans. Schools also utilized attendance incentives and recognition activities. While many planned components were implemented, some focus group activities and attendance initiatives varied by site based on staffing capacity and scheduling constraints. A success was the development of stronger site-level attendance teams. A challenge was ensuring consistent implementation across all schools.

Positive Behavioral Interventions and Supports (Action 3.3, Previous Action 4.3)
This action was fully implemented. The district continued implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and bullying prevention programs across schools. Staff participated in professional development focused on behavior support systems and restorative approaches. Schools implemented behavior expectations, intervention protocols, and restorative practices to support a positive school climate. A success was the continued expansion of PBIS practices districtwide.

Comprehensive Counseling and Mental Health Services (Action 3.4, Previous Action 4.4)
This action was fully implemented. Counseling, social-emotional, and mental health services were provided through school counselors, mental health clinicians, social workers, and community partnerships. Students had access to individual and group counseling services, crisis intervention, and referrals to community-based supports. A success was the continued coordination of services across departments and school sites.

Expansion of Wellness Centers (Action 3.5, Previous Action 4.5)
This action was fully implemented. Wellness Center services were maintained and expanded across school sites to provide students with access to social-emotional supports, mentoring, case management, and basic needs resources. Wellness Center staff collaborated with school personnel and community agencies to coordinate services for students and families. A success was the continued availability of comprehensive support across schools.

Equity-Centered Trauma-Informed Training (Action 3.6, Previous Action 4.6)
This action was partially implemented. Professional development opportunities focused on trauma-informed practices, restorative approaches, and strategies to support vulnerable student populations. Training was provided to administrators, teachers, counselors, and support staff throughout the year. While key training activities were implemented, some planned professional development opportunities were deferred due to scheduling limitations and competing priorities. A success was increased staff access to trauma-informed training. A challenge was consistently providing training opportunities to all staff groups.

Social-Emotional Development Initiative (Action 3.7, Previous Action 4.7)

This action was partially implemented. The district continued implementation of the Move This World social-emotional learning program in participating schools. Professional development and onboarding support were provided for teachers and staff, and schools incorporated SEL lessons and activities into daily instruction. Implementation varied across sites due to differences in staffing, scheduling, and program readiness. A success was the establishment of a districtwide SEL framework. A challenge was ensuring consistent implementation across all participating schools.

Team Joy and Fun Initiative (Action 3.8, Previous Action 4.8)
This action was fully implemented. Schools provided student engagement opportunities through leadership activities, peer mentorship programs, athletics, enrichment opportunities, and school climate events. Activities were designed to strengthen student connections to school and increase participation in campus life. A success was broad student participation in engagement activities.

Student Recognition and Incentive Program (Action 3.9, Previous Action 4.9)
This action was fully implemented. Schools implemented student recognition programs, attendance incentives, academic recognition activities, and positive behavior acknowledgment systems. Staff utilized recognition programs to encourage student engagement and reinforce positive behaviors. There was consistent implementation of recognition activities across schools.

Building Effective Intervention Teams for Student Success (Action 3.10, Previous Action 4.10)
This action was fully implemented. Schools continued utilizing Professional Learning Communities (PLCs) and Student Success and Monitoring Teams (SSMTs) to identify student needs and coordinate interventions. Professional development was provided to support data review processes and intervention planning. A success was the continued use of structured intervention systems across schools.

Parent Engagement Activities (Action 3.11, Previous Action 4.11)
This action was fully implemented. The district provided parent workshops, family learning opportunities, and community partnership programs addressing academic support, technology, parenting strategies, wellness, and student success. Workshops were offered in multiple languages and at varying times to increase accessibility. A success was the expansion of workshop offerings and family learning opportunities.

Promoting Parent Voice and Advocacy (Action 3.12, Previous Action 4.12)
This action was fully implemented. The district maintained active engagement with advisory committees, including DELAC, DAC/PAC, CAC, DBPAC, BPAC, and PTA organizations. Parents were provided opportunities to participate in district and site decision-making processes, consultations, and advisory meetings.

Compton STEP Program (Action 3.13, Previous Action 4.13)
This action was fully implemented. The STEP Program provided structured behavioral and social-emotional supports for students with disabilities and students demonstrating behavioral challenges. Staff implemented reinforcement systems, behavioral interventions, and individualized support plans to address student needs.

Counseling Services for Special Education Students (Action 3.14, Previous Action 4.14)
This action was fully implemented. Counseling services were provided through collaboration between the Department of Pupil Services and the Office of Special Education. Students received counseling and mental health supports as outlined in their Individualized Education Programs (IEPs), with additional access to social workers, psychologists, wellness centers, and specialized support staff. A success was the coordination of services across departments.

Disproportionate Discipline Reduction Strategies for African American Students (Action 3.15, Previous Action 4.15)
This action was fully implemented. Schools implemented PBIS, restorative practices, mentoring opportunities, and professional development focused on equitable discipline practices. District staff monitored discipline practices and supported schools in implementing proactive behavioral interventions. Multiple support systems were integrated to

address discipline disparities.

Addressing School and Student Group Suspension Disparities (Action 3.16, Previous Action 4.16)
This action was partially implemented. Targeted supports were provided to schools identified for elevated suspension rates through counseling services, restorative practices, wellness supports, family engagement efforts, and professional development. While major components were implemented, some planned activities were delayed or scaled back due to staffing and site capacity constraints.

Translation and Interpretation Services (Action 3.17, Previous Action 5.8)
This action was fully implemented. Translation and interpretation services were provided to support communication between schools and families. Services included written translation of district communications, interpretation during meetings, and language-access support for parent-engagement activities.

Parent Workshops for Families of English Learners (Action 3.18, Previous Action 5.9)
This action was fully implemented. Parent workshops were provided to English Learner families through English Learner Parent Committees, PIQE, the Latino Literacy Project, and district-sponsored training opportunities. Workshops focused on supporting language development, student achievement, and family engagement.

African American Student Mentorship Program (Action 3.19, Previous Action 5.15)
This action was partially implemented. Students were connected with mentors through wellness centers, community partnerships, school staff, and alumni networks. Mentors provided relationship-based support, conducted regular check-ins, and connected students with academic and social-emotional resources. Implementation expanded during the year but was not yet consistent across all sites. This action was partially implemented because it requires expanding the program to ensure district-wide consistency.

Workshops for Parents of African American Students (Action 3.20, Previous Action 5.16)
This action was fully implemented. Workshops were provided through DBPAC and BPAC to support parent engagement, academic awareness, college and career readiness, literacy development, and family advocacy. Family engagement events and informational workshops were offered throughout the year to strengthen home-school partnerships.

## 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
Expenditures for this goal were generally aligned with planned services. Most actions were fully or partially implemented as intended, and overall spending remained close to budget, despite some variations due to partial implementation, site-level differences, and lower-than-expected staffing and contracted service costs.
2. Actions with Material Differences
Goal 4
Action 4.2: Chronic Absenteeism Task Force (80%)
Expenditures for the Chronic Absenteeism Task Force were approximately 80% of the budgeted amount due to lower-than-anticipated implementation costs, staffing expenditures, and site-based spending for planned attendance initiatives. Despite the reduced expenditures, the district successfully implemented the core components of the action.
Action 4.6: Equity-Centered Trauma Informed Training (80%)
Expenditures for Equity-Centered Trauma-Informed Training were approximately 80% of the budgeted amount due to lower-than-anticipated costs associated with professional development, contracted services, and implementation activities.
Action 4.7: Social-Emotional Development Initiative (85%)
Expenditures for the Social-Emotional Development Initiative were about 85% of the budgeted amount. This was due to inconsistent implementation across schools, as well as training and program costs during the reporting year. Despite spending less, the district implemented the core components through the Move This World program. This included evidence-based social-emotional learning lessons and professional development opportunities for teachers and staff.
Action 4.16: Addressing School and Student Group Suspension Disparities (85%)
Expenditures for Addressing School and Student Group Suspension Disparities were about 85% of the budgeted amount due to lower-than-expected contracted service costs. The district managed costs carefully while still providing the full range of planned services.
Goal 5
Action 5.15 African-American Student Mentorship Program (80%)
Expenditures for the African-American Student Mentorship Program reached approximately 80% of the budget because the program was not fully implemented at all school sites. Some schools successfully operated the program, while others did not launch it as planned, resulting in lower implementation costs.
4. Overall Summary
Of the $5,355,878 allocated for Goal 4, $5,102,476 was spent, representing approximately 95.27% of the total budget.

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

Compton Unified School District implemented Attendance Monitoring and Reengagement Strategies (Action 3.1, Previous Action 4.1): This action was effective in reducing chronic absenteeism and increasing student engagement across student groups. Chronic absenteeism rates declined for all students and across student groups, including English Learners, Foster Youth, Students with Disabilities, and students experiencing homelessness.
Chronic absenteeism decreased for All Students (-18.5%), Socioeconomically Disadvantaged students (-18.8%), African American students (-18.3%), Hispanic students (-18.5%), English Learners (-18.4%), Long-Term English Learners (-16.6%), Students with Disabilities (-19.5%), Foster Youth (-15.1%), and Homeless students (-32.6%). The significant and

consistent reductions across all student groups, particularly among historically vulnerable populations such as Students with Disabilities, Foster Youth, and Homeless students, indicate that districtwide attendance interventions contributed to meaningful improvements in student engagement and school participation.

The district's Chronic Absenteeism Task Force (Action 3.2, Previous Action 4.2):
This action was effective in maintaining strong attendance rates and promoting student engagement. Daily attendance outcomes demonstrate strong levels of student engagement across student groups. Average Daily Attendance (ADA) rates remained high for All Students (95.52%), Socioeconomically Disadvantaged students (95.55%), African American students (94.63%), Hispanic students (95.72%), English Learners (95.33%), Long-Term English Learners (92.62%), Homeless students (95.09%), Students with Disabilities (94.32%), Foster Youth (95.54%), and Reclassified Fluent English Proficient students (95.90%). These consistently strong attendance rates across unduplicated student groups suggest that districtwide attendance supports, relationship-based interventions, and school-level accountability systems contributed to sustained student participation and engagement
.
Positive Behavioral Interventions and Supports (Action 3.3, Previous Action 4.3): Evidence of effectiveness includes reductions in suspension rates across multiple student groups, including Foster Youth (-0.6%), Students with Disabilities (-0.9%), Long-Term English Learners (-0.8%), and Low Income Students (-0.6%) as well as a districtwide decrease in overall suspensions from 1.9% to 1.2% according to local Aeries data.

Comprehensive Counseling and Mental Health Services to support a positive school climate (Action 3.4, Previous Action 4.4): This action supported student wellness and school connectedness.. According to the California Healthy Kids Survey (CHKS) data related to school safety, connectedness, and caring adult relations across grades 7,9, and 11, the data shows that 85% of teachers and staff, 81% of parents, and an average of 52% of students have a positive perception of school climate. While these results suggest that many students feel supported and connected at school, they also indicate a need to strengthen efforts to increase students' sense of belonging, safety, and connection to caring adults.

In addition, there were measurable reductions in behavioral and disciplinary incidents, including decreased referrals to the District Administrative Hearing Panel (DAHP) and District Guidance Review Committee (DGRC). These outcomes demonstrate that expanded counseling, wellness center services, and coordinated mental health interventions positively impacted student behavior, relationships, and overall school climate across the district.

Expansion of Wellness Centers (Action 3.5, Previous Action 4.5): This action effectively improved student access to wellness supports and strengthened school connectedness. Evidence of effectiveness includes improvements in student well-being indicators, as reflected in California Healthy Kids Survey (CHKS) data on school safety, connectedness, caring adult relationships, and academic motivation. In 2025–2026, the percentage of students reporting feeling connected to school increased to 64% in Grade 5, 52% in Grade 7, 48% in Grade 9, and 44% in Grade 11. Students reporting positive caring adult relationships at school reached 64% in Grade 5, 55% in Grade 7, 53% in Grade 9, and 50% in Grade 11. Perceptions of school safety also improved, with 67% of Grade 5 students, 56% of Grade 7 students, 50% of Grade 9 students, and 50% of Grade 11 students reporting that their schools were safe or very safe. Additionally, student academic motivation remained strong, with 81% of Grade 5 students, 66% of Grade 7 students, 62% of Grade 9 students, and 59% of Grade 11 students reporting positive levels of academic motivation.

Equity-Centered Trauma-Informed Training (Action 3.6, Previous Action 4.6): This action effectively supported improvements in school climate and student well-being. Evidence of effectiveness includes reductions in suspension rates across most student groups in 2025–2026. According to California Dashboard data, suspension rates were 1.3% for All Students, 1.3% for Socioeconomically Disadvantaged students, 0.9% for Hispanic students, 0.8% for English Learners, 2.1% for Long-Term English Learners, 1.9% for Students with Disabilities, 3.8% for Foster Youth, and 2.2% for students experiencing homelessness. Aeries data further reflected low suspension rates, including 1.2% for All Students and Socioeconomically Disadvantaged students; 0.8% for Hispanic students and English Learners; 1.7% for Students with Disabilities; 2.4% for Long-Term English Learners; 2.2% for Foster Youth; and 0% for students experiencing homelessness. Additionally, expulsion rates remained at 0% for All Students and all reported student groups in both Data Quest and Aeries data for 2025–2026

Social-Emotional Development Initiative (Action 3.7, Previous Action 4.7): This action was effective in promoting social-emotional growth and strengthening school climate. California Healthy Kids Survey (CHKS) results demonstrated positive trends in student connectedness, school safety, and relationships with caring adults during the 2025–2026 school year. The percentage of students reporting feeling connected to school increased to 64% in Grade 5, 52% in Grade 7, 48% in Grade 9, and 44% in Grade 11. Similarly, the percentage of students reporting positive relationships with caring adults at school reached 64% in Grade 5, 55% in Grade 7, 53% in Grade 9, and 50% in Grade 11. Student perceptions of school safety also improved, with 67% of Grade 5 students, 56% of Grade 7 students, 50% of Grade 9 students, and 50% of Grade 11 students reporting that their schools were safe or very safe.
These results indicate that students experienced stronger connections with adults, increased feelings of belonging, and improved perceptions of safety across grade levels. Baseline and ongoing SEL data collected through the Move This World platform further informed targeted supports and interventions designed to strengthen students' self-awareness, relationship skills, emotional regulation, and overall well-being. Collectively, these outcomes demonstrate that the Social-Emotional Development Initiative contributed to a more positive school climate and enhanced students' social-emotional development.

Team Joy and Fun initiative (Action 3.8, Previous Action 4.8) and Student Recognition and Incentive Program (Action 3.9, Previous Action 4.9): These actions effectively improved student engagement, strengthened school connectedness, and reinforced positive school behaviors. Evidence of effectiveness includes reductions in chronic absenteeism, suspension rates, and behavioral referrals among multiple student groups, as well as improvements in California Healthy Kids Survey (CHKS) indicators related to relationships with caring adults at school. In 2025–2026, 64% of Grade 5 students, 55% of Grade 7 students, 53% of Grade 9 students, and 50% of Grade 11 students reported having positive relationships with caring adults on campus. These results indicate that students experienced stronger connections with trusted adults and felt increasingly supported in their school environments. Through schoolwide engagement activities, student recognition programs, and positive reinforcement systems, these actions helped foster a greater sense of belonging, strengthened student-adult relationships, and contributed to a more positive and supportive school climate where students felt valued, connected, and motivated to succeed.

Building Effective Intervention Teams for Student Success (Action 3.10, Previous Action 4.10): This action effectively improved the district's ability to identify and respond to student needs. Reductions in chronic absenteeism, behavioral referrals, and suspension rates indicate that targeted interventions helped address barriers to student success. Positive trends in school climate survey data further demonstrate progress toward creating supportive learning environments. These outcomes contributed to Goal 3 by improving student engagement, well-being, and access to timely support.

Parent Engagement Activities (Action 3.11, Previous Action 4.11). Families reported greater awareness of available academic, behavioral, and wellness resources. Parent perception data indicate positive growth in the effectiveness of engagement efforts. Compared to the prior year, there was a +2.5% increase in parents who reported attending a district- or school-organized workshop, parent education class, or conference and found it somewhat useful or very useful on the Effectiveness Survey. This increase suggests that families found district-sponsored learning opportunities relevant, accessible, and supportive of their ability to assist their children academically and socially.

Promoting Parent Voice and Advocacy (Action 3.12, Previously Action 4.12): Survey results indicated strong parent awareness of advisory committees and engagement. Effectiveness Survey results demonstrate strong implementation and parent awareness of advisory structures. One hundred percent (100%) of respondents reported that their school has an advisory committee, indicating broad access to formal structures for family engagement, consultation, and shared governance. This outcome suggests that schools consistently maintained mechanisms for parent participation and communication, strengthening opportunities for families to contribute to school and district decision-making.

Compton STEP Program (Action 3.13, Previous Action 4.13). This action effectively supported students with behavioral and social-emotional needs.
Staff perception data indicate strong confidence in the district's ability to provide meaningful social-emotional supports for students. According to the California School Staff Survey, 89% of staff overall strongly agreed or agreed that schools provide enough social-emotional support for children, including 93% of elementary staff, 89% of middle school staff, and 84% of high school staff. These high levels of agreement suggest that staff perceive school systems and behavioral supports as effective in addressing students' social-emotional and behavioral needs across grade spans.

Counseling Services for Special Education Students( Action 3.14, Previous Action 4.14): Evidence of effectiveness includes data from the California Healthy Kids Survey, which showed increases in the percentage of students who reported feeling connected to school across all participating grade levels, including increases of 1% in grade 5, 8% in grade 7, 9% in grade 9, and 10% in grade 11 from the baseline. Additionally, the percentage of students reporting caring adult relationships at school increased from the baseline, with increases of 5% in grade 5, 4% in grade 7, 11% in grade 9, and 3% in grade 11.
Additional evidence of effectiveness includes data pertinent to counseling and mental health supports through the Department of Pupil Services in collaboration with the Office of Special Education. Counseling services were provided to 145 students through individual counseling, and to 103 students through counseling and guidance outlined in their Individualized Education Programs (IEPs).

Disproportionate Discipline Reduction Strategies for African American Students (Action 3.15, Previous Action 4.15): Evidence suggests this action effectively reduced exclusionary discipline and supported more equitable disciplinary outcomes for African American students.
Discipline data indicate measurable progress toward reducing discipline disparities.
Student outcome data indicate measurable progress toward reducing discipline disparities. Compared to the prior year, suspension and expulsion rates for African American students decreased by 1.0%, suggesting that targeted behavioral supports, restorative practices, and proactive intervention systems helped reduce exclusionary discipline and increase opportunities for positive student engagement.

Addressing School and Student Group Suspension Disparities (Action 3.16, Previous Action 4.16): This action effectively reduced suspension rates and improved school climate for targeted student groups. In the 2025 California Dashboard, suspension rates remained relatively low across student groups, including 1.3% for All Students and Socioeconomically Disadvantaged students, 0.9% for Hispanic students, 0.8% for English Learners, 2.1% for Long-Term English Learners, 1.9% for Students with Disabilities, 2.2% for students experiencing homelessness, 3.7% for African American students, and 3.8% for Foster Youth. These outcomes demonstrate continued progress in reducing exclusionary disciplinary practices while providing targeted supports for student groups that have historically experienced higher suspension rates.

Compton Unified School District's Translation Services (Action 3.17, Previous Action 5.8) Parent survey results showed that 90% of parents agreed or strongly agreed that Translation and Interpretation Services improved access to important school information and strengthened connections to their child's education (3.24, Previous Metric 5.13). These services continued to be effective in strengthening communication and engagement between schools and families.

Parent workshops for families of English Learners (Action 3.18, Previous Action 5.9): This action is effective, as shown by qualitative data. Survey results (Metric 3.25, Previous Metric 5.14) show strong support: 100% of administrators, 94% of parents, and 94% of staff agree the workshops provided meaningful support and resources for language development. These findings highlight the impact of family engagement and underscore the value of collaboration between schools and families, as well as the effectiveness of English Learner Parent Committees, PIQE, and the Latino Literacy Project in building family capacity to support student success.

African-American Student Mentorship Program (Action 3.19, Previous Action 5.15)
Survey data reflect positive Educational Partner perceptions of the program's impact for African American students, with 100% of administrators, 86% of certificated staff, and 86% of students reporting that the mentorship program supports academic achievement, engagement, and future planning. These outcomes contributed to Goal 3 by strengthening partnerships between families and schools and increasing family involvement in student success.

Workshops for Parents of African-American Students(Action 3.20, Actions 5.16)
Survey data reflect strong Educational Partner perceptions of impact: 100% of administrators, 94% of parents, and 92% of certificated staff report that workshops effectively support African American student achievement, engagement, and postsecondary readiness. As a result of these efforts, parent participation has increased significantly, rising from very low initial attendance to over 100 in-person attendees, reflecting strengthened family engagement, increased access to academic resources, and improved family

capacity to support student success.

## 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.

Overview and Updates for 2026–2027

The development of Goal 3 in the final year of the LCAP implementation cycle reflects the district's intention to improve coherence, alignment, and purposeful prioritization across actions and services that support pupil engagement, school climate, and educational partner involvement. During the annual review process, the district determined that the priorities and intended outcomes of the previous Goal 4 were closely aligned with broader actions in student wellness, engagement, and academic success. As a result, the district merged Goal 4 into Goal 3 to create a more integrated, broader approach to supporting students, families, staff, and community partners.
Additionally, actions previously under Goal 5 that focused on student engagement, parent involvement, and school climate have been moved into Goal 3 to strengthen coherence between engagement activities and academic support strategies. This alignment supports a more unified systems approach in which educational partner engagement is directly linked to strengthening student outcomes and fostering safe, supportive, and welcoming learning environments where students, families, and staff feel appreciated and connected.
The revised Goal 3 further aligns with California State Priorities 3, 5, and 6 by intentionally integrating actions that support parent and family engagement (Priority 3), pupil engagement and connectedness (Priority 5), and school climate and safety (Priority 6). By bringing these targeted actions together, the district is better positioned to implement coordinated strategies that promote meaningful participation by educational partners, improve student attendance and engagement, and develop positive, inclusive school environments that support the academic and social-emotional success of all students.
GOAL DESCRIPTION
Minor verbiage changes were made to the goal to increase clarity, coherence, and alignment with the district's priorities and implementation strategies. The revised language more clearly articulates the district's focus on engagement with educational partners, shared decision-making, and meaningful communication, while maintaining the original intent to promote safe, inclusive, and supportive learning environments. The revised description in bold is the revised goal statement for 2026-2027, while italicized verbiage reflects the prior written goal.

GOAL 3:  Family and Community Partnership for Student Success
State Priorities: 3,5,6
Goal Description
Strengthen authentic partnerships with educational partners (families, students, staff, and community) to support student well-being, engagement, and academic success through meaningful communication, shared decision-making, and expanded opportunities for involvement, while fostering safe, inclusive, and supportive learning environments where students, families, and staff feel connected and valued.

Prior Goal (25-26)
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.
The new Goal 3 adopts more strategic, action-focused language. Terms like "meaningful communication," "shared decision-making," and "expanded opportunities for involvement" reflect a shift from participation to active collaboration, benefiting stakeholders by fostering stronger partnerships. The revised language more explicitly connects engagement efforts to student academic success, helping ensure that involvement directly supports learning outcomes and achievement. This strengthens the coherence between engagement initiatives and academic outcomes.
The updated goal language takes a more comprehensive systems approach. It integrates engagement, communication, safety, inclusivity, and academic success.

EXPECTED OUTCOMES
The proposed changes to Goal 3 are to embed the expected outcomes from the prior LCAP Goal 4 and the outcomes from Goal 5 associated with parent and student engagement.
METRICS
In the 2026-2027 LCAP, the metrics from Goal 4 will now include Goal 3, and the metrics related to student and parent engagement from Goal 5 will be incorporated into Goal 3.

Metric 3.1 (Prior Goal 4, Metric #1): Attendance rates disaggregated by student group (Data Source: Aeries)

Metric 3.2 (Prior Goal 4, Metric #2): Chronic absenteeism disaggregated by student group (Data Source: CA School Dashboard)

Metric 3.3 (Prior Goal 4, Metric #3): High School graduation rates disaggregated by student group (Data Source: CA School Dashboard)

Metric 3.4 (Prior Goal 4, Metric #4): Chronic absenteeism disaggregated by student group (Data Source: CA School Dashboard)

Metric 3.5 (Prior Goal 4, Metric #5): Suspension rates, disaggregated by student group(Data Source: CA School Dashboard & Aeries)
Metric 3.6 (Prior Goal 4, Metric #6): Expulsion rates, disaggregated by student group (Data Source: Data Quest)

Metric 3.7 (Prior Goal 4, Metric #7): Students feel Connected to School (CHKS) (Data Source: California Healthy Kids Survey (CHKS)

Metric 3.8 (Prior Goal 4, Metric #8): Percentage of Students Indicating to Have Caring Adult Relationships in School (Data Source: California Healthy Kids Survey (CHKS))

Metric 3.9 (Prior Goal 4, Metric #9): Schools Perceived by Students as Very Safe or Safe (Data Source: California Healthy Kids Survey (CHKS))

Metric 3.10 (Prior Goal 4, Metric #10): Students Feeling Academic Motivation (CHKS) (Data Source: California Healthy Kids Survey (CHKS))

Metric 3.11 (Prior Goal 4, Metric #11): Parents who agree and strongly agree that school is a safe place for their child (Data Source: California Schools Parent Survey)

Metric 3.12 (Prior Goal 4, Metric #12): Parents Strongly Agree that School Staff Take Their Concerns Seriously (Data Source: California Schools Parent Survey)

Metric 3.13 (Prior Goal 4, Metric #13): Parents Agree and Strongly Agree That Schools Promote Parent Participation in Decision Making (Data Source: California Schools Parent Survey)

Metric 3.14 (Prior Goal 4, Metric #14): 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)

Metric 3.15 (Prior Goal 4, Metric #15): Schools Have Active Parent (Advisory) Groups (Data Source: Local Data)

Metric 3.16 (Prior Goal 4, Metric #16): 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)

Metric 3.17 (Prior Goal 4, Metric #17): Parents Who Strongly Agree that School is a Safe Place for Their Child (Data Source: California Schools Parent Survey)

Metric 3.18 (Prior Goal 4, Metric #18): Percentage of teachers and staff who agree or strongly agree that the school is a safe place for students (Data Source: California Schools Parent Survey)

Metric 3.19 (Prior Goal 4, Metric #19): Percentage of teachers and staff that agree or strongly agree that the school is a safe place for staff (Data Source: California Schools Parent Survey)

Metric 3.20 (Prior Goal 4, Metric #20): Staff Strongly Agree that Schools Provide Enough Social Emotional Support for Children (CSSS) (Data Source: California School Staff Survey)

Metric 3.21 (Prior Goal 4, Metric #21): Percentage of teachers and staff that agree or strongly agree that the school is a supportive and inviting place for staff to work (Data Source: California School Staff Survey)

Metric 3.22 (Prior Goal 4, Metric #22): Parents Who Attended a District/School Organized Workshop, Parent Education Class, or Conference and Found it Somewhat Useful or Very Useful (Data Source: LCAP Effectiveness Survey)

Metric 3.23 (Prior Goal 4, Metric #23): Middle School Dropout Rates (Data Source: Aeries)

Metric 3.24 (Prior Goal 4, Metric #13): Effectiveness of Translation and Interpretation Services for Families at School and District (LCAP Effectiveness Survey)

Metric 3.25 (Prior Goal 5, Metric #14: Effectiveness of Parent Workshops for English Learners (LCAP Effectiveness Survey)

ACTIONS

Action 3.1 (Prior Goal 4, Action 4.1): Attendance Monitoring and Reengagement Strategies

Action 3.2 (Prior Goal 4, Action 4.2): Chronic Absenteeism Task Force

Action 3.3 (Prior Goal 4, Action 4.3): Positive Behavioral Interventions and Supports

Action 3.4 (Prior Goal 4, Action 4.4): Comprehensive Counseling and Mental Health Services

Action 3.5 (Prior Goal 4, Action 4.5): Expansion of Wellness Centers

Action 3.6 (Prior Goal 4, Action 4.6): Equity-Centered Trauma-Informed Training

Action 3.7 (Prior Goal 4, Action 4.7): Social-Emotional Development Initiative

Action 3.8 (Prior Goal 4, Action 4.8): Team Joy and Fun

Action 3.9 (Prior Goal 4, Action 4.9): Student Recognition and Incentive Program

Action 3.10 (Prior Goal 4, Action 4.10): Building Effective Intervention Teams for Student Success

Action 3.11 (Prior Goal 4, Action 4.11): Parent Engagement Activities

Action 3.12 (Prior Goal 4, Action 4.12): Promoting Parent Voice and Advocacy

Action 3.13 (Prior Goal 4, Action 4.13): Compton STEP Program

Action 3.14 (Prior Goal 4, Action 4.14): Counseling Services for Special Education Students

Action 3.15 (Prior Goal 4, Action 4.15): Disproportionate Discipline Reduction Strategies for African-American Students

Action 3.16 (Prior Goal 4, Action 4.16): Addressing School and Student Group Suspension Disparities

Action 3.17 (Prior Goal 5, Action 5.8): Translation Services

Action 3.18 (Prior Goal 5, Action 5.9): Workshops for Parents of English Learners

Action 3.19 (Prior Goal 5, Action 5.15): African-American Student Mentorship Program

Action 3.20 (Prior Goal 5, Action 5.16): Workshops for Parents of African-American Students

**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<br><br>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.<br><br>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 | $890,781.00 | Yes |

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| | | 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.<br><br>Metrics being used to monitor the action: Goal 4, Metrics 1 and 2.<br><br>LREBG Funds supporting this action: $150,500 per year through 2027–28 | | |
| 2 | Chronic Absenteeism Task Force | LREBG Action<br><br>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 incentives.<br><br>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).<br><br>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.<br><br>Metric being used to monitor the action: Goal 4, Metric 2<br><br>LREBG Funds supporting this action: $75,000 per year through 2027–28 | $550,000.00 | No |
| 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<br><br>Access to school-based mental health professionals enhances academic performance, reduces behavioral issues, and increases attendance (Reback, 2010). Integrated services reduce stigma | $647,489.00 | No |

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| | | and ensure timely access to care, particularly in under-resourced communities.<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 4, Metrics 7 and 8<br><br>LREBG Funds supporting this action: $125,000 per year through 2027–28 | | |
| 5 | Expansion of Wellness Centers | LREBG Action<br><br>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.<br><br>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.<br><br>Metric being used to monitor the action: Goal 4, Metrics 7, 8, 9, and 10.<br><br>LREBG Funds supporting this action: $245,500 per year through 2027–28 | $1,188,403.00 | Yes |
| 6 | Equity-Centered Trauma-Informed Training | LREBG Action<br><br>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.<br><br>Our district is committed to providing comprehensive trauma-informed training to all staff, | $317,586.00 | Yes |

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| | | 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.<br><br>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.<br><br>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 are receiving more supportive and understanding responses to their needs, leading to a safer and more conducive learning environment.<br><br>Metric being used to monitor the action: Goal 4, Metrics 7, 8, and 10.<br><br>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.<br><br>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.<br><br>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.<br><br>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 | Pupil Services, in collaboration with all school sites, will orchestrate a comprehensive system of | $21,261.00 | No |

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| | Incentive Program | 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.<br><br>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. | | |
| 10 | Building Effective Intervention Teams for Student Success | LREBG Action<br><br>Reseach has told us that MTSS frameworks and school-based support teams promote collaboration, data-driven intervention, and more equitable student outcomes (Sugai & Horner, 2009). Effective teams incorporate educators, counselors, and social workers to ensure whole-child support.<br><br>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.<br><br>Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3.<br><br>LREBG Funds supporting this action: $80,000 per year through 2027–28 | $865,000.00 | No |
| 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, | $49,761.00 | No |

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| | | 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. | | |
| 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 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. | $54,008.00 | No |
| 15 | Disproportionate Discipline Reduction Strategies for African-American Students | LREBG Action<br><br>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.<br><br>Metric being used to monitor the action: Goal 4, Metric 5<br><br>LREBG Funds supporting this action: $50,000 per year through 2027–28 | $192,341.00 | No |
| 16 | Addressing School and Student Group Suspension Disparities | LREBG Action<br><br>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.<br><br>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 | $385,004.00 | No |

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| | | 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.<br><br>Metric being used to monitor the action: Goal 4, Metric 5<br><br>LREBG Funds supporting this action: $86,668 per year through 2027–28 | | |
| 17 | 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 |
| 18 | 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 |
| 19 | African-American Student Mentorship Program | LREBG Action<br>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.<br>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.<br><br>Metrics being used to monitor the action: Goal 1, Metrics 1, 2, 3, 7 and Goal 4, Metric 10 .<br>LREBG Funds supporting this action: $32,166 per year through 2027–28 | $101,498.00 | No |

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| 20 | 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 |
|---|---|---|
| 4 | By the end of the 2026-2027 school year, Equity Multiplier schools will increase student academic achievement by at least 5 percent, as measured by state assessments and local performance indicators. This will be achieved through expanded access to high-impact tutoring, strengthened instructional supports, targeted professional development in culturally responsive and standards-aligned practices, enhanced college and career readiness services, and the continuous improvement of learning environments.<br>Student progress will be monitored through multiple measures, including state assessments, English language proficiency growth, course access and completion data, and other key indicators of student success across core content areas. | Equity Multiplier Focus Goal |

## State priorities addressed by this goal.

4, 5, 6, 7, 8, 2, 3

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

We established Goal 4 to reduce the persistent disparities in academic achievement among students attending Equity Multiplier schools. The current Equity Multiplier Schools are Cesar Chavez, Compton Community Day (Middle and High), Compton STEP, Compton Virtual Academy, Thurgood Marshall, and Enterprise Middle School, which will be closing at the end of this year, 2025-2026. 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 2025 CAASPP and CA Dashboard data shows that at Cesar Chavez Continuation High School, only 7.56% of students met or exceeded standards in ELA, while 6.72% showed proficiency in Mathematics. Thurgood Marshall Independent Studies showed better results in ELA (12.12%), but the performance was lower in Math (5.88%). Compton STEP had 25% proficiency in ELA and 27.78% 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 5% 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 5% 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 2024 California Dashboard. Even though growth was seen on the 2025 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 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 Orange tier of the 2024 California Dashboard. In 2025 we saw improvement and the school exited the Orange tier, but maintaining a focus on these key areas is essential. Actions 4.7 and 4.8 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 4.11 and 4.13 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, teachers 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 4.16), 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 4, 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 4, Metric #1<br><br>Percent of students in grade 11 at Cesar Chavez Continuation High School who meet or exceed standards on the ELA CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 10.3%<br>SED: 10.6%<br>AA: 10.3%<br>Hispanics: 10.5%<br>LEP: 2.3%<br>LTELs: 3.6%<br>SWD: 7.7%<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 10.3%<br>SED: 10.6%<br>AA: 10.3%<br>Hispanics: 10.5%<br>LEP: 2.3%<br>LTELs: 3.6%<br>SWD: 7.7%<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP data)<br><br>N/A: Not enough students in the cohort | All Students: 7.56%<br><br>SED: 7.07%<br>AA: 0%<br>Hispanics: 8.89%<br>LEP: 0 %<br>LTELs: 0%<br>SWD:N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP data)<br><br>N/A: Not enough students in the cohort | All Students: 20%<br>SED: 20%<br>AA: 20%<br>Hispanics: 20%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 15%<br>FY: 20%<br>Homeless: N/A | All Students: −2.74%<br>SED: −3.53%<br>AA: −10.3%<br>Hispanics: −1.61%<br>LEP: −2.3%<br>LTELs: −3.6%<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data) |

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| 2 | Goal 4, Metric #2<br><br>Percent of students in grade 11 at Cesar Chavez Continuation High School who meet or exceed standards on the Math CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 0%<br>SED: 0%<br>AA: 0%<br>Hispanics: 0%<br>LEP: 0%<br>LTELs: 0%<br>SWD: 0%<br>FY: N/A<br>Homeless: N/A<br><br>N/A: Not enough students in the cohort<br><br>(2023) | All Students: 2.0%<br>SED: 2.1%<br>AA: 0%<br>Hispanics: 2.3%<br>LEP: 0%<br>LTELs: 0%<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP data)<br><br>N/A: Not enough students in the cohort | All Students: +4.72%<br>SED: +4.97<br>AA: +18.18%<br>Hispanics: +2.13<br>LEP: +9.7%<br>LTELs: 0%<br><br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data)<br><br>N/A: Not enough students in the cohort | All Students: 15%<br>SED: 15%<br>AA: 15%<br>Hispanics: 15%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 15%<br>FY: 15%<br>Homeless: 15% | All Students: +4.72%<br>SED: +4.97<br>AA: +18.18%<br>Hispanics: +2.13<br>LEP: +9.7%.<br><br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data)<br><br>N/A: Not enough students in the cohort |
| 3 | Goal 4. Metric # 3<br><br>Cesar Chavez Continuation High School Academic Performance Level in ELA (Dashboard color)<br><br>Data Source: California Dashboard | All Students: Orange<br>SED: Orange<br>AA: N/A<br>Hispanics: Orange<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: Red<br>SED: Red<br>AA: N/A<br>Hispanics: Red<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2024)<br><br>N/A: Not enough students in the cohort | All Students: Red<br>SED: Red<br>AA: N/A<br>Hispanics: Orange<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2025)<br><br>N/A: Not enough students in the cohort | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>SWD: Yellow<br>FY: Yellow<br>Homeless: Yellow | All Students: -1 Level<br>SED: -1 Level<br>AA: N/A<br>Hispanics: No Change<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2025)<br><br>N/A: Not enough students in the cohort |

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| 4 | Goal 4. Metric # 4<br><br>Cesar Chavez Continuation High School Academic Performance Level in Math (Dashboard color)<br><br>Data Source: California Dashboard (Color) | All Students: Orange<br>SED: Orange<br>AA: N/A<br>Hispanics: Orange<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: Red<br>SED: Red<br>AA: N/A<br>Hispanics: Red<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2024)<br><br>N/A: Not enough students in the cohort | All Students: Orange<br>SED: Orange<br>AA: N/A<br>Hispanics: Orange<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2025)<br><br>N/A: Not enough students in the cohort | All Students: Yellow<br>SED: Yellow<br>AA: Yellow<br>Hispanics: Yellow<br>LEP: Yellow<br>SWD: Yellow<br>FY: Yellow<br>Homeless: Yellow | All Students: Orange (No change)<br>SED: Orange (No change)<br>AA: N/A<br>Hispanics: Orange (No change)<br>LEP: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard 2025)<br><br>N/A: Not enough students in the cohort |
| 5 | Goal 4, Metric # 5<br><br>Percentage of Students at Cesar Chavez Continuation High School that are College and Career Ready<br><br>Data Source: California School Dashboard | All Students: 1.8%<br>SED: 1.8%<br>AA: 0.0%<br>Hispanics: 2.2%<br>LEP: 0.0%<br>LTELs: N/A<br>SWD: 0.0%<br>FY: 0.0%<br>Homeless: 0.0%<br><br>N/A: Not enough students in the cohort<br><br>(2023) | All Students: 6%<br>SED: 6%<br>AA: 13%<br>Hispanics: 5%<br>LEP: 5%<br>LTELs: 5%<br>SWD: 5%<br>FY: N/A%<br>Homeless: 6%<br><br>N/A: Not enough students in the cohort<br><br>(2024 Dashboard Data) | All Students: 15%<br>SED: 15.1%<br>AA: 12%<br>Hispanics: 16%<br>LEP: 9.8%<br>LTELs: 12.5%<br>SWD: 0.0%<br>FY: N/A<br>Homeless: 20%<br><br>N/A: Not enough students in the cohort<br><br>(2025 Dashboard Data) | All Students: 25%<br>SED: 25%<br>AA: 25%<br>Hispanics: 25%<br>LEP:25%<br>LTELs: 25%<br>SWD: 25%<br>FY: 25%<br>Homeless: 25% | All Students: +13.2%<br>SED: +13.3%<br>AA: +12%<br>Hispanics: +13.8%<br>LEP: +9.8%<br>LTELs: N/A<br>SWD: 0%<br>FY: N/A<br>Homeless: +20%<br><br>(2025 Dashboard Data)<br><br>N/A: Not enough students in the cohort |

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| 6 | Goal 4, Metric # 6<br><br>Cesar Chavez Continuation High School Chronic Absenteeism Rates.<br><br>Data Source: DataQuest and Aeries System. | All Students: 99.8%<br>SED: 99.8%<br>AA: 100%<br>Hispanics: 99.7%<br>LEP: 99.1%<br>LTELs: NR<br>SWD: 100%<br>FY: 100%<br>Homeless: N/A<br><br>N/A: Not enough students in the cohort<br>NR: LTELs not included in Dataquest as a cohort<br><br>(2023 Dataquest)<br><br>==========<br><br>All Students: 74.5%<br>SED: 76.4%<br>AA: 71.2%<br>Hispanics: 74.9%<br>LEP: 78.6%<br>LTELs: 76.4%<br>SWD: 59.1%<br>FY: 100%<br>Homeless: 0%<br><br>(Aeries. Spring 2024) | All Students: 99.8%<br>SED: 99.8%<br>AA: 100%<br>Hispanics: 98.3%<br>LEP: 99.0%<br>LTELs: 100%<br>SWD: 100%<br>FY: N/A<br>Homeless: 100%<br><br>N/A: Not enough students in the cohort<br><br>(2024 Dataquest)<br><br>=====<br>All Students: 62.3%<br>SED: 63.9%<br>AA: 61.8%<br>Hispanics: 63%<br>LEP: 60%<br>LTELs: 59.2%<br>SWD: 63.3%<br>FY: 66.7%<br>Homeless: 66.7%<br><br>(Aeries. Spring 2025) | All Students: 98.6%<br><br>SED: 98.6 %<br>AA: 98.4 %<br>Hispanics: 98.6%<br>LEP: 99%<br>LTELs: %<br>SWD: 96.4%<br>FY: N/A<br>Homeless: 97.4%<br><br>(2025 Dataquest)<br>N/A: Not enough students in the cohort<br><br>=====<br>All Students: 61.0%<br>SED: 62.4%<br>AA: 55.9%<br>Hispanics: 63%<br>LEP: 70.1%<br>LTELs: 74.5%<br>SWD: 56.8%<br>FY: 33.3%<br>Homeless: 68.0%<br><br>(Aeries. Spring 2026) | All Students: 50%<br>SED: 50%<br>AA: 50%<br>Hispanics: 50%<br>LEP:50%<br>LTELs: 50%<br>SWD: 50%<br>FY: 50%<br>Homeless: 50%<br><br>(California Dashboard)<br><br>=====<br>All Students: 50%<br>SED: 50%<br>AA: 50%<br>Hispanics: 50%<br>LEP: 50%<br>LTELs: 50%<br>SWD: 50%<br>FY: 50%<br>Homeless: 50%<br><br>(Aeries) | All Students: −1.2%<br>SED: −1.2%<br>AA: −1.6%<br>Hispanics: −1.1%<br>LEP: −0.1%<br>LTELs: N/A<br>SWD: −3.6%<br>FY: N/A<br>Homeless: −2.6%<br><br>(2025 Dataquest)<br><br>N/A: Not enough students in the cohort<br><br>All Students: -13.5%<br>SED: -14%<br>AA: -15.3%<br>Hispanics: -11.9%<br>LEP: -8.5%<br>LTELs: -1.9%<br>SWD: -2.3%<br>FY: -66.7%<br>Homeless: +68.0%<br><br>(Aeries. Spring 2026) |

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| 7 | Goal 3, Metric # 7<br><br>Cesar Chavez Continuation High School Suspension Rates<br><br>Data Source: California School Dashboard and Aeries System | All Students: 3.9%<br>SED: 3.5%<br>AA: 11.7%<br>Hispanics: 2.4%<br>LEP: 2.5%<br>LTELs: N/A<br>SWD: 13.2%<br>FY: 13.3%<br>Homeless: N/A<br><br>(2023 Dashboard Data)<br><br>N/A: Not enough students in the cohort<br><br>==========<br><br>All Students: 4.4%<br>SED: 4.7%<br>AA: 11.9%<br>Hispanics: 2.3%<br>LEP: 1.0%<br>LTELs: 1.8%<br>SWD: 0%<br>FY: 0%<br>Homeless: 10.0%<br><br>(Aeries. Spring 2024) | All Students: 5.2%<br>SED: 5.4%<br>AA: 13.6%<br>Hispanics: 3.0%<br>LEP: 2.0%<br>LTELs: 2.2<br>SWD: 0%<br>FY: N/A<br>Homeless: N/A<br><br>(2024 California Dashboard)<br><br>N/A: Not enough students in the cohort<br><br>=====<br>All Students: 2.7%<br>SED: 3.4%<br>AA: 7.5%<br>Hispanics: 1.7%<br>LEP: 1%<br>LTELs: 1%<br>SWD: 3.2%<br>FY: 0%<br>Homeless: 0%<br><br>(Aeries. Spring 2025) | All Students: 4.5%<br>SED: 4.8%<br>AA: 11.8%<br>Hispanics: 3%<br>LEP: 1.8%<br>LTELs: 2.2%<br>SWD: 5.9%<br>FY: N/A<br>Homeless: N/A<br>(2025 Dashboard Data)<br><br>All Students: 3.26%<br>SED: 3.26%<br>AA: 7.25%<br>Hispanics: 2.19%<br>LEP: 0%<br>LTELs: 0%<br>SWD: 2.70%<br>FY: 0%<br>Homeless: 0%<br><br>(Aeries. Spring 2026) | All Students: ≤ 2.0%<br>SED: ≤ 2.0%<br>AA: ≤ 2.0%<br>Hispanics: ≤ 2.0%<br>LEP: ≤ 2.0%<br>LTELs: ≤ 2.0%<br>SWD: ≤ 2%<br>FY: ≤ 2.0%<br>Homeless: ≤ 2.0%<br><br>(California Dashboard)<br>=====<br><br>All Students: ≤ 2.0%<br>SED: ≤ 2.0%<br>AA: ≤ 2.0%<br>Hispanics: ≤ 2.0%<br>LEP: ≤ 2%<br>LTELs: 2%<br>SWD: ≤ 2%<br>FY: ≤ 2%<br>Homeless: ≤ 2%<br><br>(Aeries) | All Students: +0.6%<br>SED: +1.3%<br>AA: +0.1%<br>Hispanics: +0.6%<br>LEP: -0.7%<br>LTELs: +0%<br>SWD: -7.3%<br>FY: N/A<br>Homeless: N/A<br>(2025 Dashboard Data)<br><br>All Students: -1.14%<br>SED: -1.44%<br>AA: -4.65%<br>Hispanics: +0.11%<br>LEP: -1.0%<br>LTELs: -1.8%<br>SWD: +2.70%<br>FY: 0%<br>Homeless: -10%<br>(Aeries. Spring 2026) |

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| 8 | Goal 4, Metric # 8<br><br>Freshmen On Track for Graduation at the end of their 9th grade year at Marshall Independent Studies<br><br>Data Source: Aeries | All Students: 33.33%<br><br>(Spring 2024) | All Students: 100% (9 Students)<br><br>(Spring 2025) | N/A (0 9th Grade Students were enrolled at Marshall in 25-26 | All Students: 80% | N/A<br><br>(Spring 2026) |
| 9 | Goal 4, Metric # 9<br><br>Sophomores On Track for Graduation at the end of their 10th grade year at Marshall Independent Studies<br>Data Source: Aeries | All Students: 33.33%<br><br>(2024) | All Students: 20% (13 students)<br><br>(Spring 2025) | All Students: 20% (4 Students) | All Students: 80% | All Students: -13.33%<br><br>(2026) |

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| 10 | Goal 4, Metric # 10<br><br>Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the ELA CAASPP<br><br>Data Source: CAASPP Website | All Students: 31.6%<br>SED: 31.6%<br>AA: N/A<br>Hispanics: 37.5%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 25.9%<br>SED: 25.9%<br>AA: N/A<br>Hispanics: 27.8%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP Website)<br><br>N/A: Not enough students in the cohort | All Students: 12.12%<br><br>SED: 13.33%<br>AA: N/A<br>Hispanics: 13.64%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Website)<br><br>N/A: Not enough students in the cohort | All Students: 40%<br>SED: 40%<br>AA: 40%<br>Hispanics: 40%<br>LEP: 40%<br>LTELs: 40%<br>SWD: 40%<br>FY: 40%<br>Homeless: 40%<br><br>(CAASPP website) | All Students: −13.78%<br>SED: −12.57%<br>AA: N/A<br>Hispanics: −14.16%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Website) |
| 11 | Goal 4, Metric # 11<br><br>Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the Math<br><br>Data Source: CAASPP Website | All Students: 0%<br>SED: 0%<br>AA: N/A<br>Hispanics: 0%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 20.0%<br>SED: 20.0%<br>AA: N/A<br>Hispanics: 25.0%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP Website)<br><br>N/A: Not enough students in the cohort | All Students: 5.88%<br><br>SED: 6.67%<br>AA: N/A<br><br>Hispanics: 4.35%<br>LEP: 7.69%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP data)<br><br>N/A: Not enough students in the cohort | All Students: 15%<br>SED: 15%<br>AA: 15%<br>Hispanics: 15%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 15%<br>FY: 15%<br>Homeless: 15% | All Students: -14.12%<br>SED: -13.33%<br>AA: N/A<br>Hispanics: -20.65%<br>LEP: +7.69<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data) |

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| 12 | Goal 4, Metric # 12<br><br>Marshall Independent Studies Graduation Rates<br><br>Data Source: California School Dashboard | All Students: 65.1%<br>SED: 66.7%<br>AA: N/A<br>Hispanics: 62.2%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 84%<br>SED: 84%<br>AA: 75%<br>Hispanics: 87%<br>LEP:93%<br>LTELs: 91%<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 Dashboard data)<br><br>N/A: Not enough students in the cohort | All Students: 76.1%<br>SED: 75.6%<br>AA: N/A<br>Hispanics: 77.1%<br>LEP: 75%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard data)<br><br>N/A: Not enough students in the cohort | All Students: 80%<br>SED: 80%<br>AA: 80%<br>Hispanics: 80%<br>LEP: 80%<br>LTELs: 80%<br>SWD:80%<br>FY: 80%<br>Homeless: 80% | All Students: +11%<br>SED: +8.9%<br>AA: N/A<br>Hispanics: +14.9%<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard Data) |
| 13 | Goal 4, Metric # 13<br><br>Percentage of Students at Marshall Independent Studies that are College and Career Ready<br><br>Data Source: California School Dashboard | All Students: 7.3%<br>SED: 7.5%<br>AA: N/A<br>Hispanics: 8.6%<br>LEP: 7.7%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 10.3%<br>SED: 10.3%<br>AA: N/A<br>Hispanics: 7.4%<br>LEP: 0%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 Dashboard Data)<br>N/A: Not enough students in the cohort | All Students: 15.2%<br>SED: 13.3%<br>AA: N/A<br>Hispanics: 20%<br>LEP: 8.3%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard Data)<br><br>N/A: Not enough students in the cohort | All Students: 25%<br>SED: 25%<br>AA: 25%<br>Hispanics: 25%<br>LEP: 25%<br>LTELs: 25%<br>SWD: 25%<br>FY: 25%<br>Homeless: 25% | All Students: +7.9%<br>SED: +5.8%<br>AA: N/A<br>Hispanics: +11.4%<br>LEP: +0.6%<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard Data) |

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| 14 | Goal 4, Metric # 14<br><br>Marshall Independent Studies Chronic Absenteeism Rates.<br><br>Data Source: Dataquest & Aries System. | All Students: 86.3%<br>SED: 86%<br>AA: 94.4%<br>Hispanics: 84.5%<br>LEP: 87%<br>LTELs: N/A<br>SWD: 100%<br>FY:N/A<br>Homeless: N/A<br><br>N/A: Not enough students in the cohort<br><br>(2023 Dataquest)<br>==========<br>All Students: 64.2%<br>SED: 63.6%<br>AA: 73.5%<br>Hispanics: 60.2%<br>LEP: 52.4%<br>LTELs: 53.3%<br>SWD: 72.7%<br>FY: 100%<br>Homeless: 57.1%<br><br>(Aeries. Spring 2024) | All Students: 88%<br>SED: 88.9%<br>AA: 82.8%<br>Hispanics: 91.8%<br>LEP: 91.7%<br>LTELs: N/A<br>SWD: 88.9%<br>FY: N/A<br>Homeless: N/A<br><br>(2024 Dashboard Data 2024 Data Quest)<br>N/A: Not enough students in the cohort<br><br>=====<br>All Students: 67.2%<br>SED: 68.0%<br>AA: 73.3%<br>Hispanics: 67.4%<br>LEP: 76.0%<br>LTELs: 75.0%<br>SWD: 50.0%<br>FY: 100%<br>Homeless: 0%<br><br>(Aeries. Spring 2025) | All Students: 89.3%<br><br>SED: 88.2 %<br>AA: 96.4%<br>Hispanics: 88.8%<br>LEP: 96.2%<br>LTELs: na<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dataquest data)<br>N/A: Not enough students in the cohort<br><br>=====<br>All Students: 66.2%<br>SED: 66.4%<br>AA: 68.6%<br>Hispanics: 65.6%<br>LEP: 60.0%<br>LTELs: 50.0%<br>SWD: 66.7%<br>FY: 100%<br>Homeless: 50.0%<br><br>(Aeries. Spring 2026) | All Students: 10%<br>SED: 10%<br>AA: 10%<br>Hispanics: 10%<br>LEP: 10%<br>LTELs: 10%<br>SWD: 10%<br>FY: 10%<br>Homeless: 10%<br><br>(Aeries) | All Students: +3%<br>SED: +2.2%<br>AA: +2%<br>Hispanics: +4.3%<br>LEP: +9.2%<br>LTELs: N/A<br>SWD: N/A (Not enough students in cohort)<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard Data)<br><br>N/A: Not enough students in the cohort<br><br>=====<br>All Students: +2%<br>SED: +2.8%<br>AA: -4.9%<br>Hispanics: +5.4%<br>LEP: +7.6%<br>LTELs: -3.3%<br>SWD: -6%<br>FY: 0%<br>Homeless: -7.1%<br><br>(Aeries. Spring 2026) |

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| 15 | Goal 4, Metric # 15<br><br>Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the ELA CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 13.3%<br>SED: 16.7%<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 13.3%<br>FY: N/A<br>Homeless: N/A<br><br>(2023) | All Students: 18.8%<br>SED: 21.4%<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 18.8%<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP Website) | All Students: 25%<br><br>SED: 26.32%<br>AA: N/A<br>Hispanics: N/A<br>LEP: 26.32%<br>LTELs: N/A<br>SWD: 25%<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP data)<br>N/A: Not enough students in the cohort | All Students: 25%<br>SED: 25%<br>AA: 25%<br>Hispanics: 25%<br>LEP: 25%<br>LTELs: 25%<br>SWD: 25%<br>FY: 25%<br>Homeless: 25% | All Students: +6.2%<br>SED: +4.92%<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: +26.32%<br>SWD: +6.2%<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data) |
| 16 | Goal 4, Metric # 16<br><br>Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the Math CAASPP Assessment<br><br>Data Source: CAASPP | All Students: 0%<br>SED: 0%<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 0%<br>FY: N/A<br>Homeless: N/A<br><br>(2023)<br><br>N/A: Not enough students in the cohort | All Students: 0%<br>SED: 0%<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 0%<br>FY: N/A<br>Homeless: N/A<br><br>(2024 CAASPP Website)<br><br>N/A: Not enough students in the cohort | All Students: 27.78%<br><br>SED: 29.41%<br>AA: N/A<br>Hispanics: N/A<br>LEP: 29.41%<br>LTELs: N/A<br>SWD: 27.78%<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP data)<br>N/A: Not enough students in the cohort | All Students: 15%<br>SED: 15%<br>AA: 15%<br>Hispanics: 15%<br>LEP: 15%<br>LTELs: 15%<br>SWD: 15%<br>FY: 15%<br>Homeless: 15% | All Students: +27.78%<br>SED: +29.41%<br>AA: N/A<br>Hispanics: N/A<br>LEP: +29.41%<br>LTELs: N/A<br>SWD: +27.78%<br>FY: N/A<br>Homeless: N/A<br><br>(2025 CAASPP Data) |

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| 17 | Goal 4, Metric # 17<br><br>Compton STEP Chronic Absenteeism Rates.<br><br>Data Source: DataQuest and Aries System. | All Students: 47.8%<br>SED: 50%<br>AA: 35.7%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 47.8%<br>FY: N/A<br>Homeless: N/A<br><br>(2023 DataQuest)<br><br>==========<br>All Students: 50.0%<br>SED: 52.6%<br>AA: 53.3%<br>Hispanics: 40.0%<br>LEP: 50.0%<br>LTELs: N/A<br>SWD: 50.0%<br>FY: 25.0%<br>Homeless: 100.0%<br><br>(Aeries. Spring 2024) | All Students: 52.2%<br>SED: N/A<br>AA: N/A<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>N/A: Not enough students in the cohort<br>(2024 Dataquest)<br>==========<br>All Students: 21.7%<br>SED: 27.8%<br>AA: 27.3%<br>Hispanics: 12.5%<br>LEP: 0%<br>LTELs: N/A<br>SWD: 15<br>FY: 0%<br>Homeless: N/A<br><br>(Aeries. Spring 2025) | All Students: 26.1%<br><br>SED: 27.3%<br>AA: 27.3%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>N/A: Not enough students in the cohort<br>(2025 Dataquest)<br><br>==========<br>All Students: 23.3%<br>SED: 25.0%<br>AA: 21.0%<br>Hispanics: 22.2%<br>LEP: 0%<br>LTELs: N/A<br>SWD: 20.8%<br>FY: 33.3%<br>Homeless: 100%<br><br>(Aeries. Spring 2026) | All Students: 25%<br>SED: 25%<br>AA: 25%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: 25%<br>FY: N/A<br>Homeless: N/A<br><br>(Dashboard)<br>==========<br><br>All Students: 25%<br>SED: 25%<br>AA: 25%<br>Hispanics: 25%<br>LEP: 25%<br>LTELs: N/A<br>SWD: 25%<br>FY: 25.0%<br>Homeless: 25%<br><br>(Aeries) | All Students: +1.6%<br>SED: +2.8%<br>AA: -6.3%<br>Hispanics: +10.0%<br>LEP: 0%<br>LTELs: N/A<br>SWD: +5.8<br>FY: +33.3%<br>Homeless: +100%<br><br>(2025 Dataquest)<br><br>==========<br>All Students: -26.8%<br>SED: -27.6%<br>AA: -32.3%<br>Hispanics:-17.8%<br>LEP: -50%<br>LTELs: N/A<br>SWD: -29.2%<br>FY: +8.3%<br>Homeless: +0%<br><br>(Aeries. Spring 2026) |

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| 18 | Goal 4, Metric # 18<br><br>Compton STEP Suspension Rates<br><br>Data Sources: California School Dashboard and Aeries System. | All Students: 3.7%<br>SED: N/A<br>AA: 5.9%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2023 Dashboard Data)<br><br>=====<br><br>All Students: 3.8%<br>SED: 5.3%<br>AA: 6.7%<br>Hispanics: 0.0%<br>LEP: 0.0%<br>LTELs: N/A<br>SWD: 3.8%<br>FY: 12.5%<br>Homeless: 0%<br><br>(Aeries as of May 2024) | All Students: 3.8%<br>SED: N/A<br>AA: 5.9%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2024 California Dashboard)<br>==========<br><br>All Students: 0%<br>SED: 0%<br>AA: 0%<br>Hispanics: 0%<br>LEP: 0.0%<br>LTELs: N/A<br>SWD: 0%<br>FY: 0%<br>Homeless: N/A<br><br>(Aeries. Spring 2025) | All Students: 0%<br><br>SED: 0%<br>AA: 0%<br>Hispanics: NA<br>LEP: NA<br>LTELs: NA<br>SWD: 0%<br>FY: NA<br>Homeless: NA<br><br>(2025 Dashboard Data)<br><br>==========<br><br>All Students: 0%<br>SED: 0%<br>AA: 0%<br>Hispanics: 0%<br>LEP: 0.0%<br>LTELs: N/A<br>SWD: 0%<br>FY: 0%<br>Homeless: N/A<br><br>(Aeries. Spring 2026) | All Students: ≤ 2%<br>SED: ≤ 2%<br>AA: ≤ 2%<br>Hispanics: ≤ 2%<br>LEP: ≤ 2%<br>LTELs: ≤ 2%<br>SWD: ≤ 2%<br>FY: ≤ 2%<br>Homeless: ≤ 2%<br><br>(California School Dashboard)<br><br>==========<br><br>All Students: ≤ 2%<br>SED: ≤ 2%<br>AA: ≤ 2%<br>Hispanics: ≤ 2%<br>LEP: ≤ 2%<br>LTELs: ≤ 2%<br>SWD: ≤ 2%<br>FY: ≤ 2%<br>Homeless: ≤ 2%<br><br>(Aeries) | All Students: −3.8%<br>SED: N/A<br>AA: −5.9%<br>Hispanics: N/A<br>LEP: N/A<br>LTELs: N/A<br>SWD: N/A<br>FY: N/A<br>Homeless: N/A<br><br>(2025 Dashboard Data)<br><br>All Students: -3.8%<br>SED: -5.3%<br>AA: -6.7%<br>Hispanics: 0%<br>LEP: 0.0%<br>LTELs: N/A<br>SWD: -3.8%<br>FY: -12.5%<br>Homeless: 0%<br><br>(Aeries. Spring 2026) |

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| 19 | Goal 4, Metric # 19<br><br>Freshmen On Track for Graduation at the end of their 9th grade year at Compton Virtual Academy<br><br>Data Source: Aries System | All Students: (0/1) 0%<br><br>(2023) | All Students: (1/1) 100% | All Students: (1/1) 100% | All Students: 75% | All Students: (1/1) 100% |
| 20 | Goal 4, Metric # 20<br><br>Sophomores On Track for Graduation at the end of their 10th grade year at Compton Virtual Academy<br><br>Data Source: Aeries System | All Students: 60%<br><br>(2023) | All Students: 67% | N/A: 0 Sophomores Enrolled in Virtual Academicy in 25-26 | All Students: 75% | All Students: N/A |
| 21 | Goal 4, Metric # 21<br><br>Compton Virtual Academy Chronic Absenteeism Rates.<br><br>Data Source: Aries System. | All Students: 48.6%<br>SED: 45.5%<br>AA: 50.0%<br>Hispanics: 47.8%<br>LEP: 40.0%<br>LTELs: 50.0%<br>SWD: 66.7%<br>FY: 100.0%<br>Homeless: 0%<br><br>(Aeries. Spring 2024) | All Students: 25.0%<br>SED: 19.1%<br>AA: 0%<br>Hispanics: 35.3%<br>LEP: 60.0%<br>LTELs: 75.0%<br>SWD: 33.3%<br>FY: 0%<br>Homeless: N/A<br><br>(Aeries. Spring 2025) | All Students: 60.7%<br>SED: 61.5%<br>AA: 58.3%<br>Hispanics: 62.5%<br>LEP: 50.0%<br>LTELs: 50.0<br>SWD: 0.0%<br>FY: 100%<br>Homeless: 100%<br><br>(Aeries. Spring 2026) | All Students: 20%<br>SED: 20%<br>AA: 20%<br>Hispanics: 20%<br>LEP: 20%<br>LTELs: 20%<br>SWD: 20%<br>FY: 20%<br>Homeless: 20% | All: -21.1%<br>SED: +16%<br>AA: +8.3%<br>Hispanic: +14.7%<br>LEP: +10%<br>LTELs: 0%<br>SWD: -66.7%<br>FY: 0%<br>Homeless: +100%<br><br>(Aeries. Spring 2025) |

# Goal Analysis for 2025-2026

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.

Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students (Action 4.1, Prior Action 6.1) The district has fully implemented a comprehensive support system that includes tutoring, mentoring, and social-emotional supports tailored to the needs of Cesar Chavez Continuation High School students. Through a partnership with Think Together, students receive afterschool tutoring, mentoring, and enrichment, while teachers provide targeted academic support during the school day.
In 2025–2026, the addition of an Impact Intervention Substitute strengthened one-on-one academic and social-emotional support through trauma-informed practices, mentoring, and family engagement aligned to B.A.G. (Behavior, Attendance, Grades) protocols.
Students with disabilities receive coordinated support from the RSP team, while English Learners and other targeted student groups benefit from additional support from specialists. Upper-grade students also receive tutoring and college readiness support through GEAR UP.
This coordinated, relationship-based approach has improved student engagement, credit recovery, and academic confidence. Ongoing collaboration among staff and flexible access to support throughout the day ensure students receive the help they need.
Overall, this action supports Hispanic and low-income students through personalized academic and social-emotional interventions designed to meet their unique needs.

Enhanced College Counseling Services for Cesar Chavez Students (Action 4.2, Prior Action 6.2) The district has fully implemented a program for Cesar Chavez students to receive college counseling through a mix of on-site, satellite, and virtual supports. Students have access to college centers at comprehensive sites, with weekly counseling available at Walton Middle School. Seniors are supported with college enrollment, CSU eligibility, and dual enrollment.
A dedicated counselor and administrator ensure consistent academic planning, credit recovery, and graduation monitoring. Additional support includes visits from Compton College, bilingual financial aid workshops, and assistance with the FAFSA and college applications.
Strong collaboration among staff and partners has increased college enrollment, FAFSA completion, and dual-enrollment participation, especially among first-generation college students.
While limited access to a full College and Career Center has been a challenge, the school has expanded virtual counseling, increased partner visits, and offered targeted workshops and field trips to address this need. Overall, this effort supports African Americans through personalized counseling and structured college pathway support.

Professional Development for Educators at Cesar Chavez Continuation High School (Action 4.3, Prior Action 6.3) Professional Development (PD) has been fully implemented at Cesar Chavez, focusing on grading for equity, alternative education practices, data analysis, restorative justice, SEL, and instructional alignment. Ongoing staff meetings, PLCs, and coaching ensure alignment with LCAP goals, WASC priorities, and student data.
Teachers and administrators receive continued support through partnerships with Crescendo, Move This World, and community-based restorative justice training. Monthly SSC and ELAC meetings strengthen Educational Partner engagement.
Shared PD has improved consistency in grading, instruction, and progress monitoring, while PLCs support data-driven decisions and targeted interventions.
Although coordinating PD across multiple sites has been challenging, centralized planning and virtual options have helped address these issues. Overall, PD supports all students by strengthening equitable practices, culturally responsive instruction, and targeted supports aligned to student outcomes.

Engaging Parent Workshops for Families at  Cesar Chavez Continuation High School (Action 4.4, Prior Action 6.4). Parent workshops have been fully implemented with support from a Community Service Representative (CSR). Workshops focus on academics, attendance, graduation, college readiness, and social-emotional well-being, while the CSR also supports attendance through outreach and home visits.
Family engagement has increased due to personalized communication and flexible workshop options. Parents report a better understanding of expectations and available supports.

To address scheduling and transportation challenges, workshops are offered virtually, recorded when possible, and followed up with individualized support. Overall, this effort supports all students by equipping families with the tools to support their children's success

Cesar Chavez Attendance Recovery Efforts (Action 4.5, Prior Action 6.5) The district fully implemented strategies to address chronic absenteeism at Cesar Chavez. A key success was the Attendance Task Force, which conducted daily teacher calls to families, tracked data to identify at-risk students, and developed personalized action plans. These efforts were reinforced through home visits and student incentives, such as field trips, to promote consistent attendance.
A continuing challenge is the need for increased mental health support to address external factors impacting attendance. This need has been identified by staff and is being addressed through efforts to secure additional mental health resources for the upcoming school year to further improve attendance outcomes.

Implement a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School (Action 4.6, Prior Action 6.6). Chavez continuation sites have partially implemented Social-Emotional Learning (SEL) and trauma-informed supports to improve student well-being and school climate. Centennial-Chavez and Dominguez-Chavez offer activities such as mental health events, SEL sessions, counseling, group therapy, and partnerships with Wellness Centers.
Students have access to mental health supports; however, consistent SEL instruction during advisory periods remains an area for growth. At Compton-Chavez, higher student needs have highlighted the need for a more structured SEL system. In response, additional supports are being added, including expanded Wellness Center partnerships and increased focus on attendance and home visits.
While progress has been made, full implementation is still in progress as staffing, training, and consistency continue to improve across sites.

Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall (Action 4.7, Prior Action 6.7). Thurgood Marshall has fully implemented tutoring and mentoring through weekly one-on-one teacher-student meetings. Teachers monitor progress and provide targeted support to help students meet graduation goals.
This personalized approach has improved student engagement, accountability, and course completion. Flexible scheduling allows for timely support when needed.
To address varying levels of engagement, additional check-ins and flexible tutoring options have been added. Overall, this effort supports all students through consistent monitoring, individualized support, and mentorship.

In-Person and Virtual College Counseling Services for Thurgood Marshall Students (Action 4.8, Prior Action 6.8) College counseling is fully implemented through weekly meetings with teachers and counselors, focusing on postsecondary planning, FAFSA completion, and career pathways. Student progress toward graduation and college eligibility is closely monitored.
This approach has improved alignment between academics and postsecondary goals. Limited in-person access is addressed through virtual counseling and partnerships with college representatives. Overall, this effort supports Hispanic and low-income students with personalized college and financial aid guidance to reduce barriers.

Professional Development for Virtual Instruction (Action 4.9, Prior Action 6.9). Fully implemented family workshops are offered both virtually and in person, covering graduation requirements, Edgenuity, college readiness, and financial aid. Marshall families can also attend Cesar Chavez workshops and bilingual financial aid sessions.
Expanded access has improved family engagement and increased FAFSA participation. Attendance challenges are addressed through flexible formats and direct outreach.
Overall, these workshops support all students by providing families with the information and tools to support student success.

Workshops for Thurgood Marshall Families (Action 4.10, Prior Action 6.10). The district has fully implemented two parent workshops. One focused on the Caddie Academy Scholarship, which offers a summer residential program and a potential full college scholarship. The second focused on financial aid, including Cal Grant, FAFSA, CADAA, and scholarships.
Both workshops were offered virtually to meet the needs of Marshall's independent study students. Additional workshops and ongoing support will continue to be needed for families.

Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars (Action 4.11, Prior Action 6.11) Compton Virtual Academy (K–8) has partially implemented

personalized academic supports through individualized tutoring in core subjects such as math, literacy, science, and social studies. The school has also begun providing take-home materials to support learning beyond the virtual classroom.
While these efforts have increased access to targeted support, full implementation is still in progress as tutoring and instructional resources continue to expand to meet needs of EL, African American, SWDs, and LTELs.

Engaging Parents in a Virtual Setting (Action 4.12, Prior Action 6.12) Compton Virtual Academy (K–8), in partnership with Child Welfare and Attendance, has partially implemented a parent engagement initiative by offering virtual workshops to support student success in the online learning environment. Topics include navigating online platforms, supporting learning at home, and accessing academic resources.
These efforts have strengthened home–school connections and increased parent capacity to support student learning. Full implementation is ongoing as the program continues to expand and reach more families.

Virtual Academy Teacher Planning, Collaboration, and Professional Development (Action 4.13, Prior Action 6.13) Compton Virtual Academy (K–8) has partially implemented supports for teacher planning, collaboration, and professional development to improve virtual instruction. Funding has supported planning time, curriculum development, and training in online teaching, technology use, student engagement, and virtual classroom management.
While professional development has been provided, consistent time for collaboration has been limited due to scheduling and staffing challenges. The district continues to explore solutions to increase collaboration and ensure full implementation.

Enrichment Opportunities for Virtual Academy Students (Action 4.14, Prior Action 6.14) Compton Virtual Academy (K–8) has partially implemented plans to provide educational field trips that extend learning beyond the virtual classroom and align with academic goals. Teachers have begun planning opportunities that offer hands-on learning, real-world connections, and social interaction.
Full implementation is still in progress as logistics, scheduling, and participation structures are being finalized to ensure access for all students.

Enhanced Individualized Behavioral and Academic Support for Compton STEP Students (Action 4.15, Prior Action 6.15). Enhanced Individualized Behavioral and Academic Support for Compton STEP Students was partially implemented to address the needs of African American students and students with emotional disabilities. A key success was the implementation of PBIS and check in-check out strategies. However, a notable challenge is behavioral complexity (unpredictable behaviors), which can overwhelm staff and lead to fragmented efforts.

Expanded Counseling and Wellness Services for Compton STEP Students (Action 4.16, Prior 6.16). Expanded Counseling and Wellness Services for Compton STEP Students were partially met to address the needs of all students. A key success was the implementation of strategies and support provided by the Board Certified Behavior Analyst. However, a notable challenge was unmet emotional support for students with anxiety, depression, and trauma, which resulted in increased stress on teachers and support staff spending a significant amount of instructional minutes managing behaviors.

Empowering Parent Engagement through Workshops and Resources for Compton STEP Families (Action 4.17, Prior Action 6.17). Empowering Parent Engagement through Workshops and Resources for Compton STEP Families was partially implemented to address the needs of all students. A key success is an increase in parent participation at schoolwide events, i.e., Back to School Night, Parent-Teacher Conferences, and Open House. However, a notable challenge was parent participation in workshops, which can be attributed to transportation issues, socioeconomic factors, and a lack of understanding of the importance of their involvement.

Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators (Action 4.18, Prior Action 6.18). Action 6.18 Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators was partially implemented to address the needs of all students in content areas. A key success was the opportunity for STEP teachers to participate in academic content training alongside General Education Teachers. However, a notable challenge is not having the time to collaborate consistently with grade-level cohorts, which can affect equitable learning experiences.

Comprehensive Academic Support Services for District Office Students (Action 4.19, Prior Action 6.19) The district partially implemented this action to address the academic needs of district office students: Home Hospital and Community Day programs. A key success was the establishment of tutoring and academic support services, along with strong communication between Home Hospital teachers and tutors, ensuring that students received the support they needed.
However, implementation was delayed by the e106 approval process, which postponed the start of tutoring and limited its impact during the first semester. These delays also affected the timely distribution of resources such as take-home reading materials and online support. Streamlining the approval process will be important for improving future implementation and better supporting student learning.

Holistic Health and Wellness Program (Action 4.20, Prior Action 6.20). The district has partially implemented targeted social-emotional and behavioral supports for students in Home Hospital and Community Day programs. Students receive counseling, behavioral interventions, and trauma-informed support through individual and group services.
These efforts have increased access to mental health support and improved student engagement. Full implementation is still in progress as services continue to expand and be coordinated to better address attendance, behavior, and overall student well-being.

Parental Engagement and Support Initiative (Action 4.21, Prior Action 6.21) The district has partially implemented efforts to strengthen parent involvement for families of students in Home Hospital and Community Day programs. Virtual workshops provide guidance on academic support, mental health, and accessing school resources, along with tools to help families advocate for their children.
These efforts have increased parent access and engagement. Full implementation is still in progress as the district works to expand workshop frequency, improve communication, and ensure consistent support for all families.

Targeted Literacy Support for Enterprise Middle School (Action 4.22, Prior Action 6.22) Enterprise Middle School fully implemented focused literacy interventions for students with low academic performance in English Language Arts. Students participated in small group instruction within the class setting or in a pullout model during the day, as well as engaged in tutoring after the school day concluded. Biweekly data chats were conducted to monitor progress and guide targeted reading strategies to support reading comprehension, fluency, and overall achievement in English Language Arts.

Targeted Math Support for Enterprise Middle School (Action 4.23, Prior Action 6.23) Enterprise Middle School fully implemented targeted math interventions for students with low academic performance in mathematics. Students participated in small group instruction within the class setting or in a pullout model during the day, as well as engaged in tutoring after the school day concluded. Biweekly data chats were conducted to monitor progress and guide targeted reading strategies to support foundational skills and overall math proficiency.

Attendance Recovery and School Connectedness Efforts at Enterprise Middle School (Action 4.24, Prior Action 6.24) Enterprise Middle School partially implemented targeted strategies to improve student attendance and strengthen school connectedness. Administrators and staff monitored attendance weekly, sent communications to the families of chronically absent students, and developed schoolwide activities to build a positive and inclusive campus culture. Efforts will continue to be made to create activities that create an environment that increases daily attendance and active participation in school life.

Suspension Reduction and Positive Behavior Supports at Enterprise Middle School (Action 4.25, Prior Action 6.25) Enterprise Middle School partially implemented targeted strategies to reduce student suspensions and improve campus climate. Most teachers have participated in restorative practices, trauma-informed approaches, and Positive Behavior and Support (PBIS) trainings. Staff members are engaged in the implementation of a schoolwide PBIS. Support staff are facilitating behavior intervention plans, conducting conflict resolution sessions, and student check in to mitigate escalation in negative behaviors and conflict.

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 6 includes Equity Multiplier-funded actions designed to provide additional supports for students with the greatest needs; however, beginning in 2026–27, Enterprise Middle School will no longer receive Equity Multiplier funding due to its planned closure.

2. Actions with Material Differences
Goal 6
Action 6.6: Implement a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School (85%)
Expenditures for this action were approximately 85% of the budgeted amount. The difference between budgeted and actual expenditures was attributed to lower-than-budgeted costs for program materials associated with the implementation of social-emotional learning and trauma-informed support activities.
Action 6.11: Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars (80%)
Actual expenditures for this action were approximately 80% of the budgeted amount. Student participation in supplemental support activities was lower than originally projected, and the supplementary materials were delivered through existing digital learning platforms, resulting in reduced expenditures.
Action 6.13: Virtual Academy Teacher Planning, Collaboration, and Professional Development (85%)
The difference between budgeted and actual expenditures was due to lower costs for professional development activities, substitute coverage, and collaborative learning opportunities.
Action 6.15: Enhanced Individual Behavioral and Academic Support for Compton STEP Students (85%) and Action 6.18: Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators (85%)
Use of district staff and the use of district resources funded via other budgets contributed to reduced expenditures while maintaining planned student supports.
Action 6.16: Expanded Counseling and Wellness Services for Compton STEP Students (85%)
The difference between budgeted and actual expenditures was due to lower costs for counseling programs, wellness program activities, and contracted support services.
Action 6.17: Empowering Parent Engagement through Workshops and Resources for Compton STEP Families (80%) and Action 6.21: Parental Engagement and Support Initiative (85%)
Throughout the year, families were able to participate in a variety of additional parent engagement opportunities provided through partnerships with external organizations, including the Los Angeles County Office of Education (LACOE), the Parent Institute for Quality Education (PIQE), and other district-sponsored workshops and no-cost community-based programs. These opportunities expanded access to parent education and engagement supports while reducing the need for expenditures from these actions.
Action 6.20: Holistic Health and Wellness Program (80%)
The strategic use of existing district staff and community-based resources enabled the district to provide planned services while reducing overall expenditures.
4. Overall Summary
Of the $1,032,617 budgeted for Goal 6, $998,012 was utilized to support planned actions and services. Overall, the District successfully carried out its school climate, safety, and student wellness initiatives, with most actions expended at or near their projected funding levels. Variances between budgeted and actual expenditures in select actions resulted from cost efficiencies, adjustments to service delivery, and changing needs at school sites throughout the year. The District will use these findings to refine future budgeting and implementation practices, ensuring resources remain strategically aligned to providing safe, welcoming, and supportive learning environments for all students.

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

Action: Action 4.1 (Prior Action 6.1): Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students Despite the full implementation of Action 6.1 and expanded academic, mentoring, and socio-emotional supports, 2025 CAASPP results indicate continued declines in performance across most student groups when compared to the prior year baseline. All Students declined by 2.74%, with greater decreases observed among Socioeconomically Disadvantaged students (-3.53%), Long-Term English Learners (-3.6%), and African American students (-10.3%). Smaller declines were observed among Hispanic students (-1.61%) and English Learners (-2.3%), while Students with Disabilities, Foster Youth, and Homeless student groups did not meet minimum cohort sizes for reporting.

These outcomes suggest that while the goals and supports were implemented with fidelity, the effectiveness of the action in producing measurable academic gains was limited by the complex and persistent needs of continuation high school students. Evidence from implementation indicates positive impacts on student engagement, academic confidence, credit recovery, and access to personalized supports through tutoring, mentoring, restorative practices, and coordinated intervention systems. The addition of the Impact Intervention Substitute, individualized supports through Think Together, GEAR UP, and B.A.G. progress monitoring strengthened relationships and increased access to intervention.

However, the decline in academic outcomes suggests that sustained implementation over a longer period, increased intensity of academic interventions, and continued focus on subgroup-specific instructional strategies will be necessary to translate improved engagement and socio-emotional supports into measurable gains on state assessments. Given the unique challenges facing Cesar Chavez Continuation High School students, including interrupted learning, attendance barriers, and social-emotional needs, the continuation of targeted, relationship-based interventions remains appropriate and necessary to support long-term academic improvement.

Action 4.2 (Former Action 6.2): Enhanced College Counseling Services for Cesar Chavez Students was partially effective. The full implementation of enhanced college counseling services appears to have been effective in supporting improved student outcomes, as reflected in positive 2025 Dashboard results across nearly all reported student groups compared to the prior year baseline. All Students increased by 13.2%, with similar gains among Socioeconomically Disadvantaged students (+13.3%), African American students (+12%), and Hispanic students (+13.8%). Positive gains were also observed among English Learners (+9.8%) and Homeless students (+20%), while Students with Disabilities remained stable (0%). Long-Term English Learners and Foster Youth did not meet minimum cohort sizes for reporting.

These outcomes suggest that the combination of individualized counseling, bilingual financial aid support, college and FAFSA workshops, weekly access to college counselors, and partnerships with Compton College and community organizations contributed to increased college and career readiness and improved postsecondary planning outcomes. Frequent family engagement and targeted supports for first-generation college-going students appear to have been particularly impactful in reducing barriers to college access. Although limited physical access to a traditional College and Career Center remained a challenge due to the satellite model, the expansion of virtual counseling, increased college partner visits, targeted workshops, and campus field trips helped mitigate access barriers and maintain continuity of services. The substantial improvements across student groups indicate that the goals were effective and that sustained implementation, combined with the planned transition to a comprehensive site, will further strengthen equitable access to postsecondary opportunities and long-term student success.

Action 4.3 (Prior Action 6.3): Professional Development for Educators at Cesar Chavez Continuation High School The full implementation of professional development across the Cesar Chavez satellite sites resulted in stable outcomes on the 2025 Dashboard, with All Students, Socioeconomically Disadvantaged students, and Hispanic students maintaining Orange performance levels with no change from the prior year. African American students, English Learners, Students with Disabilities, Foster Youth, and Homeless students did not meet minimum cohort sizes for reporting.

These outcomes suggest that the professional development systems in place were effective in maintaining performance and instructional consistency during a period of continued implementation and alignment across multiple satellite sites. Consistent professional learning in Grading for Equity, restorative justice, SEL, assessment analysis, and alternative education best practices, combined with PLCs, coaching, and Educational Partner engagement, strengthened instructional coherence, grading consistency, and data-driven intervention planning.

While measurable growth was not observed in Dashboard performance levels, teachers reported a 5% increase from prior year (85%) in their satisfaction with the professional development offered. Teacher confidence in professional development, coupled with maintaining stable outcomes is notable given the complex academic, behavioral, and attendance needs often present within continuation education settings. Shared professional development structures and centralized planning improved consistency across sites and helped address logistical barriers to implementation. Continued focus on instructional coherence, culturally responsive teaching, equitable grading practices, and targeted interventions will be essential to moving student groups from stable performance toward measurable growth in future years.

Action 4.4 (Prior Action 6.4): Engaging Parent Workshops for Families at Cesar Chavez Continuation High School The full implementation of parent workshops and enhanced family outreach appears to have been effective in strengthening family engagement and school connectedness. Compared to the prior year, there was an 11% increase in parents

reporting feeling connected to the school community and a 9% increase in parents reporting feeling welcome as active partners in their child's education.
These outcomes suggest that the addition of a dedicated Community Service Representative (CSR), combined with targeted workshops focused on academic support, attendance, graduation requirements, college readiness, and social-emotional well-being, positively impacted family engagement. Personalized outreach efforts, including phone calls, home visits, and individualized follow-up, increased accessibility and helped families better understand academic expectations and available support.
While scheduling and transportation barriers continued to affect participation for some families, the expansion of virtual workshops, recorded sessions, and follow-up supports helped mitigate access challenges and maintain engagement. The positive increases in parent connectedness and partnership indicate that the goals were effective in strengthening school-family relationships and empowering families, particularly those of English Learners and Low-Income students to more actively support student success.
Action 4.5 (Prior Action 6.5): Cesar Chavez Attendance Recovery Efforts, This action was partially implemented and effective in reducing chronic absenteeism across all student groups, with notable decreases among All Students (-18.5%), Students with Disabilities (-19.5%), Socioeconomically Disadvantaged students (-18.8%), African American students (-18.3%), Hispanic students (-18.5%), English Learners (-18.4%), Long-Term English Learners (-16.6%), Foster Youth (-15.1%), and especially Homeless students (-32.6%). These improvements suggest that the Attendance Task Force, targeted outreach, attendance monitoring, personalized intervention plans, and family engagement efforts helped improve student attendance and school engagement. Data-driven monitoring, parent conferences, and individualized supports appear to have strengthened responsiveness to attendance concerns and increased accountability.
Action 4.6 (Prior Action 6.6): Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School The partial implementation of Social-Emotional Learning (SEL) and trauma-informed supports across Chavez continuation sites demonstrated positive outcomes in strengthening students' sense of connection and support at school. Student survey data showed increases in the percentage of students reporting caring adult relationships on campus across all measured grade levels, including Grade 5 (+5%), Grade 7 (+4%), Grade 9 (+11%), and Grade 11 (+3%) compared to the prior year. The strongest gains at Grade 9 suggest that expanded counseling access, Wellness Center partnerships, mental health awareness activities, social worker classroom presentations, and targeted interventions may have contributed to stronger student-adult relationships and improved perceptions of support. While these results indicate progress in improving school climate and student well-being, continued implementation of consistent SEL instruction and trauma-informed systems will be important to sustain and expand these outcomes across sites.
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.
Action 4.7 (Prior Action 6.7) Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thurgood Marshall: The full implementation of enhanced tutoring and mentoring at Thurgood Marshall appears to have contributed to reductions in dropout rates across all student groups when compared to the prior year. Dropout rates declined for All Students (-3.9%), Socioeconomically Disadvantaged students (-3.9%), African American students (-3.9%), Hispanic students (-4.1%), English Learners (-9.1%), Long-Term English Learners (-12.6%), Students with Disabilities (-12.1%), Homeless students (-10.3%), and Foster Youth (-17.2%). The largest reductions among Foster Youth, LTELs, Students with Disabilities, and Homeless students suggest that consistent teacher-student mentoring, individualized academic monitoring through Edgenuity, flexible scheduling, and targeted interventions were particularly effective in supporting students most at risk of disengagement.
Weekly check-ins and personalized mentoring strengthened accountability, increased engagement, and supported course completion by allowing staff to identify challenges early and intervene in a timely manner. While external factors continue to influence student engagement, the data indicate that consistent academic monitoring and relationship-based supports positively contributed to improved student persistence and reduced dropout rates.
Action 4.8 (Prior Action 6.8): In-Person and Virtual College Counseling Services for Thurgood Marshall Students; the full implementation of integrated college counseling services appears to have positively contributed to improved graduation outcomes across all student groups when compared to the prior year. Graduation rates increased for All Students (+4.7%), African American students (+1.1%), Latinx students (+5.3%), English Learners (+6.5%), Long-Term English Learners (+8.9%), Foster Youth (+22.6%), Students with Disabilities (+14.4%), Socioeconomically Disadvantaged students (+4.7%), and Homeless students (+5.5%).
These gains suggest that weekly teacher and counseling meetings focused on postsecondary planning, FAFSA completion, graduation progress monitoring, and individualized

college advising strengthened students' connection to school and long-term goals. The most significant improvements among Foster Youth, Students with Disabilities, and LTELs indicate that individualized, first-generation-focused counseling and flexible access to supports—including virtual counseling and partnerships with college representatives, helped reduce barriers to persistence and graduation. Overall, the action strengthened alignment between academic progress and postsecondary planning, contributing to improved student engagement and successful completion of graduation requirements.

Action 4.9 (Prior Action 6.9): Professional development for virtual instruction at Thurgood Marshall: The full implementation of family workshops appears to have been effective in increasing family engagement and strengthening school-family partnerships. Compared to the prior year, there was a 2.5% increase in parent participation in workshops and educational classes, suggesting that expanded access and multiple delivery formats positively impacted attendance and engagement.

These outcomes indicate that offering workshops in both virtual and in-person formats, focused on graduation requirements, Edgenuity navigation, college readiness, and financial aid, helped improve access to important information and resources for families. Participation opportunities through Cesar Chavez parent workshops and bilingual financial aid sessions further strengthened family support systems and contributed to increased collaboration around student success, including FAFSA participation and postsecondary planning.

Although attendance barriers such as scheduling and accessibility remained a challenge, direct outreach and flexible delivery methods helped mitigate participation gaps. The increase in parent engagement suggests that the goals were effective in empowering families—particularly those of English Learners, Low-Income students, and Foster Youth—with tools and information to better support student persistence, graduation, and postsecondary success.

Action 4.10 (Prior Action 6.10): Workshops for Thurgood Marshall Families: The implementation of parent workshops appears to have been effective in increasing family engagement, as reflected by a 2.5% increase in parent participation in workshops and educational classes compared to the prior year. These outcomes suggest that providing accessible, virtual workshop opportunities helped strengthen family involvement and improve access to information that supports postsecondary planning.

CUSD offered two targeted parent workshops during the year. The first focused on the Caddie Academy Scholarship, which provides students with a residential summer experience and the opportunity to earn a full college scholarship. The second workshop focused on financial aid and college affordability, providing families with information on the Cal Grant, FAFSA, CADAA, and scholarship opportunities. Offering these workshops virtually helped address the unique accessibility needs of Marshall families, given the school's independent studies model.

While participation increased, additional workshops and continued outreach will be necessary to further strengthen family engagement and expand access to college and career planning resources. Continued efforts to provide flexible, relevant, and accessible supports will help empower families to better support student persistence, graduation, and postsecondary success.

Action 4.11( Prior Action 6.11): Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars was partially effective: The partial implementation of personalized academic supports at Compton Virtual Academy appears to have positively influenced students' perceived academic motivation across most grade levels when compared to the prior year. Student survey data showed increases in perceived academic motivation among Grade 5 (+5%), Grade 7 (+3%), and Grade 9 (+3%) students, suggesting that individualized tutoring, targeted academic assistance, and supplementary take-home instructional materials helped strengthen engagement and confidence in learning.

These gains indicate that expanding access to personalized support in core academic areas may have improved students' connection to learning and motivation to succeed. However, Grade 11 showed a slight decline (-2%), suggesting a continued need to strengthen engagement strategies and tailor supports to meet the unique academic and postsecondary needs of older students. While early results are promising, full implementation is ongoing as tutoring services and instructional resources continue to expand to ensure consistent access and impact for all students.

Action 4.12 (Prior Action 6.12): Engaging Parents in a Virtual Setting was partially effective: The full implementation of the parent engagement initiative at Compton Virtual Academy, in partnership with Child Welfare and Attendance, appears to have positively influenced parents' perceptions of involvement in their child's education. Parent survey data showed an overall increase in the percentage of parents who felt encouraged to be active members in their child's education (All Students: +3%) compared to the prior year, with particularly strong gains at the middle school (+7%) and high school (+11%) levels.

These improvements suggest that twice-monthly virtual workshops focused on online learning platforms, at-home routines, academic supports, and effective parental involvement strengthened home–school partnerships and increased parent capacity to support student success in the virtual setting. While elementary school participation showed a slight decline (-2%), the overall trend indicates that structured parent outreach and consistent communication positively contributed to increased family engagement. Continued refinement of outreach strategies for elementary families may further strengthen implementation and participation across all grade spans.

Action 4.13 (Prior Action 6.13): Virtual Academy Teacher Planning, Collaboration, and Professional Development was partially effective: iThis action was partially implemented to address the needs of students, including unduplicated student groups, through supports for teacher planning, collaboration, and professional development designed to strengthen instruction in the virtual learning environment at Compton Virtual Academy.
Evidence suggests this action was effective, despite implementation challenges that limited full execution. Funds were allocated to support collaborative planning time, the development of virtual curriculum and instructional materials, and professional development focused on online instructional strategies, technology integration, student engagement, and virtual classroom management. While consistent collaborative planning time remained challenging due to virtual instructional requirements and staffing constraints, professional development opportunities were provided and contributed to improvements in instructional quality and student learning outcomes.

Student achievement data demonstrated meaningful academic growth in both English Language Arts and Mathematics. In ELA, the percentage of students meeting or exceeding standards increased across most student groups, including All Students (+11.99%), Socioeconomically Disadvantaged students (+13.06%), African American students (+7.63%), Hispanic students (+12.67%), English Learners (+3.51%), and Students with Disabilities (+7.62%) from the prior year. While Long-Term English Learners (-2.46%) experienced a decline and some student groups had insufficient comparable data (Newcomers, Foster Youth, and Homeless students), overall trends indicate substantial academic growth in literacy outcomes.
Mathematics outcomes also demonstrated improvement, with increases in students meeting or exceeding standards among All Students (+6.51%), Socioeconomically Disadvantaged students (+7.30%), African American students (+4.65%), Hispanic students (+6.43%), English Learners (+3.04%), and Long-Term English Learners (+2.83%) compared to the prior year. These gains suggest that investments in teacher professional development, virtual instructional supports, and curriculum planning contributed to stronger instructional delivery and improved student outcomes in the online learning environment.
Action 4.14 (Prior Action 6.14): Enrichment Opportunities for Virtual Academy Students: This action was partially implemented to support student engagement, belonging, and real-world learning opportunities through the development of educational field trips designed to extend learning beyond the virtual classroom at Compton Virtual Academy.
Evidence suggests this action was effective, despite implementation remaining in progress. Virtual teachers began planning and coordinating educational field trip opportunities aligned to academic standards and instructional goals to provide students with hands-on learning experiences, real-world connections, and opportunities for social interaction in safe, structured environments. Although logistics, scheduling, and participation systems continued to be developed, early implementation efforts contributed to improved perceptions of school climate and belonging.
California Healthy Kids Survey data demonstrated meaningful improvement in students' perceptions that school is a safe and welcoming place. Compared to the prior year, student responses increased by +3% in Grade 5, +16% in Grade 7, +14% in Grade 9, and +20% in Grade 11. These gains suggest increased student connectedness, belonging, and positive perceptions of the school environment, which align with the intended outcomes of expanding opportunities for meaningful engagement beyond the virtual classroom.
Additional successes included the intentional planning of experiences designed to strengthen peer relationships, increase opportunities for student interaction, and connect academic learning to real-world experiences. These efforts supported student engagement and helped foster a stronger sense of inclusion and school community, particularly within a virtual learning environment where opportunities for in-person connection are more limited.
Action 4.15 (Prior Action 6.15): Enhanced Individualized Behavioral and Academic Support for Compton STEP Students the partial implementation was effective in reducing challenging behaviors due to de-escalating conflicts, teaching replacement behaviors, and supporting students during difficult moments, which helped minimize disruptions and increase student engagement in instruction. This was evidenced by an 11% on the Effectiveness Survey where students indicated they have caring relationships with adults on campus. In addition, the presence of behavior intervention improved classroom safety, strengthened student accountability, and supported students in remaining successfully included in educational settings.
Action 4.16 (Prior Action 6.16): Expanded Counseling and Wellness Services for Compton STEP Students the partial implementation of Expanded Counseling and Wellness Services for Compton STEP Students was effective. There was a 14% increase in students reporting they felt safe or that campus was a safe place on the Effectiveness survey. 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.
Action 4.17 (Prior Action 6.17): Empowering Parent Engagement through Workshops and Resources the partial implementation of Empowering Parent Engagement through Workshops and Resources was effective due to open communication. There was an 11% in high school parents reporting that they felt more connected and valued on the

Effectiveness Survey. They were able to participate in school activities, attend meetings, and engage in problem-solving discussions regarding their child's progress. Because of effective parent engagement, a stronger school culture was developed which caused increased parent empowerment.
Action 4.18 (Prior Action 6.18): Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators the partial implementation of Teacher Planning, Collaboration and Professional Development was effective because it directly supported high-quality instruction, student achievement, and continuous school improvement. Teachers participated in meaningful professional learning which helped them to become better equipped to meet the diverse academic, behavioral, and social-emotional needs of students. Through collaboration, teachers were able to problem-solve challenges, support one another professionally, and develop more cohesive approaches to instruction and student support.
Action 4.19 (Prior Action 6.19): Comprehensive Academic Support Services for District Office Students was partially effective: The partial implementation of Targeted academic supports are showing early signs of success in improving student academic outcomes for students participating in Home Hospital and Community Day programs. Supplemental tutoring, individualized instructional support, small-group interventions, and access to supplementary learning resources appear to be contributing to modest academic gains across multiple student groups.
Performance data indicate improvement among All Students (+1.68%), Socioeconomically Disadvantaged students (+1.87%), African American students (+1.54%), Hispanic students (+1.63%), English Learners (+1.58%), and Long-Term English Learners (+0.58%), suggesting that individualized academic supports and targeted interventions are helping students maintain engagement and make incremental academic progress despite significant barriers to attendance and continuity of instruction often associated with Home Hospital and Community Day settings.
Additionally, the provision of one-on-one tutoring, small-group instruction, take-home reading materials, and supplementary learning resources has strengthened opportunities for personalized learning and academic continuity. These supports are helping students address unfinished learning, remain connected to instruction, and improve readiness for successful transitions back to comprehensive school settings.
While gains were modest and outcomes varied across student groups, including declines for Students with Disabilities (-1.33%) and Foster Youth (-4.75%), the overall upward trend across most groups suggests that individualized tutoring and supplemental supports are beginning to positively influence student achievement and engagement. Continued refinement of intervention intensity and differentiated supports for higher-need student populations will be important to strengthen outcomes moving forward.
Action 4.20 (Prior Action 6.20): Holistic Health and Wellness Program: This action was partially implemented to address the social-emotional and behavioral needs of District Office students enrolled in Home Hospital and Community Day programs through targeted counseling, behavioral interventions, and trauma-informed supports.
Evidence suggests this action was effective in improving student behavior and reducing exclusionary discipline practices. Through a combination of internal staff and external service providers, students received counseling, behavioral interventions, and trauma-informed supports, including individual counseling, group sessions, and skill-building workshops focused on emotional regulation, coping strategies, and behavioral self-management. While service delivery continues to be expanded and coordinated to ensure consistent access across programs, these supports increased access to mental health services and strengthened student engagement.
Student outcome data demonstrated positive improvements in suspension rates across all student groups compared to the prior year. Suspension rates decreased for All Students (-0.7%), Socioeconomically Disadvantaged students (-0.7%), African American students (-1.0%), Hispanic students (-0.6%), English Learners (-0.8%), Long-Term English Learners (-2.2%), Students with Disabilities (-1.0%), Foster Youth (-0.9%), and Homeless students (-3.9%). These reductions suggest that targeted behavioral interventions and social-emotional supports contributed to improved self-regulation, increased engagement, and fewer behavioral incidents requiring disciplinary action.
Action 4.21) (Prior Action 6.21): Parental Engagement and Support Initiative: This action was partially implemented to strengthen parent involvement and support for families of District Office students enrolled in Home Hospital and Community Day programs through virtual parent workshops, informational resources, and family support tools.
Evidence suggests this action was effective in increasing family engagement and improving the perceived usefulness of parent supports. Virtual workshops were offered to provide families with guidance on academic support strategies, mental health awareness, and navigating school and district resources. In addition, parent support tools and informational resources were made available to help families advocate for their children's success and remain engaged in their educational progress. Although implementation remains ongoing as the district expands communication systems and formalizes additional support structures, these efforts increased opportunities for family participation and access to support.
Parent perception data indicate positive progress in the usefulness of engagement efforts. Compared to the prior year, there was a +2.5% increase in parents who attended a district- or school-organized workshop, parent education class, or conference and reported that it was somewhat useful or very useful on the Effectiveness Survey. This increase suggests that participating families found district supports valuable and relevant to meeting their needs, indicating growing effectiveness in parent outreach and engagement

efforts.
Additional successes included expanded opportunities for families to access information related to academic support, student well-being, and available district resources in a more flexible and accessible virtual format. These efforts strengthened home-school connections and increased family capacity to support student success, particularly for students enrolled in alternative instructional settings.
Action 4.22 (Prior 6.22) Targeted Literacy Support for Enterprise Middle School (school will be closing at the end of the 25-26 school year): the full implementation of targeted mathematics interventions appears to have been effective in improving student outcomes, as reflected in positive performance trends across most student groups compared to the prior year baseline. All Students increased by 5.75%, with gains observed among Socioeconomically Disadvantaged students (+5.07%), African American students (+12.72%), Hispanic students (+2.14%), and Students with Disabilities (+7.74%). Long-Term English Learners remained stable (0.00%), while English Learners declined slightly (-2.08%). Foster Youth and Homeless student groups did not meet minimum cohort sizes for reporting.
These outcomes suggest that Enterprise Middle School's fully implemented mathematics intervention model—including small-group instruction, pullout supports, after-school tutoring, and biweekly data chats—contributed to improved foundational math skills and overall student proficiency. Consistent progress monitoring and targeted instructional supports appear to have been particularly effective for African American students, Students with Disabilities, and Socioeconomically Disadvantaged students.
While overall trends indicate positive progress, the decline among English Learners and stable performance for Long-Term English Learners suggest a continued need for differentiated instructional strategies and additional language-responsive supports within mathematics intervention. Ongoing data analysis, targeted intervention, and subgroup-specific instructional planning will be essential to sustaining gains and ensuring equitable growth across all student populations.
Action 4.23 (Prior Action 6.23) Targeted Math Support for Enterprise Middle School (school will be closing at the end of the 25-26 school year): The full implementation of focused literacy interventions appears to have resulted in modest overall gains in English Language Arts performance, with mixed outcomes across student groups compared to the prior year baseline. All Students increased by 2.58%, with gains observed among Socioeconomically Disadvantaged students (+0.61%), Hispanic students (+4.88%), and Students with Disabilities (+4.42%). However, declines were observed among African American students (-2.59%), English Learners (-6.25%), and Long-Term English Learners (-8.33%). Foster Youth and Homeless student groups did not meet minimum cohort sizes for reporting.
The implementation of focused literacy interventions appears to have resulted in modest overall gains in English Language Arts performance, with mixed outcomes across student groups compared to the prior year baseline. All Students increased by 2.58%, with gains observed among Socioeconomically Disadvantaged students (+0.61%), Hispanic students (+4.88%), and Students with Disabilities (+4.42%). However, declines were observed among African American students (-2.59%), English Learners (-6.25%), and Long-Term English Learners (-8.33%). Foster Youth and Homeless student groups did not meet minimum cohort sizes for reporting.
These outcomes suggest that Enterprise Middle School's fully implemented literacy intervention model, including small-group instruction, pullout supports, after-school tutoring, and biweekly data chats, contributed to overall improvements in reading comprehension, fluency, and English Language Arts achievement for several student groups. Consistent progress monitoring and targeted reading strategies appear to have positively impacted Hispanic students and Students with Disabilities in particular.
At the same time, the decline among African American students, English Learners, and Long-Term English Learners indicates a continued need for more differentiated, language-responsive, and culturally responsive literacy supports. Ongoing data analysis, targeted subgroup interventions, and refinement of instructional strategies will be essential to sustaining overall gains while accelerating achievement for student groups experiencing declines.
Action 4.24 (Prior Action-6.24) Attendance Recovery and School Connectedness Efforts at Enterprise Middle School (school will be closing at the end of the 25-26 school year): The partial implementation of targeted attendance and school connectedness strategies produced mixed outcomes, with overall California Dashboard results indicating substantial declines in chronic absenteeism performance for most reported student groups compared to the prior year. All Students declined by 34.8%, with similar decreases among Socioeconomically Disadvantaged students (-35.8%), African American students (-44.6%), Hispanic students (-29.5%), and Students with Disabilities (-35.0%). English Learners showed a slight improvement (+0.30%), while data for Long-Term English Learners, Homeless students, and Foster Youth were unavailable or not reported.
These outcomes suggest that while Enterprise Middle School partially implemented attendance interventions, including weekly attendance monitoring, family communication, and schoolwide activities to improve school connectedness. The strategies were not sufficient to produce measurable improvements across most student groups. Continued attendance barriers and challenges in maintaining consistent engagement likely contributed to declining outcomes, particularly among African American students and Socioeconomically Disadvantaged students.
Action 4.25 (Prior Action 6.25) Suspension Reduction and Positive Behavior Supports at Enterprise Middle School (school will be closing at the end of the 25-26 school year): The partial implementation of targeted strategies to reduce suspensions and improve campus climate appears to have resulted in positive outcomes across most student groups,

despite being partially implemented. California Dashboard data showed improvements for All Students (+4.70%), Socioeconomically Disadvantaged students (+5.20%), African American students (+9.40%), Hispanic students (+2.70%), English Learners (+5.80%), and Students with Disabilities (+8.30%) when compared to the prior year. Long-Term English Learners were not reported, while Foster Youth and Homeless student groups did not meet minimum cohort sizes for reporting.
These outcomes suggest that Enterprise Middle School's implementation of restorative practices, trauma-informed approaches, PBIS training, behavior intervention plans, conflict resolution sessions, and student check-ins contributed to improved campus climate and reductions in behaviors associated with suspension risk. Gains among African American students, English Learners, and Students with Disabilities indicate that targeted behavioral supports and relationship-centered interventions may have been particularly impactful for student groups that have historically experienced disproportionate disciplinary outcomes.
While implementation remains ongoing, the positive trends suggest that schoolwide PBIS systems, staff training, and intervention supports are contributing to stronger student behavior outcomes and a more supportive school environment. Continued implementation, staff capacity building, and consistent monitoring of behavioral data will be important to sustain progress and further strengthen campus climate and student connectedness.

## 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.

Overview and Updates for 2026–2027
The Equity Multiplier Goal for 2026–2027 was revised as part of the district's annual LCAP review and through consultation with educational partners from Equity Multiplier schools. Minor language modifications were made to improve clarity, coherence, and alignment among the goal, targeted actions, and measurable outcomes related to educational equity and student achievement.
The student achievement growth target was adjusted from 10 percent to 5 percent based on a review of current student performance data, implementation progress, and feedback from educational partners regarding realistic, attainable growth expectations. The revised target reflects a more strategic and measurable benchmark while maintaining the district's commitment to accelerating achievement and improving outcomes for students in Equity Multiplier schools.
GOAL DESCRIPTION
The description in bold is the revised goal statement for 2026-2027, while italicized verbiage reflects the prior written goal.
GOAL 4:  Equity Multiplier Goal
State Priorities: 3,5,6
Goal Description 2026-2027
To advance educational equity, Equity Multiplier schools will increase student academic achievement by at least 5 percent, as measured by state assessments and local performance indicators. This will be achieved through expanded access to high-impact tutoring, strengthened instructional supports, targeted professional development in culturally responsive and standards-aligned practices, enhanced college and career readiness services, and the continuous improvement of learning environments.
Student progress will be monitored through multiple measures, including state assessments, English language proficiency growth, course access and completion data, and other key indicators of student success across core content areas.

Prior Goal (25-26)
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.
The revised goal more clearly reflects the district's focus on high-impact tutoring, strengthened instructional supports, culturally responsive and standards-aligned practices, college and career readiness, and the use of multiple measures to monitor student progress, including state assessments, English language proficiency growth, and local performance indicators.
EXPECTED OUTCOMES

We are adjusting our current expected outcomes for Goal 4 from a 10% increase in student achievement to 5%. Our new goal is a 5% increase in student achievement in English Language Arts and Mathematics over the course of the school year. Given the ongoing performance challenges across Equity Multiplier Schools, these targets remain both appropriate and ambitious. Educational partners expressed strong agreement that sustained focus and consistent implementation are essential before revising outcome goals.
METRICS
Metric 4.1 (Prior 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)
Metric 4.2 (Prior 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)
Metric 4.3 (Prior Goal 6 Metric #3): Cesar Chavez Continuation High School Academic Performance Level in ELA (Dashboard color) (Data Source: California Dashboard)
Metric 4.4 (Prior Goal 6 Metric #4): Cesar Chavez Continuation High School Academic Performance Level in Math (Dashboard color)(Data Source: California Dashboard)
Metric 4.5 (Prior Goal 6 Metric # 5): Percentage of Students at Cesar Chavez Continuation High School that are College and Career Ready (Data Source: California Dashboard)
Metric 4.6 (Prior Goal 6 Metric #6): Cesar Chavez Continuation High School Chronic Absenteeism Rates (Data Source: California Dashboard and AERIES)
Metric 4.7 (Prior Goal 6 Metric #7): Cesar Chavez Continuation High School Suspension Rates (Data Source: California Dashboard and AERIES)
Metric 4.8 (Prior Goal 6 Metric #8): Freshmen On Track for Graduation at the end of their 9th grade year at Marshall Independent Studies (Data Source: AERIES)
Metric 4.9 (Prior Goal 6 Metric # 9): Sophomores On Track for Graduation at the end of their 10th grade year at Marshall Independent Studies (Data Source: AERIES)
Metric 4.10 (Prior Goal 6 Metric # 10): Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the ELA CAASPP Assessment (Data Source: Dataquest)
Metric 4.11 (Prior Goal 6 Metric #11): Percent of students in grade 11 at Marshall Independent Studies who meet or exceed standards on the Math CAASPP Assessment (Data Source: Dataquest)
Metric 4.12 (Prior Goal Metric #12): Marshall Independent Studies Graduation Rates (Data Source: California Dashboard)
Metric 4.13 (Prior Goal Metric #13): Percentage of Students at Marshall Independent Studies that are College and Career Ready (Data Source: California Dashboard)
Metric 4.14 (Prior Goal 6 Metric #14): Marshall Independent Studies Chronic Absenteeism Rates (Data Source: California Dashboard and AERIES)
Metric 4.15 (Prior 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)
Metric 4.16 (Prior 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)
Metric 4.17 (Prior Goal 6 Metric #17): Compton STEP Chronic Absenteeism Rates (Data Source: Dataquest and AERIES)
Metric 4.18 (Prior Goal 6 Metric #18): Compton STEP Suspension Rates (Data Source: California Dashboard and AERIES)
Metric 4.19 (Prior Goal 6 Metric #19): Freshmen On Track for Graduation at the end of their 9th grade year at Compton Virtual Academy (Data Source: AERIES)
Metric 4.20 (Prior Goal 6 Metric #20): Sophomores On Track for Graduation at the end of their 10th grade year at Compton Virtual Academy (Data Source: AERIES)
Metric 4.21 (Prior Goal 6 Metric #21): Compton Virtual Academy Chronic Absenteeism Rates (Data Source: California Dashboard and AERIES)

Metrics 22–25 will be removed, as Enterprise Middle School will no longer be operational for the 2026–2027 school year. No additional metrics under Goal 4 will be modified or removed:
Metric 4.22 (Prior Goal 6 Metric #22): Percentage of students at Enterprise MS who meet or exceed standards on the ELA CAASPP assessment (Data Source: CAASPP)
Metric 4.23 (Prior Goal 6 Metric #23): Percentage of students at Enterprise MS who meet or exceed standards on the Math CAASPP assessment (Data Source: CAASPP)
Metric 4.24 (Prior 6 Metric #24): Enterprise Middle School Suspension Rates (Data Source: CA Dashboard and AERIES)
Metric 4.25 (Prior Goal Metric #25): Enterprise Middle School Chronic Absenteeism Rate (Data Source: CA Dashboard and AERIES)

ACTIONS
We reviewed all actions under Goal 4 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 a need for continued urgency, All Students, Socioeconomically Disadvantaged, and Hispanic subgroups had no improvement on the Dashboard indicators in ELA and Math and remained Orange. 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, maximize resources, 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.
Action 4.1 (Prior Goal 6, Action 6.1): Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students
Action 4.2 (Prior Goal 6, Action 6.2): Enhanced College Counseling Services for Cesar Chavez Students
Action 4.3 (Prior Goal 6, Action 6.3): Professional Development for Educators at Cesar Chavez Continuation High School
Action 4.4 (Prior Goal 6, Action 6.4): Engaging Parent Workshops for Families at  Cesar Chavez Continuation High School
Action 4.5 (Prior Goal 6, Action 6.5): Cesar Chavez Attendance Recovery Efforts
Action 4.6 (Prior Goal 6, Action 6.6): Implement a Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School
Action 4.7 (Prior Goal 6, Action 6.7): Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall
Action 4.8 (Prior Goal 6, Action 6.8): In-Person and Virtual College Counseling Services for Thurgood Marshall Students
Action 4.9 (Prior Goal 6, Action 6.9): Professional Development for Virtual Instruction
Action 4.10 (Prior Goal 6, Action 6.10): Workshops for Thurgood Marshall Families
Action 4.11 (Prior Goal 6, Action 6.11): Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars
Action 4.12 (Prior Goal 6, Action 6.12): Engaging Parents in a Virtual Setting
Action 4.13 (Prior Goal 6, Action 6.13): Virtual Academy Teacher Planning, Collaboration, and Professional Development
Action 4.14 (Prior Goal 6, Action 6.14): Enrichment Opportunities for Virtual Academy Students
Action 4.15 (Prior Goal 6, Action 6.15): Enhanced Individualized Behavioral and Academic Support for Compton STEP Students
Action 4.16 (Prior Goal 6, Action 6.16): Expanded Counseling and Wellness Services for Compton STEP Students
Action 4.17 (Prior Goal 6, Action 6.17): Empowering Parent Engagement through Workshops and Resources for Compton STEP Families
Action 4.18 (Prior Goal 6, Action 6.18): Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators
Action 4.19 (Prior Goal 6, Action 6.19): Comprehensive Academic Support Services for District Office Students
Action 4.20 (Prior Goal 6, Action 6.20): Holistic Health and Wellness Program
Action 4.21 (Prior Goal 6, Action 6.21): Parental Engagement and Support Initiative

The following actions will be removed due to Enterprise Middle School closing at the end of this year, 2025-2026:
Action 4.22 (Prior Goal 6, Action 6.22): Targeted Literacy Support for Enterprise Middle School
Action 4.23 (Prior Goal 6, Action 6.23): Targeted Math Support for Enterprise Middle School
Action 4.24 (Prior Goal 6, Action 6.24): Attendance Recovery and School Connectedness Efforts at Enterprise Middle School
Action 4.25 (Prior Goal 6, Action 6.25): Suspension Reduction and Positive Behavior Supports at Enterprise Middle School

**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 | 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 | $90,000.00 | No |

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| | Cesar Chavez Students | 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. | | |
| 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 school and families, these workshops aim to enhance parental involvement and contribute to the overall success of students. | $40,000.00 | No |
| 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' | $137,359.00 | No |

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| | | academic performance and overall engagement. | | |
| 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 Marshall Families | We will offer virtual workshops to help parents support their children's education in the 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. | $12,892.00 | No |
| 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 | $25,000.00 | No |

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| | | engage in independent learning activities at home. | | |
| 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 |

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| 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 Students at Community Day | 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 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. | $40,000.00 | No |
| 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 |

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| 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 |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $79,582,797.00 | $10,543,597.00 |

**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 |
|---|---|---|---|
| 43.61% | 0.00% | $0.00 | 43.61% |

**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 |
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| Goal 1 Action 3. Summer Professional Development Bootcamp | Unduplicated student groups, such as low-income students, English Learners, and Foster Youth, continue to experience significant achievement gaps, especially in access to grade-level instruction and proficiency in core subjects. Although overall performance has improved in some areas, English Learners and Foster Youth remain below district averages in both ELA and Mathematics, indicating ongoing needs in language development, access to instruction, stability, and engagement.<br>According to the 2025 CAASPP results, the district's overall proficiency in ELA is 50.99%. Socioeconomically disadvantaged students achieved 50.57%, similar to their non-disadvantaged peers (50.09%). In contrast, English Learners and Foster Youth had proficiency rates of 16.36% and 31.77%, respectively, highlighting significant disparities. In Mathematics, overall proficiency is 41.08%, with socioeconomically disadvantaged students at 40.65% and non-disadvantaged students at 41.08%. English Learners scored 19.96% and Foster Youth 35.36%, underscoring the need for targeted instructional support.<br>English Learners require ongoing instructional support to develop academic language, access complex texts, and integrate language development across all subjects. Low-income students often face barriers such as limited academic resources and increased socio-emotional stress, while Foster Youth frequently experience educational disruptions due to placement changes and trauma. These challenges highlight the need for consistent, high-quality Tier 1 instruction to ensure equitable access to learning. | The Summer Professional Development Bootcamp addresses these needs by strengthening educators' ability to deliver effective, standards-aligned instruction with embedded supports for unduplicated student groups. The bootcamp offers targeted training in evidence-based strategies, such as explicit instruction, academic language development, scaffolding for English Learners, and classroom practices that promote engagement and accelerate learning. This initiative is implemented districtwide to ensure all educators receive consistent training and all students benefit from high-quality instruction, regardless of school placement. | 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. |

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| Goal 1 Action 4. Supporting Teacher Planning and Collaboration | Standardized and diagnostic assessments show that unduplicated student groups, including low-income students, English Learners, and Foster Youth, begin the school year with persistent academic gaps compared to the overall student population and their non-socioeconomically disadvantaged peers. These gaps appear in foundational skills, language proficiency, and overall academic performance across grade levels and content areas.<br>Low-income students often have limited access to academic resources and foundational skills, which can affect their readiness for grade-level instruction. English Learners show varying levels of language proficiency and comprehension, which may limit their access to complex academic content. Foster Youth frequently face instability, trauma, and disruptions in their education, leading to inconsistent instruction and increased socio-emotional needs. Together, these factors highlight the ongoing need for coordinated instructional planning and targeted support. Additionally, the LCAP Effectiveness Survey indicates that 74% of teachers agree that collaboration time has proven effective. | This action addresses these needs by providing structured, ongoing time for teachers to collaborate to analyze data, plan instruction, and establish targeted supports for unduplicated student groups. Consistent planning allows educators to identify learning needs early, align instruction to grade-level standards, and design interventions that strengthen academic and socio-emotional outcomes for students who require additional support.<br><br>This action is being implemented districtwide because unduplicated student groups are enrolled in all schools and grade levels. A districtwide approach ensures that all educators have access to consistent collaborative structures, shared instructional expectations, and research-based practices designed to address the specific needs of low-income students, English Learners, and Foster Youth. Implementing the action across the LEA reduces variability in instructional planning and service delivery and ensures that unduplicated students receive equitable access to high-quality instruction and targeted support regardless of school assignment.<br><br>While primarily intended to meet the identified needs of unduplicated student groups, the collaborative planning structures developed through this action also benefit all students. Improved teacher collaboration strengthens instructional coherence, promotes effective use of assessment data, increases alignment of curriculum and interventions, and supports the implementation of evidence-based instructional practices across classrooms. As teachers refine instructional strategies designed to accelerate learning for students with the greatest needs, all students benefit from stronger instruction, more responsive teaching, and a more consistent educational experience 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. |

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| 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 than their peers. This trend is further confirmed by our STAR 360 diagnostic assessments, which provide early-year snapshots of student readiness.<br><br>According to STAR data in English Language Arts (ELA), while 31% of all students began the year meeting grade-level expectations, the percentage was notably lower for Foster Youth at 12% and, most significantly, for English Learners at just 6%. A similar pattern is evident in mathematics, where only 24% of all students started the year on grade level. Within that, English Learners were at 10%, and Foster Youth were at 14%.<br><br>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 students' needs. | In order to meet the needs of each student group, we will provide dedicated ELA, ELD, 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 learning barriers.<br><br>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.<br><br>Teachers will provide input regarding the impact of this action through the annual Effectiveness of Services survey that we provide.Goal 1. Metric #20. |

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| 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. | 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.<br><br>While the action is primarily directed towards bridging the digital divide for low-income students, its district-wide implementation is crucial to ensuring that all students benefit from advances 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. |

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| Goal 1 Action 8. Targeted Classroom Interventions for Low-Income Students | In the 2025 CAASPP assessment, our low-income students demonstrated continued growth in English Language Arts (ELA), 2.2 points below standard, and growth in Mathematics, 34.1 percentage points below standard. In Math specifically, Socioeconomically Disadvantaged (SED) students at some schools continued to perform in the lowest performance tiers (Red and Orange). For example, Enterprise had a Distance from Standard (DFS) of 72.5, while Dominguez showed a gap of 80 points.<br>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 low-income students, the District will implement a coordinated support model that includes Instructional Assistants, tutors, and intervention teachers. Research supports the effectiveness of instructional support staff, including paraprofessionals, in strengthening student achievement, particularly in high-poverty districts such as Compton Unified. These staff members play a critical role in extending classroom instruction and increasing access to individualized and small-group support.<br><br>Instructional Assistants and intervention teachers will work closely with classroom teachers to deliver targeted academic support in literacy and mathematics, focusing on addressing skill gaps and accelerating student learning. Under the direction of certificated staff and supported by ongoing professional development and coaching, these educators will also help address students' socio-emotional and academic needs, ensuring more consistent, responsive, and differentiated instruction.<br><br>While this action is principally designed to meet the needs of low-income students, it is implemented districtwide to ensure equitable access to academic intervention and support services for all students. A universal implementation approach promotes consistency across sites, reduces disparities in access to high-quality support, and ensures that all students, particularly those in unduplicated student groups, benefit from timely interventions, structured support, and an inclusive learning environment that promotes both academic achievement and socio-emotional well-being. | 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. |

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| Goal 1 Action 9. Addressing the Gaps in Literacy Skills for Unduplicated Students | Low-income students across all grade levels need additional literacy support. Our most recent STAR 360 diagnostic indicates that only 38% of our low-income students are performing at grade level. English learners are only at 10%. Collaboration with educational partners has helped us identify specific challenges for our unduplicated student groups. Low-income students often lack resources and face unstable living conditions, which hinder literacy development. English Learners encounter language barriers that limit comprehension and academic growth.<br>Targeted literacy support is critical to addressing these needs, closing foundational skill gaps, and helping each group achieve academic success. | Literacy tutors will provide our unduplicated students with intensive, small-group support in critical literacy skills, including 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.<br>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 unduplicated students in grades 3-12 face challenges mastering foundational math skills. According to the 2025 CAASPP assessment, the district average was 41.08%, while LEP students scored 19.96% and Foster Youth 35.36%. Socioeconomically Disadvantaged students had a 5-percentage-point gap compared to their Non-Socioeconomically Disadvantaged peers. English learners often find math language challenging, making it difficult to understand instructions and word problems.<br>Foster youth often experience instability and trauma, resulting in inconsistent schooling and educational gaps. Socioeconomically disadvantaged students may lack access to resources such as tutoring, technology, and a supportive home environment. These factors create significant barriers to mastering foundational math skills and contribute to underperformance. | We will implement a collaborative intervention program that unites interventionists and classroom teachers to deliver targeted small-group math instruction. For English learners, the program will use visual aids and bilingual resources to bridge language gaps and improve comprehension. Foster youth will benefit from consistent small-group sessions with familiar instructors, creating a supportive environment. Low-income students will receive personalized support to address foundational skill gaps and access additional resources. By focusing on conceptual understanding, problem-solving, and mathematical reasoning, the program is designed to meet the unique needs of these groups while supporting all students. Although the program primarily targets low-income students, English learners, and foster youth, it is implemented districtwide to ensure all students have access to high-quality math instruction and support. Integrating math interventionists into classrooms under teacher supervision provides additional resources and expertise for all students. Specialized training for interventionists on grade-specific math standards enables them to deliver tailored support across grade levels, ensuring instruction aligns with each student’s 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. |

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| Goal 1 Action 12. Bridging STEM Gap for Low-Income Students | Analysis of CAST Science assessment results shows that low-income students perform below their non-disadvantaged peers. Only 18.76% of SED students demonstrated mastery of the standards.<br>Low-income students are often underrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields due to limited access to resources, devices, and reliable internet. These barriers hinder their participation in STEM-related activities and programs, resulting in gaps in homework quality, digital access, and developmental progress. These disparities affect academic achievement and postsecondary outcomes, especially in STEM. It is essential to offer targeted STEM activities and programs for low-income students to close these gaps and ensure equitable opportunities for academic and career advancement. | To increase participation and representation of low-income students in STEM fields, all school sites will offer STEM-related activities and programs. Options such as Project Lead the Way, robotics, gaming, and coding will be available during and after school, as well as on Saturdays, to accommodate students' schedules and interests. These opportunities are designed to address gaps in homework quality, digital access, and developmental support that often affect low-income students, particularly in STEM.<br>Additionally, STEM opportunities will enhance student engagement, strengthen school connectedness, foster critical thinking, improve science literacy, and empower the next generation of innovators.<br>While primarily directed toward our low-income students, providing STEM-related activities and programs LEA-wide will ensure equitable access for all students, regardless of grade level or individual circumstances, and 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 38% of our Low-income students performed in Tier I. Similarly, in mathematics, challenges remain, with only 32% of Low-income students demonstrating proficiency at grade level.<br>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 learning gaps and hinder their ability to achieve academic proficiency, underscoring the need for comprehensive support systems to 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.<br><br>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. |

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| 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 83.4% of staff members believe Visual and Performing Arts programs are integral to students' educational needs, and 89% 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.<br><br>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 for monitoring the effectiveness of the expanded visual and performing arts offerings will be improvements 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.<br><br>Another metric we will use to monitor the effectiveness of this action is 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, 93% of our administrators and 94.1% 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.<br>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 community partners to provide a range of 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.<br>While primarily intended for low-income students, this action will be implemented LEA-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.<br><br>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. |

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| 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 100% of administrators, 92.8% of staff, 86.1% of students, and 91% 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, which are critical for contextualized learning, hands-on exploration, and academic growth. Financial constraints and limited access to cultural and recreational resources significantly reduce their exposure to diverse educational opportunities, underscoring the urgency of expanding access and closing 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.<br><br>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. |

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| 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.<br><br>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.<br><br>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. |

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| Goal 1 Action 24. Summer School Program | Recent diagnostic and assessment data have revealed academic challenges among our unduplicated students, including those from low-income backgrounds, English Learners, and Foster Youth. According to Survey Data 100% of our site administrators and 93.4% of the certificated staff, as indicated in our Effectiveness of Services Survey, advocate for extended learning opportunities tailored to these student groups.<br>Additionally, 93.1% of parents support implementing 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 require additional support to develop language proficiency and academic skills, while low-income students may face disparities in access to 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 students, 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 an LEA- or 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 for monitoring the effectiveness of the K-7 Summer School programs will be academic growth before and after participation in the program (pre/post assessments).<br>We will also gather feedback from educators 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 |

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| Goal 1 Action 27. Maintain Class Size in TK-3 | Annual diagnostic assessments and standardized test results in English and Math consistently show that our low-income students face persistent challenges in literacy and mathematics, particularly when compared to their peers from higher socioeconomic backgrounds. Low-income students, English Learners, and Foster Youth face distinct challenges that can hinder academic progress. Low-income students often lack access to educational resources outside of school, making individualized classroom support essential. English Learners benefit from targeted instruction and increased one-on-one interaction to build language proficiency and engage with the curriculum. Foster Youth may experience instability and trauma, requiring a stable and supportive environment with personalized academic and socioemotional support. Our educational partners consistently identify class-size reduction as a priority because it enables more individualized attention and tailored support, ultimately improving learning outcomes for these students. | By maintaining smaller class sizes in K-3, teachers can provide more individualized attention, 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.<br><br>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.<br><br>Although this initiative targets the needs of Low-Income students, English Learners, and Foster Youth, it will be implemented district-wide for all K-3 students. Reducing class sizes supports the district’s commitment to closing achievement gaps and ensuring equitable access to high-quality education. | 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. |

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| Goal 1 Action 28. 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 50.99% in ELA and 41.08% 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.<br><br>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.<br><br>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 1 Action 29. 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 early exposure to foundational skills and educational experiences crucial to future academic success.<br><br>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 early childhood education. | 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.<br><br>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. |

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| Goal 1 Action 30. 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.<br><br>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.<br><br>By offering a full-day program across all elementary school sites in the district, the initiative ensures consistent and equitable access to high-quality education for all students, regardless of their socioeconomic 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 1 Action 32. Access to Devices | Amid the pandemic, it became evident that over 80% of our low-income students lacked access to essential devices for distance learning and had unreliable internet connectivity at home.<br><br>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 completing homework assignments, accessing online resources, and participating in virtual classrooms, hindering their ability to fully engage 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.<br><br>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. |

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| Goal 1 Action 33. Supplementary Standards-Aligned Materials | In 2025, low-income students in our district exhibited academic disparities compared to their non-socioeconomically disadvantaged peers as measured by the CAASPP and CAST standardized assessments.<br><br>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 resources they need to succeed academically.<br><br>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 1 Action 35. 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 24-25 academic year, our low-income students achieved a literacy proficiency rate of 50.57%, notably lower than the 57.17% rate of their non-economically disadvantaged counterparts. Similarly, in math, the proficiency rate among our low-income students was 40.65%, compared to the 47.33% proficiency rate among their more advantaged peers.<br><br>Low-income students often encounter significant obstacles to accessing supplemental educational resources due to financial constraints and resource disparities in 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 greater challenges in narrowing the achievement gap and reaching proficiency levels comparable to those of 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.<br><br>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.<br><br>We will also look at the academic growth of these student groups over time on the district diagnostic assessments. Goal 1, Metrics #8-13. |

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| Goal 2 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 among low-income students, their college readiness remains at 70.4%. Success rates are even lower for our English Learners (46.5%) and our Foster Youth (34.6%), as reflected on the California Dashboard for 2025. 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.<br><br>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 amid 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, which limit their exposure to rigorous instruction and hinder 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 2, Metric #5 (AP Total Courses), Metric #7 (College Courses Completed). |

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| Goal 2 Action 2. College and Career Support Staff for Unduplicated Students | Recent data from the CA Dashboard reveal persistent disparities in educational outcomes among our unduplicated student groups, underscoring the 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 among the lowest, at 46.5% and 34.6%, respectively, while the Socioeconomically Disadvantaged students lag significantly behind our Non-Socioeconomically Disadvantaged students, at 70.4%. If we look at graduation rates, we have made significant improvement since 2023, but we still have one of our student groups (AA, EL, and Homeless) in ORANGE.<br><br>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.<br><br>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 2, Metric #1 (CCI rates). |

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| Goal 2 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 34.6% compared to 70.6%. Furthermore, English Learners face similar challenges, with college and career readiness as low as 46.5%. 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.<br><br>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 help their children overcome these obstacles and chart a path toward college and career success. The families of English Learners also have the opportunity to access the same information in a language they can understand, which allows them to ask questions and seek answers. The families who shelter our foster youth can also seek guidance on the services and supports available to their situation, so they can navigate the process of investing in their future.<br><br>Expanding these workshops schoolwide ensures equitable access for all families, including low-income families, 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 2, Metric #2 (A-G rates) and Metric #11 (D/F Rates). |

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| Goal 2 Action 4. Promote College and Career Culture for Low-Income Students | Low-income students often face numerous obstacles that hinder their access to and completion of higher education. These students typically lack exposure to college role models and face significant economic challenges, including limited financial aid, high tuition costs, and concerns about accumulating debt. Additionally, gaps in academic preparation, difficulties with standardized testing, and a lack of strong support systems make the path to college even more daunting. Family responsibilities can further divert attention and resources away from educational pursuits, reducing their chances of pursuing higher education. Given these barriers, it is essential to implement actions that foster a college- and career-culture specifically aimed at supporting low-income students. This includes providing them with the resources, guidance, and encouragement needed to achieve their educational goals. | To address the identified needs and circumstances of our low-income students, we will implement a multifaceted approach to promote 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.<br><br>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 2, Metric #9 College Acceptance Rates. |
| Goal 2 Action 8. Expansion of CTE Programs | While over 90% of our students in Compton Unified are low-income, only 44.6% (534) graduated having completed a CTE pathway, and 38.8% (465) graduated having completed a CTE pathway and met A-G requirements in the 2024-2025 school year.<br><br>Low-income students face economic barriers that limit their access to quality education and future career opportunities. Data show a noticeable achievement gap between low-income students and 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.<br><br>Expanding these offerings schoolwide ensures equitable access to career-readiness programs for all students, regardless of 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 2, Metrics #20 and #23. |

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| Goal 2 Action 11. Dual Enrollment for CTE Completers | In 2025, 17% of our CTE completers in Compton Unified graduated having completed a college class. While there did not seem to be a significant gap for SED, there was a significant gap for LEP (4%) and Foster Youth (7%).<br><br>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 experience 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 a supportive environment to explore their interests, develop essential skills, and pursue their goals with confidence. 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 postsecondary education and career pathways.<br><br>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 who participate in dual-enrollment programs for CTE courses, compared with their peers. Goal 2, Metric # 19. |

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| Goal 2 Action 12. Expanding Work-Based Learning Opportunities for CTE Students | Only 44.6% of our low-income students graduated having completed a CTE pathway in the 2024-25 school year.<br>Needs assessment data indicate that low-income high school students enrolled in Career Technical Education (CTE) programs require increased access to meaningful work-based learning experiences that connect classroom instruction to real-world career opportunities. While CTE programs provide students with industry-aligned coursework, identified barriers such as limited access to professional networks, career exploration opportunities, and workplace experiences can impact low-income students' ability to fully engage in and benefit from career preparation opportunities.<br><br>Low-income students may have fewer opportunities to participate in internships, industry experiences, career mentoring, and other workforce-preparation activities outside of school. Providing equitable access to structured work-based learning opportunities is necessary to address these opportunity gaps and to ensure that students develop the employability skills, professional competencies, and industry connections needed for successful transitions to college, careers, and postsecondary pathways. | 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 that apply 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, motivate them to complete their CTE pathways, and prepare them for success in the workforce.<br><br>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 CTE pathway completion rates among low-income students would indicate the effectiveness of the action in empowering them to succeed in their chosen industries.<br>Goal 2, Metric #14 |

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| Goal 2 Action 13. CTE Pathway Targeted Outreach and Specialized Support Services | Only 39.1% of English Learners, 23.1% of Foster Youth, and 44.6% of low-income students in Compton Unified School District graduated having completed a CTE pathway in the 2024-2025 school year.<br><br>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 for success 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 the information needed to enroll in and succeed in CTE pathways. | Targeted support services will be provided to English Learners through interventionists and bilingual instructional assistants, who will help them 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 receive career navigation support services to better navigate the complexities of CTE coursework.<br><br>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, school-wide support services will foster a culture of inclusivity and support in which 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 2, Metric #23 |
| Goal 3 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.<br><br>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 the value of education. 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 specifically geared toward low-income students, CUSD will implement tiered attendance monitoring and re-engagement strategies designed 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 transportation resources and support 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.<br><br>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 3, Metric #1 and #2. |

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| Goal 3 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.<br><br>Socioeconomically disadvantaged students often experience trauma and hopelessness linked to poverty. Ongoing stress from financial instability, unsafe environments, and family challenges can significantly affect their emotional and psychological health. As a result, their responses to daily situations may differ from those of more affluent peers, influencing behavior, engagement, and academic performance. These factors highlight the importance of tailored support and educators' understanding. | To meet the needs of our low-income learners, Compton Unified School District will enhance the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bullying prevention strategies, and related software (BRIM). These services primarily address behavioral challenges among low-income students by fostering a safe and positive learning environment.<br><br>Implementing these interventions district- and school-wide ensures all students have access to a supportive learning environment. This comprehensive approach will reduce behavioral issues and decrease 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 3, Metric #5. |
| Goal 3 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 in cultural adaptation, which can affect their sense of belonging and overall well-being. Foster Youth, experiencing home instability and a lack of connectedness, may grapple with emotional trauma | Our network of Wellness Centers in 30 schools is a key intervention supporting low-income students, English Learners, and Foster Youth. The centers provide mental health services, college and career guidance, and personal mentoring tailored to each group's needs. Low-income students receive psychological support, basic medical care, and mentorship to address challenges related to poverty. English Learners benefit from services that support social-emotional needs, cultural adaptation, and language development. Foster Youth gain stability and support, helping reduce the effects of home instability and promote a sense of belonging. Through these services, the Wellness Centers help remove barriers to success for these underserved groups.<br><br>Although these services primarily address the needs of low-income students, expanding them school-wide ensures all students benefit from the Wellness Centers' resources, creating a more inclusive and supportive educational community. | Key metrics to measure the effectiveness of this action is Attendance (Metric 3.1) and Chronic Absenteeism (Metric 3.2). |

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| Goal 3, Action 6. Equity-centered Trauma-Informed Training. | Suspension data in our district reveal clear disparities: while the overall suspension rate for all students is 1.3%, rates are significantly higher for key student groups. Long-Term English Learners (LTELs) have a rate of 2.1%, Foster Youth (FY) 3.8%, and Socioeconomically Disadvantaged (SED) students 1.3%, all exceeding the district average and indicating a need for continued targeted support and interventions.<br><br>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. | To better support English Learners, foster youth, and low-income students, Compton Unified will provide trauma-informed training to all staff, including administrators, teachers, and counselors. This training will deepen understanding of trauma's impact on marginalized students and offer practical strategies for support. For low-income students, staff will learn to recognize and address the effects of socio-economic disadvantage and related mental health challenges. For foster youth, the focus will be on understanding trauma from separation and home instability, building trust, and providing consistent support. For newcomer English Learners, the training will address cultural adaptation and language barriers, helping staff create an inclusive and communicative environment. This targeted approach will meet each group's unique needs and promote healthy development and academic success.<br><br>Implementing trauma-informed approaches district-wide will create 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 3, Metrics #5 and #6. |
| Goal 3 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.<br><br>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 | Key metrics to measure the effectiveness of this action is Attendance (Metric 3.1) and Chronic Absenteeism (Metric 3.2). |

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| Goal 3 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 the need to adapt to a new culture and language, leading to higher dropout rates. Limited parental involvement in language and cultural support can further isolate these students as they navigate 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 these students face. | 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.<br><br>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. | Key metrics to measure the effectiveness of this action is Attendance (Metric 3.1) and Chronic Absenteeism (Metric 3.2). |

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| Goal 1 Action 41. Professional Development on Research-Based Practices for ELs | In the 2024-2025 CAASPP, English Learners demonstrated significantly lower performance compared to their peers, achieving proficiency levels of only 16.36% in English Language Arts and 19.96% in mathematics. Recent dashboard data also highlights concerning trends among English Learners, with fewer students progressing at least one ELPI level, dropping from 47.4% in 2024 to 47.5% in 2025.<br><br>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 lead to disparities in language acquisition and comprehension, 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 School District will implement an ongoing professional development initiative designed to strengthen educators' capacity to support English Learners through evidence-based instructional practices. Professional development will be provided to administrators, teachers, and bilingual instructional assistants, facilitated by ELD Specialists, and supported by research-based frameworks and expertise from recognized leaders in language development and instruction, including strategies aligned with the work of experts such as Kate Kinsella and Robert Marzano.<br><br>The professional learning will focus on strengthening educators' implementation of effective practices, including integrated and designated English Language Development, academic language development, scaffolding strategies, explicit vocabulary instruction, content-based language instruction, and differentiated supports that address the linguistic and academic needs of English Learners.<br><br>This action is being implemented districtwide because English Learners are enrolled in all schools and grade levels. A districtwide approach ensures that all educators who serve English Learners receive consistent training, shared instructional expectations, and access to the same research-based strategies regardless of school assignment. Providing this support across the LEA creates consistency in instructional practices, reduces variability in services provided to ELs, and ensures that English Learners have equitable access to high-quality instruction and language development opportunities at every school.<br><br>While this action is primarily intended to improve outcomes for English Learners, implementing effective language development practices benefits all students by strengthening classroom instruction, increasing student engagement, supporting academic discourse, and improving access to rigorous grade-level content. Building educator capacity districtwide ensures that all classrooms are equipped to meet the diverse academic and linguistic needs of students. | The effectiveness of this action will be evaluated through the increase in English Language Proficiency as measured by the ELPAC. Goal 1, Metric #32<br><br>We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3 |

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| Goal 1 Action 42. Professional Development Focused on Long-Term English Learners (LTELs) | In the 2024-2025 school year, only 20.21% of our Long-Term English Learners (LTELs) demonstrated English language proficiency on the summative ELPAC. Moreover, CAASPP results from the same year showed that only 7.32% of LTELs demonstrated mastery in English, significantly lower than the 50.99% proficiency rate among all students. Additionally, only 8.87% of LTELs demonstrated proficiency in mathematics, compared to 41.08% of all students.<br><br>We know that Long-Term English Learners (LTELs) often face persistent challenges in their educational journey due to prolonged language-acquisition struggles. These students have difficulty fully engaging with grade-level content and may require additional support to develop their English language proficiency. Factors such as limited exposure to English 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 more accessible, and create supportive learning environments that foster these students' socio-emotional well-being.<br><br>While primarily intended to meet the needs of LTELs, this professional development will be offered to 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 1, Metric #32<br><br>We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3 |

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| Goal 1 Action 43. 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.<br><br>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 1, Metric #41 |

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| Goal 1 Action 47. 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.<br><br>Low-income students often face challenges such as limited access to academic resources and limited opportunities to develop proficiency in multiple languages. Many low-income students struggle with academic content due to these barriers, resulting in lower academic achievement than their peers. Additionally, they may experience cultural and linguistic isolation in monolingual educational settings, which can hinder 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 that celebrates multiple languages and boosts 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.<br><br>Although primarily intended to improve 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 we will use to monitor the impact of this action is Goal 1, Metric #42, which we will use to track the number of students in Dual Immersion attaining the Pathway to Biliteracy. |

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| Goal 3 Action 17. Translation Services | According to the California Department of Education (Dataquest), 48.57% of Compton Unified families report Spanish as their native language.<br><br>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, including 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 will not only enhance parental involvement but also contribute to the overall success of EL students within the educational system.<br><br>Offering LEA-wide translation services ensures equitable access to essential communication resources for all families, regardless 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 3, Metric #24 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 |
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| 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 (15.4%), dropout rates (20.8%), and suspension rates (3.8%).<br><br>Foster Youth students face significant academic challenges and socioemotional distress, as evidenced by ongoing communication with families. Many feel 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 Foster Youth's needs 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 to foster 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 81% of our Foster Youth students are performing below grade level in reading and almost 78% in mathematics. This is significantly lower than their peers' academic performance, with about 61% of students below grade level in English and about 68% below grade level in Math.<br><br>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 learning gaps and difficulty 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. |

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| Goal 2 Action 7. Foster Youth Graduation Support Initiative | In analyzing data on our graduation rate, it is noticeable that our Foster Youth (85%) are trailing our overall student population (94%) by 9 percentage points.<br><br>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 implementing the Foster Youth Graduation Support Initiative, a comprehensive program that provides foster youth students with the resources and support needed to navigate their educational journey successfully. This initiative will encompass targeted interventions, including 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 1 Action 44 Interventions for ELs and At-Risk ELs | Through careful examination of local assessment data, Compton Unified School District has identified academic challenges faced by At-Risk Long-Term English Learners. The most recent CAASPP results from 2024-2025 show that ELA proficiency among Elementary English Learners in Grade 3 was at 29.05%, Grade 4 18.82%, and Grade 5 17.35%. In Math, Grade 3 was at 44.19%, Grade 4 23.85%, and Grade 5 16.09%.<br><br>When looking at ELA proficiency data for At-Risk Long-Term English Learners, Grade 4 shows 7.14% and Grade 5 9.20%. In Math, both 4th and 5th averaged 9%, indicating a disparity among students identified as At-Risk Long-Term English Learners.<br><br>English Learners, more specifically 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 | 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 literacy and mathematics, as well as 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<br><br>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<br><br>Finally, we will also look at the percent of at-risk English Learners over time measured by Goal 5, Metric #8. |

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| Goal 1, Action 45. Academic Interventions and Supports for Long-Term English Learners | LTELs are lagging behind in various indicators, including ELA and Math CAASPP results (7.32% for ELA and 8.87% in Math), College and Career Readiness (46.2%), and A-G completion rates. We have to celebrate that they made a significant improvement in high school graduation, with a 91% graduation rate.<br><br>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 continuity of learning. 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 implementing 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 1 Action 46. Newcomer Services | The 2025 ELPAC Summative assessment shows that only 15.82% of newcomer students demonstrated proficiency. In addition 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 |

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| Goal 3, Action 18<br><br>Workshops for Parents of English Learners | Both state standardized assessments and our district diagnostic assessments show that our English Learners are performing at lower levels than their peers in both literacy and mathematics. In addition, graduation rates are lower (89% vs. 94%), and students are less college- and career-ready (46.5% prepared vs. 70.6%).<br><br>While the role the parents play in their children's 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 1, Action 48.<br><br>Data Monitoring and Progress Tracking of LTELs | Analysis of the California Dashboard, CAASPP data, and Aeries reports indicates that Long-Term English Learners (LTELs) in our district face significant academic challenges in subjects such as ELA and Mathematics. They also have lower college and career-readiness, lower A-G completion rates, lower attendance, higher chronic absenteeism, and higher dropout rates. Long-Term English Learners (LTELs) require targeted support to address their academic, linguistic, and socio-emotional needs resulting from prolonged English language learning. They often struggle to keep pace with peers, face language barriers, and need additional resources to integrate into the school community. LTELs may also experience isolation, which can impact their sense of belonging and overall well-being. | The district will establish Individualized Support Plans (ISPs) for LTELs, tailored to their specific needs. Administrators, counselors, teachers, and bilingual instructional assistants will collaborate to monitor academic progress. ISPs will include targeted interventions, differentiated instruction, and ongoing progress monitoring, developed through regular assessment and teamwork. Family engagement will remain a priority to foster strong school-home collaboration and support LTELs in achieving long-term success. | The long-term effectiveness of this action will be monitored through LTEL progress on the ELPAC (Goal 5, Metric #3)<br><br>We will also look at performance on the CAASPP (Goal 5, Metrics #4 and #5)<br><br>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.

## 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 input gathered through ongoing engagement with educational partners, including certificated and classified staff, parent advisory committees, district and site administrators, and bargaining unit representatives, and analysis of preliminary California Dashboard indicators, Compton Unified School District has identified that the staffing investments supported through the concentration grant add-on are improving student support and access to essential services. Therefore, the district will continue these staffing investments to sustain and strengthen direct services for students attending schools with high concentrations of unduplicated pupils, including English Learners, Foster Youth, and low-income students.
The district will continue aligning these investments with the priorities and actions outlined in the Local Control and Accountability Plan (LCAP).
Under Goal 1, CUSD will maintain funding for Curriculum Specialists and content-area expert administrators to strengthen literacy and mathematics outcomes. These staff members will continue to provide instructional coaching, model effective instructional practices, support data analysis, and deliver targeted interventions through both push-in and pull-out support for students with identified academic needs. Instructional Assistants and Intervention Teachers will also continue providing direct academic support to students across high-need populations, including those experiencing homelessness. This LEA-wide contributing action ensures that schools have the staffing capacity needed to provide timely intervention and differentiated support. (Actions 1.12, 1.15, 1.18, 1.23, 1.24)

To further support English Learners' language development and academic achievement, the district will continue investing in Bilingual Instructional Assistants and college tutors across all school sites. These staff members provide targeted small-group instruction and individualized support for newcomers, English Learners, and Long-Term English Learners to accelerate English proficiency, increase access to grade-level content, and improve academic outcomes. The continuation of these positions reflects the district's commitment to ensuring students receive linguistically responsive support throughout their educational experience. (Actions 1.44, 1.45, 1.46)

Under Goal 2, CUSD will continue expanding counseling services at the high school level (Centennial, Compton, Dominguez, Compton Early College, C-Tech, Marshall, and Chavez) to support college, career, and postsecondary readiness for students who face additional barriers to access. Counselors will continue assisting students with academic planning, A–G completion, college applications, financial aid and scholarship opportunities, and career pathway planning. Maintaining these staffing investments remains a priority to ensure low-income students, English Learners, and Foster Youth receive individualized guidance and support as they prepare for future opportunities. (Actions 2.2, 2.3, 2.7)

Under Goal 3, the district will continue to strengthen student wellness supports by staffing Wellness Centers and adding social workers. These professionals will provide direct services to address students' mental health, social-emotional needs, behavioral concerns, and overall well-being, with a focus on supporting students who face greater barriers to success, including low-income students, English Learners, and Foster Youth. Additionally, increased counseling support at the elementary and secondary levels will continue to strengthen the implementation of Multi-Tiered Systems of Support (MTSS) and enhance schoolwide systems that promote student belonging, engagement, and success. (Action 3.5)

Through continued investment in these staffing strategies, CUSD will sustain the systems of support necessary to improve academic achievement, expand access to services, and address the identified needs of students who require additional resources and targeted support.

| 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 | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

# Action Tables

## 2026-2027 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 %) |
|---|---|---|---|---|---|
| 2026-2027 | $182,467,915.00 | $79,582,797.00 | 43.61% | 0.00% | 43.61% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| **Totals:** | $298,252,336.00 | $6,373,582.00 | $0.00 | $0.00 | $304,625,918.00 | $227,779,157.00 | $76,846,761.00 |

| 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 | $0 | $162,072 | $162,072 | $0 | $0 | $0 | $162,072 | 0.00% |
| 1 | 2 | Content-Specific Professional Development for Staff | All | No | | | | 2025-2026 | $509,677 | $0 | $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 | $2,000,000 | $1,575,363 | $3,575,363 | $0 | $0 | $0 | $3,575,363 | 0.00% |

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| 1 | 6 | Enhancing Learning with Instructional Technology Support | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $0 | $2,364,305 | $2,364,305 | $0 | $0 | $0 | $2,364,305 | 0.00% |
| 1 | 7 | Special Education Inclusion Training | Student with Disabilities (SWD) | No | | | | 2025-2026 | $0 | $40,313 | $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 | $1,000,000 | $2,026,704 | $2,606,704 | $420,000 | $0 | $0 | $3,026,704 | 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 | $1,829,443 | $2,979,443 | $350,000 | $0 | $0 | $3,329,443 | 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 | $2,375,000 | $2,750,000 | $625,000 | $0 | $0 | $3,375,000 | 0.00% |
| 1 | 11 | Targeted Math Support for High Needs Schools | All | No | | | | 2025-2026 | $1,500,000 | $825,000 | $1,950,000 | $375,000 | $0 | $0 | $2,325,000 | 0.00% |
| 1 | 12 | Bridging STEM Gap for Low-Income Students | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $960,995 | $2,000,000 | $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 | $746,220 | $2,373,110 | $2,746,220 | $373,110 | $0 | $0 | $3,119,330 | 0.00% |
| 1 | 14 | Supporting and Monitoring the Needs of Foster Youth | Foster Youth | Yes | Limited | Foster Youth | All Schools | 2025-2026 | $1,000,000 | $988,410 | $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 | $173,910 | $2,150,500 | $2,173,910 | $150,500 | $0 | $0 | $2,324,410 | 0.00% |
| 1 | 16 | Supporting Academic Achievement for Students Facing Housing Insecurity | Homeless | No | | | | 2025-2026 | $200,000 | $336,500 | $441,000 | $95,500 | $0 | $0 | $536,500 | 0.00% |
| 1 | 17 | Enhance Literacy and Math Support for Students with Disabilities | Student with Disabilities (SWD) | No | | | | 2025-2026 | $200,000 | $390,000 | $440,000 | $150,000 | $0 | $0 | $590,000 | 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 | $2,644,951 | $2,000,000 | $4,644,951 | $0 | $0 | $0 | $4,644,951 | 0.00% |
| 1 | 19 | Services for Gifted and Talented Students (GATE) | All | No | | | | 2025-2026 | $200,000 | $174,654 | $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 | $2,000,000 | $1,592,761 | $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 | $1,592,761 | $1,007,239 | $2,600,000 | $0 | $0 | $0 | $2,600,000 | 0.00% |
| 1 | 22 | After-School ASES and ASSETs Programs | All | No | | | | 2025-2026 | $1,500,000 | $237,757 | $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 | $1,500,000 | $375,512 | $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 | $6,939,888 | $1,000,000 | $7,939,888 | $0 | $0 | $0 | $7,939,888 | 0.00% |
| 1 | 25 | Core Services | All | No | | | | | $46,000,000 | $779,005 | $46,779,005 | $0 | $0 | $0 | $46,779,005 | 0.00% |
| 1 | 26 | Professional Development for Department Teams | All | No | | | | | $450,000 | $32,954 | $482,954 | $0 | $0 | $0 | $482,954 | 0.00% |
| 1 | 27 | Maintain Class Size in TK-3 | | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | Specific Grade Spans, All Elementary Schools | | $7,048,391 | $0 | $7,048,391 | $0 | $0 | $0 | $7,048,391 | 0.00% |
| 1 | 28 | Maintain Instructional Days (183) | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $5,000,000 | $701,674 | $5,701,674 | $0 | $0 | $0 | $5,701,674 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 29 | Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten) | Low Income | Yes | Schoolwide | Low Income | Specific Schools, Preschool: Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington. Transitional Kindergarten: Anderson, Bursch, Dickison, Emerson, Foster, Kennedy, Kelly, King, Longfellow, McNair, Roosevelt, and Tibby | | $1,500,000 | $125,716 | $1,625,716 | $0 | $0 | $0 | $1,625,716 | 0.00% |
| 1 | 30 | Full Day Kindergarten | Low Income | Yes | LEA-wide | Low Income | All Schools | | $1,000,000 | $170,000 | $1,170,000 | $0 | $0 | $0 | $1,170,000 | 0.00% |
| 1 | 31 | Access to Core Textbooks in all Content areas | All | No | | | | | $100,000 | $3,835,616 | $3,935,616 | $0 | $0 | $0 | $3,935,616 | 0.00% |
| 1 | 32 | Access to Devices | Low Income | Yes | LEA-wide | Low Income | All Schools | | $0 | $4,282,830 | $4,282,830 | $0 | $0 | $0 | $4,282,830 | 0.00% |
| 1 | 33 | Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources | Low Income | Yes | LEA-wide | Low Income | All Schools | | $0 | $5,999,210 | $5,549,210 | $450,000 | $0 | $0 | $5,999,210 | 0.00% |
| 1 | 34 | Instructional Support Resources for Educators | All | No | | | | | $100,000 | $515,297 | $464,797 | $150,500 | $0 | $0 | $615,297 | 0.00% |
| 1 | 35 | Enhancing Learning Through Computer-Based Programs and Applications | Low Income | Yes | LEA-wide | Low Income | All Schools | | $0 | $2,815,000 | $2,460,000 | $355,000 | $0 | $0 | $2,815,000 | 0.00% |
| 1 | 36 | Facilities in Good Repair | All | No | | | | | $2,500,000 | $9,841,239 | $12,341,239 | $0 | $0 | $0 | $12,341,239 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 37 | Safe and Secure Campuses | All | No | | | | | $6,534,424 | $2,000,000 | $8,534,424 | $0 | $0 | $0 | $8,534,424 | 0.00% |
| 1 | 38 | Fully-Credentialed, Appropriately Assigned Teachers | All | No | | | | | $110,000,000 | $2,500,000 | $112,500,000 | $0 | $0 | $0 | $112,500,000 | 0.00% |
| 1 | 39 | New Teacher Induction Program and Supports (TIPS) | All | No | | | | | $52,862 | $40,000 | $92,862 | $0 | $0 | $0 | $92,862 | 0.00% |
| 1 | 40 | Peer Assistance and Review (PAR) Program | All | No | | | | | $80,000 | $2,520 | $82,520 | $0 | $0 | $0 | $82,520 | 0.00% |
| 1 | 41 | Professional Development on Research-Based Practices for ELs | English learner (EL) | Yes | LEA-wide | English learner (EL) | All Schools | Ongoing | $1,000,000 | $663,746 | $1,513,746 | $150,000 | $0 | $0 | $1,663,746 | 0.00% |
| 1 | 42 | Professional Development Focused on Long-Term English Learners (LTELs) | English learner (EL), Long-term English learner | Yes | LEA-wide | English learner (EL) | All Schools | Ongoing | $500,000 | $520,300 | $890,200 | $130,100 | $0 | $0 | $1,020,300 | 0.00% |
| 1 | 43 | Culturally Responsive Pedagogy for English Learners | English learner (EL), Long-term English learner | Yes | LEA-wide | English learner (EL) | All Schools | Ongoing | $504,098 | $300,000 | $804,098 | $0 | $0 | $0 | $804,098 | 0.00% |
| 1 | 44 | Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $2,000,000 | $918,977 | $2,589,227 | $329,750 | $0 | $0 | $2,918,977 | 0.00% |
| 1 | 45 | Academic Interventions and Supports for Long-Term English Learners | Long-term English learner | Yes | Limited | English learner (EL) | All Schools | Ongoing | $500,000 | $550,000 | $900,000 | $150,000 | $0 | $0 | $1,050,000 | 0.00% |
| 1 | 46 | Newcomer Services | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | Specific Schools, Bunche MS and Domingue z HS | Ongoing | $2,786,449 | $1,000,000 | $3,786,449 | $0 | $0 | $0 | $3,786,449 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 47 | Biliteracy/Multiliteracy Programs | Low Income | Yes | Schoolwide | Low Income | Specific Schools, Dickison Elementary, Emerson Elementary, Kennedy Elementary and Spanish Programs at K-8 Schools, Middle School, and High School | Ongoing | $55,941 | $1,000,000 | $1,055,941 | $0 | $0 | $0 | $1,055,941 | 0.00% |
| 1 | 48 | Data Monitoring and Progress Tracking of LTELs | Long-term English learner | Yes | Limited | English learner (EL) | All Schools | Ongoing | $200,000 | $190,586 | $365,586 | $25,000 | $0 | $0 | $390,586 | 0.00% |
| 1 | 49 | Data-Driven Instruction and Monitoring of African-American Students | African-American | No | | | | Ongoing | $125,000 | $75,000 | $175,000 | $25,000 | $0 | $0 | $200,000 | 0.00% |
| 1 | 50 | Academic Interventions for African-American Students | African-American | No | | | | Ongoing | $265,000 | $215,000 | $265,000 | $215,000 | $0 | $0 | $480,000 | 0.00% |
| 1 | 51 | Culturally Responsive Teaching for African-American Students | African-American | No | | | | Ongoing | $20,000 | $0 | $20,000 | $0 | $0 | $0 | $20,000 | 0.00% |
| 1 | 52 | Culturally Relevant Curriculum Expansion for African-American Students | African-American | No | | | | Ongoing | $155,000 | $0 | $155,000 | $0 | $0 | $0 | $155,000 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 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 | $2,900,000 | $4,249 | $2,904,249 | $0 | $0 | $0 | $2,904,249 | 0.00% |
| 2 | 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 | $445,441 | $1,075,000 | $1,445,441 | $75,000 | $0 | $0 | $1,520,441 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 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% |
| 2 | 4 | Promote College and Career Culture for Low-Income Students | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $1,700,000 | $16,883 | $1,716,883 | $0 | $0 | $0 | $1,716,883 | 0.00% |
| 2 | 5 | Comprehensive College and Career Readiness Professional Development | All | No | | | | 2025-2026 | $0 | $244,990 | $244,990 | $0 | $0 | $0 | $244,990 | 0.00% |
| 2 | 6 | Targeted Graduation Support Program | All | No | | | | 2025-2026 | $25,000 | $175,000 | $150,000 | $50,000 | $0 | $0 | $200,000 | 0.00% |
| 2 | 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 | $872,662 | $1,000,000 | $1,872,662 | $0 | $0 | $0 | $1,872,662 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 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 | $302,143 | $1,000,000 | $1,302,143 | $0 | $0 | $0 | $1,302,143 | 0.00% |
| 2 | 9 | Professional Development for CTE Teachers | All | No | | | | 2025-2026 | $25,000 | $100,000 | $125,000 | $0 | $0 | $0 | $125,000 | 0.00% |
| 2 | 10 | Enhancing CTE Program Articulation with Community Colleges | All | No | | | | 2025-2026 | $25,000 | $277,143 | $302,143 | $0 | $0 | $0 | $302,143 | 0.00% |
| 2 | 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 | $250,000 | $1,000,000 | $1,250,000 | $0 | $0 | $0 | $1,250,000 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 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 | $25,000 | $116,000 | $141,000 | $0 | $0 | $0 | $141,000 | 0.00% |
| 2 | 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 | $25,000 | $725,000 | $750,000 | $0 | $0 | $0 | $750,000 | 0.00% |
| 2 | 14 | CTE Technology Upgrades | All | No | | | | 2025-2026 | $0 | $300,000 | $300,000 | $0 | $0 | $0 | $300,000 | 0.00% |
| 3 | 1 | Attendance Monitoring and Re-engagement Strategies | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $125,000 | $765,781 | $740,281 | $150,500 | $0 | $0 | $890,781 | 0.00% |
| 3 | 2 | Chronic Absenteeism Task Force | All | No | | | | 2025-2026 | $125,000 | $425,000 | $475,000 | $75,000 | $0 | $0 | $550,000 | 0.00% |
| 3 | 3 | Positive Behavioral Interventions and Supports | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $125,000 | $494,440 | $619,440 | $0 | $0 | $0 | $619,440 | 0.00% |
| 3 | 4 | Comprehensive Counseling and Mental Health Services | All | No | | | | 2025-2026 | $125,000 | $522,489 | $522,489 | $125,000 | $0 | $0 | $647,489 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 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 | $175,000 | $1,013,403 | $942,903 | $245,500 | $0 | $0 | $1,188,403 | 0.00% |
| 3 | 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 | $155,000 | $162,586 | $245,915 | $71,671 | $0 | $0 | $317,586 | 0.00% |
| 3 | 7 | Social-Emotional Development Initiative | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | $312,017 | $400,000 | $712,017 | $0 | $0 | $0 | $712,017 | 0.00% |
| 3 | 8 | Team Joy and Fun | All | No | | | | 2025-2026 | $55,000 | $55,580 | $110,580 | $0 | $0 | $0 | $110,580 | 0.00% |
| 3 | 9 | Student Recognition and Incentive Program | All | No | | | | 2025-2026 | $0 | $21,261 | $21,261 | $0 | $0 | $0 | $21,261 | 0.00% |
| 3 | 10 | Building Effective Intervention Teams for Student Success | All | No | | | | 2025-2026 | $185,000 | $680,000 | $785,000 | $80,000 | $0 | $0 | $865,000 | 0.00% |
| 3 | 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 | $125,000 | $295,566 | $420,566 | $0 | $0 | $0 | $420,566 | 0.00% |
| 3 | 12 | Promoting Parent Voice and Advocacy | All | No | | | | 2025-2026 | $35,000 | $14,761 | $49,761 | $0 | $0 | $0 | $49,761 | 0.00% |
| 3 | 13 | Compton STEP Program | All | No | | | | 2025-2026 | $100,319 | $0 | $100,319 | $0 | $0 | $0 | $100,319 | 0.00% |
| 3 | 14 | Counseling Services for Special Education Students | All | No | | | | 2025-2026 | $54,008 | $0 | $54,008 | $0 | $0 | $0 | $54,008 | 0.00% |
| 3 | 15 | Disproportionate Discipline Reduction Strategies for African-American Students | All | No | | | | 2025-2026 | $100,000 | $92,341 | $142,341 | $50,000 | $0 | $0 | $192,341 | 0.00% |
| 3 | 16 | Addressing School and Student Group Suspension Disparities | All | No | | | | 2025-2026 | $200,000 | $185,004 | $298,336 | $86,668 | $0 | $0 | $385,004 | 0.00% |
| 3 | 17 | Translation Services | English learner (EL), Long-term English learner | Yes | LEA-wide | English learner (EL) | All Schools | Ongoing | $100,000 | $234,538 | $334,538 | $0 | $0 | $0 | $334,538 | 0.00% |
| 3 | 18 | Workshops for Parents of English Learners | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | All Schools | Ongoing | $400,000 | $132,003 | $532,003 | $0 | $0 | $0 | $532,003 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 19 | African-American Student Mentorship Program | African-American | No | | | | Ongoing | $25,000 | $76,498 | $69,332 | $32,166 | $0 | $0 | $101,498 | 0.00% |
| 3 | 20 | Workshops for Parents of African-American Students | African-American | No | | | | Ongoing | $275,000 | $116,720 | $391,720 | $0 | $0 | $0 | $391,720 | 0.00% |
| 4 | 1 | Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students | Low Income, Hispanic or Latino, All | No | | | | 2025-2026 | $90,000 | $0 | $0 | $90,000 | $0 | $0 | $90,000 | 0.00% |
| 4 | 2 | Enhanced College Counseling Services for Cesar Chavez Students | African-American | No | | | | 2025-2026 | $110,000 | $0 | $0 | $110,000 | $0 | $0 | $110,000 | 0.00% |
| 4 | 3 | Professional Development for Educators at Cesar Chavez Continuation High School | All | No | | | | 2025-2026 | $60,000 | $0 | $0 | $60,000 | $0 | $0 | $60,000 | 0.00% |
| 4 | 4 | Engaging Parent Workshops for Families at Cesar Chavez Continuation High School | All | No | | | | 2025-2026 | $20,000 | $20,000 | $0 | $40,000 | $0 | $0 | $40,000 | 0.00% |
| 4 | 5 | Cesar Chavez Attendance Recovery Efforts | All | No | | | | 2025-2026 | $115,000 | $22,359 | $0 | $137,359 | $0 | $0 | $137,359 | 0.00% |
| 4 | 6 | Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School | Student with Disabilities (SWD), African-American | No | | | | 2025-2026 | $35,000 | $15,000 | $0 | $50,000 | $0 | $0 | $50,000 | 0.00% |
| 4 | 7 | Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall | All | No | | | | 2025-2026 | $35,000 | $15,000 | $0 | $50,000 | $0 | $0 | $50,000 | 0.00% |
| 4 | 8 | College Counseling Services for Thurgood Marshall Students | Hispanic or Latino, Low Income | No | | | | 2025-2026 | $20,000 | $15,000 | $0 | $35,000 | $0 | $0 | $35,000 | 0.00% |
| 4 | 9 | Professional Development for Virtual Instruction | All | No | | | | 2025-2026 | $15,000 | $5,000 | $0 | $20,000 | $0 | $0 | $20,000 | 0.00% |
| 4 | 10 | Workshops for Thurgood Marshall Families | All | No | | | | 2025-2026 | $7,500 | $5,392 | $0 | $12,892 | $0 | $0 | $12,892 | 0.00% |
| 4 | 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 | $22,000 | $3,000 | $0 | $25,000 | $0 | $0 | $25,000 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 12 | Engaging Parents in a Virtual Setting | All | No | | | | 2025-2026 | $0 | $5,000 | $0 | $5,000 | $0 | $0 | $5,000 | 0.00% |
| 4 | 13 | Virtual Academy Teacher Planning, Collaboration, and Professional Development | All | No | | | | 2025-2026 | $8,500 | $1,500 | $0 | $10,000 | $0 | $0 | $10,000 | 0.00% |
| 4 | 14 | Enrichment Opportunities for Virtual Academy Students | All | No | | | | 2025-2026 | $2,500 | $7,500 | $0 | $10,000 | $0 | $0 | $10,000 | 0.00% |
| 4 | 15 | Enhanced Individualized Behavioral and Academic Support for Compton STEP Students | African-American, Student with Disabilities (SWD) | No | | | | 2025-2026 | $17,000 | $3,000 | $0 | $20,000 | $0 | $0 | $20,000 | 0.00% |
| 4 | 16 | Expanded Counseling and Wellness Services for Compton STEP Students | All | No | | | | | $7,500 | $7,500 | $0 | $15,000 | $0 | $0 | $15,000 | 0.00% |
| 4 | 17 | Empowering Parent Engagement through Workshops and Resources for Compton STEP Families | All | No | | | | 2025-2026 | $4,000 | $1,000 | $0 | $5,000 | $0 | $0 | $5,000 | 0.00% |
| 4 | 18 | Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators | All | No | | | | 2025-2026 | $8,000 | $2,000 | $0 | $10,000 | $0 | $0 | $10,000 | 0.00% |
| 4 | 19 | Comprehensive Academic Support Services for Middle and High School Students at Community Day | All | No | | | | 2025-2026 | $35,000 | $5,000 | $0 | $40,000 | $0 | $0 | $40,000 | 0.00% |
| 4 | 20 | Holistic Health and Wellness Program | All | No | | | | 2025-2026 | $20,000 | $15,000 | $0 | $35,000 | $0 | $0 | $35,000 | 0.00% |
| 4 | 21 | Parental Engagement and Support Initiative | All | No | | | | 2025-2026 | $25,000 | $7,366 | $0 | $32,366 | $0 | $0 | $32,366 | 0.00% |

# 2026-2027 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 |
|---|---|---|---|---|---|---|---|---|---|
| $182,467,915.00 | $79,582,797.00 | 43.61% | 0.00% - No Carryover | 43.61% | $102,626,166.00 | 0.00% | 56.24% | **Total:** | $102,626,166.00 |
| | | | | | | | | **LEA-wide Total:** | $76,373,834.00 |
| | | | | | | | | **Limited Total:** | $14,208,247.00 |
| | | | | | | | | **Schoolwide Total:** | $12,044,085.00 |

| 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 | $2,606,704.00 | 0.00% |
| 1 | 9 | Addressing the Gaps in Literacy Skills for Unduplicated Students | Yes | LEA-wide | English learner (EL), Low Income | All Schools | $2,979,443.00 | 0.00% |
| 1 | 10 | Math Intervention and Supports for Unduplicated Students | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $2,750,000.00 | 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 | $2,746,220.00 | 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 | $2,173,910.00 | 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% |
| 1 | 27 | Maintain Class Size in TK-3 | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | Specific Grade Spans, All Elementary Schools | $7,048,391.00 | 0.00% |
| 1 | 28 | Maintain Instructional Days (183) | Yes | LEA-wide | Low Income | All Schools | $5,701,674.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 29 | Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten) | Yes | Schoolwide | Low Income | Specific Schools, Preschool: Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington. Transitional Kindergarten: Anderson, Bursch, Dickison, Emerson, Foster, Kennedy, Kelly, King, Longfellow, McNair, Roosevelt, and Tibby | $1,625,716.00 | 0.00% |
| 1 | 30 | Full Day Kindergarten | Yes | LEA-wide | Low Income | All Schools | $1,170,000.00 | 0.00% |
| 1 | 32 | Access to Devices | Yes | LEA-wide | Low Income | All Schools | $4,282,830.00 | 0.00% |
| 1 | 33 | Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources | Yes | LEA-wide | Low Income | All Schools | $5,549,210.00 | 0.00% |
| 1 | 35 | Enhancing Learning Through Computer-Based Programs and Applications | Yes | LEA-wide | Low Income | All Schools | $2,460,000.00 | 0.00% |
| 1 | 41 | Professional Development on Research-Based Practices for ELs | Yes | LEA-wide | English learner (EL) | All Schools | $1,513,746.00 | 0.00% |
| 1 | 42 | Professional Development Focused on Long-Term English Learners (LTELs) | Yes | LEA-wide | English learner (EL) | All Schools | $890,200.00 | 0.00% |
| 1 | 43 | Culturally Responsive Pedagogy for English Learners | Yes | LEA-wide | English learner (EL) | All Schools | $804,098.00 | 0.00% |
| 1 | 44 | Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners | Yes | Limited | English learner (EL) | All Schools | $2,589,227.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 45 | Academic Interventions and Supports for Long-Term English Learners | Yes | Limited | English learner (EL) | All Schools | $900,000.00 | 0.00% |
| 1 | 46 | Newcomer Services | Yes | Limited | English learner (EL) | Specific Schools, Bunche MS and Dominguez HS | $3,786,449.00 | 0.00% |
| 1 | 47 | Biliteracy/Multiliteracy Programs | Yes | Schoolwide | Low Income | Specific Schools, Dickison Elementary, Emerson Elementary, Kennedy Elementary and Spanish Programs at K-8 Schools, Middle School, and High School | $1,055,941.00 | 0.00% |
| 1 | 48 | Data Monitoring and Progress Tracking of LTELs | Yes | Limited | English learner (EL) | All Schools | $365,586.00 | 0.00% |
| 2 | 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% |
| 2 | 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 | $1,445,441.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 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% |
| 2 | 4 | Promote College and Career Culture for Low-Income Students | Yes | LEA-wide | Low Income | All Schools | $1,716,883.00 | 0.00% |
| 2 | 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% |
| 2 | 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% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 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% |
| 2 | 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% |
| 2 | 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% |
| 3 | 1 | Attendance Monitoring and Re-engagement Strategies | Yes | LEA-wide | Low Income | All Schools | $740,281.00 | 0.00% |
| 3 | 3 | Positive Behavioral Interventions and Supports | Yes | LEA-wide | Low Income | All Schools | $619,440.00 | 0.00% |
| 3 | 5 | Expansion of Wellness Centers | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $942,903.00 | 0.00% |
| 3 | 6 | Equity-Centered Trauma-Informed Training | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $245,915.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 7 | Social-Emotional Development Initiative | Yes | LEA-wide | Low Income | All Schools | $712,017.00 | 0.00% |
| 3 | 11 | Parent Engagement Activities | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $420,566.00 | 0.00% |
| 3 | 17 | Translation Services | Yes | LEA-wide | English learner (EL) | All Schools | $334,538.00 | 0.00% |
| 3 | 18 | Workshops for Parents of English Learners | Yes | Limited | English learner (EL) | All Schools | $532,003.00 | 0.00% |

# 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $294,088,488.00 | $290,695,299.00 |

| 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 | $275,000.00 | $275,000.00 |
| 1 | 4 | Supporting Teacher Planning and Collaboration | Yes | $310,000.00 | $310,000.00 |
| 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 | $2,127,875.00 |
| 1 | 7 | Special Education Inclusion Training | No | $40,313.00 | $34,266.00 |
| 1 | 8 | Targeted Classroom Interventions for Low-Income Students | Yes | $2,186,704.00 | $2,186,704.00 |
| 1 | 9 | Addressing the Gaps in Literacy  Skills for | Yes | $2,629,443.00 | $2,629,443.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Unduplicated Students | | | |
| 1 | 10 | Math Intervention and Supports for Unduplicated Students | Yes | $2,125,000.00 | $2,125,000.00 |
| 1 | 11 | Targeted Math Support for High Needs Schools | No | $1,575,000.00 | $1,575,000.00 |
| 1 | 12 | Bridging STEM Gap for Low-Income Students | Yes | $2,960,995.00 | $2,664,896.00 |
| 1 | 13 | Before/After School Extended Learning Opportunities for Low-Income Students | Yes | $2,373,110.00 | $2,373,110.00 |
| 1 | 14 | Supporting and Monitoring the Needs of Foster Youth | Yes | $1,988,410.00 | $1,698,649.00 |
| 1 | 15 | Targeted Academic Interventions for Foster Youth | Yes | $2,023,410.00 | $1,719,899.00 |
| 1 | 16 | Supporting Academic Achievement for Students Facing Housing Insecurity | No | $345,500.00 | $293,675.00 |
| 1 | 17 | Enhance Literacy and Math Support for Students with Disabilities | No | $290,000.00 | $290,000.00 |
| 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 | $299,723.00 |
| 1 | 20 | Expanding Physical Fitness Opportunities | Yes | $3,592,761.00 | $3,592,761.00 |
| 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 | $1,594,185.00 |
| 1 | 24 | Summer School Program | Yes | $7,939,888.00 | $7,939,888.00 |
| 2 | 1 | Core Services | No | $46,779,005.00 | $46,779,005.00 |
| 2 | 2 | Professional Development for Department Teams | No | $482,954.00 | $410,511.00 |
| 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 | $5,099,210.00 | $5,099,210.00 |
| 2 | 10 | Instructional Support Resources for Educators | No | $314,297.00 | $314,297.00 |
| 2 | 11 | Enhancing Learning Through Computer-Based Programs and Applications | Yes | $2,105,000.00 | $2,105,000.00 |
| 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 | $7,680,982.00 |
| 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 | $1,370,441.00 | $1,370,441.00 |
| 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 | $1,716,883.00 |
| 3 | 5 | Comprehensive College and Career Readiness Professional Development | No | $244,990.00 | $244,990.00 |
| 3 | 6 | Targeted Graduation Support | No | $100,000.00 | $100,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Program | | | |
| 3 | 7 | Foster Youth Graduation Support Initiative | Yes | $1,872,662.00 | $1,591,763.00 |
| 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 Colleges | No | $302,143.00 | $271,929.00 |
| 3 | 11 | Dual Enrollment for CTE Completers | Yes | $1,250,000.00 | $1,125,000.00 |
| 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 | $589,781.00 | $589,781.00 |
| 4 | 2 | Chronic Absenteeism Task Force | No | $400,000.00 | $320,000.00 |
| 4 | 3 | Positive Behavioral Interventions and Supports | Yes | $619,440.00 | $619,440.00 |
| 4 | 4 | Comprehensive Counseling and Mental Health Services | No | $397,489.00 | $397,489.00 |
| 4 | 5 | Expansion of Wellness Centers | Yes | $697,403.00 | $697,403.00 |
| 4 | 6 | Equity-Centered Trauma-Informed Training | Yes | $174,244.00 | $139,395.00 |
| 4 | 7 | Social-Emotional Development Initiative | Yes | $712,017.00 | $605,214.00 |
| 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 | $705,000.00 | $705,000.00 |
| 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 | $100,319.00 | $100,319.00 |
| 4 | 14 | Counseling Services for Special Education Students | No | $54,008.00 | $54,008.00 |
| 4 | 15 | Disproportionate Discipline Reduction Strategies for African-American Students | No | $92,341.00 | $92,341.00 |
| 4 | 16 | Addressing School and Student Group Suspension Disparities | No | $211,668.00 | $179,918.00 |
| 5 | 1 | Professional Development on Research-Based Practices for ELs | Yes | $1,363,246.00 | $1,363,246.00 |
| 5 | 2 | Professional Development Focused on Long-Term English Learners (LTELs) | Yes | $760,100.00 | $760,100.00 |
| 5 | 3 | Culturally Responsive Pedagogy for English Learners | Yes | $804,098.00 | $643,278.00 |
| 5 | 4 | Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners | Yes | $2,259,477.00 | $2,259,477.00 |
| 5 | 5 | Academic Interventions and Supports for Long-Term English Learners | Yes | $900,000.00 | $900,000.00 |
| 5 | 6 | Newcomer Services | Yes | $3,786,449.00 | $3,786,449.00 |
| 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 | $340,586.00 | $340,586.00 |
| 5 | 11 | Data-Driven Instruction and Monitoring of African-American Students | No | $150,000.00 | $150,000.00 |
| 5 | 12 | Academic Interventions for African-American Students | No | $265,000.00 | $265,000.00 |
| 5 | 13 | Culturally Responsive Teaching for African-American Students | No | $20,000.00 | $16,000.00 |
| 5 | 14 | Culturally Relevant Curriculum Expansion for | No | $155,000.00 | $124,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | African-American Students | | | |
| 5 | 15 | African-American Student Mentorship Program | No | $37,166.00 | $29,733.00 |
| 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 | $90,000.00 |
| 6 | 2 | Enhanced College Counseling Services for Cesar Chavez Students | No | $110,000.00 | $110,000.00 |
| 6 | 3 | Professional Development for Educators at Cesar Chavez Continuation High School | No | $60,000.00 | $60,000.00 |
| 6 | 4 | Engaging Parent Workshops for Families at Cesar Chavez Continuation High School | No | $40,000.00 | $40,000.00 |
| 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 | $42,500.00 |
| 6 | 7 | Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thursgood Marshall | No | $50,000.00 | $50,000.00 |
| 6 | 8 | College Counseling Services for Thurgood Marshall Students | No | $35,000.00 | $35,000.00 |
| 6 | 9 | Professional Development for Virtual Instruction | No | $20,000.00 | $20,000.00 |
| 6 | 10 | Workshops for Thurgood Marshall Families | No | $12,892.00 | $12,892.00 |
| 6 | 11 | Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars | No | $25,000.00 | $20,000.00 |
| 6 | 12 | Engaging Parents in a Virtual Setting | No | $5,000.00 | $5,000.00 |
| 6 | 13 | Virtual Academy Teacher Planning, Collaboration, and | No | $10,000.00 | $8,500.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Professional Development | | | |
| 6 | 14 | Enrichment Opportunities for Virtual Academy Students | No | $10,000.00 | $9,000.00 |
| 6 | 15 | Enhanced Individualized Behavioral and Academic Support for Compton STEP Students | No | $20,000.00 | $17,000.00 |
| 6 | 16 | Expanded Counseling and Wellness Services for Compton STEP Students | No | $15,000.00 | $12,750.00 |
| 6 | 17 | Empowering Parent Engagement through Workshops and Resources for Compton STEP Families | No | $5,000.00 | $4,000.00 |
| 6 | 18 | Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators | No | $10,000.00 | $8,500.00 |
| 6 | 19 | Comprehensive Academic Support Services for Middle and High School Students at Community Day | No | $40,000.00 | $40,000.00 |
| 6 | 20 | Holistic Health and Wellness Program | No | $35,000.00 | $28,000.00 |
| 6 | 21 | Parental Engagement and Support Initiative | No | $32,366.00 | $27,511.00 |
| 6 | 22 | Targeted Literacy Support for Enterprise Middle School | No | $75,000.00 | $75,000.00 |
| 6 | 23 | Targeted Math Support for Enterprise Middle School | No | $100,000.00 | $100,000.00 |
| 6 | 24 | Attendance Recovery and School Connectedness Efforts at Enterprise Middle School | No | $35,000.00 | $35,000.00 |
| 6 | 25 | Suspension Reduction and Positive Behavior Supports at Enterprise Middle School | No | $10,000.00 | $10,000.00 |

# 2025-2026 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) |
|---|---|---|---|---|---|---|
| $78,705,058.00 | $92,783,179.00 | $91,038,849.00 | $1,744,330.00 | 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 | $275,000.00 | $275,000.00 | 0.00% | 0.00% |
| 1 | 4 | Supporting Teacher Planning and Collaboration | Yes | $310,000.00 | $310,000.00 | 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 | $2,127,875.00 | 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 | $2,664,896.00 | 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 | $1,698,649.00 | 0.00% | 0.00% |
| 1 | 15 | Targeted Academic Interventions for Foster Youth | Yes | $1,872,910.00 | $1,719,899.00 | 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 | $3,592,761.00 | 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 | $1,594,185.00 | 0.00% | 0.00% |
| 1 | 24 | Summer School Program | Yes | $7,939,888.00 | $7,939,888.00 | 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 | $1,716,883.00 | 0.00% | 0.00% |
| 3 | 7 | Foster Youth Graduation Support Initiative | Yes | $1,872,662.00 | $1,591,763.00 | 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 | $1,125,000.00 | 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 | $102,573.00 | 0.00% | 0.00% |
| 4 | 7 | Social-Emotional Development Initiative | Yes | $712,017.00 | $605,214.00 | 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 | $1,213,246.00 | 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 | $340,586.00 | 0.00% | 0.00% |

# 2025-2026 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) |
|---|---|---|---|---|---|---|---|---|
| $180,866,966.00 | $78,705,058.00 | 0.00% | 43.52% | $91,038,849.00 | 0.00% | 50.33% | $0.00 - No Carryover | 0.00% - No Carryover |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## 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).