

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compton USD

CDS Code: 19734370000000

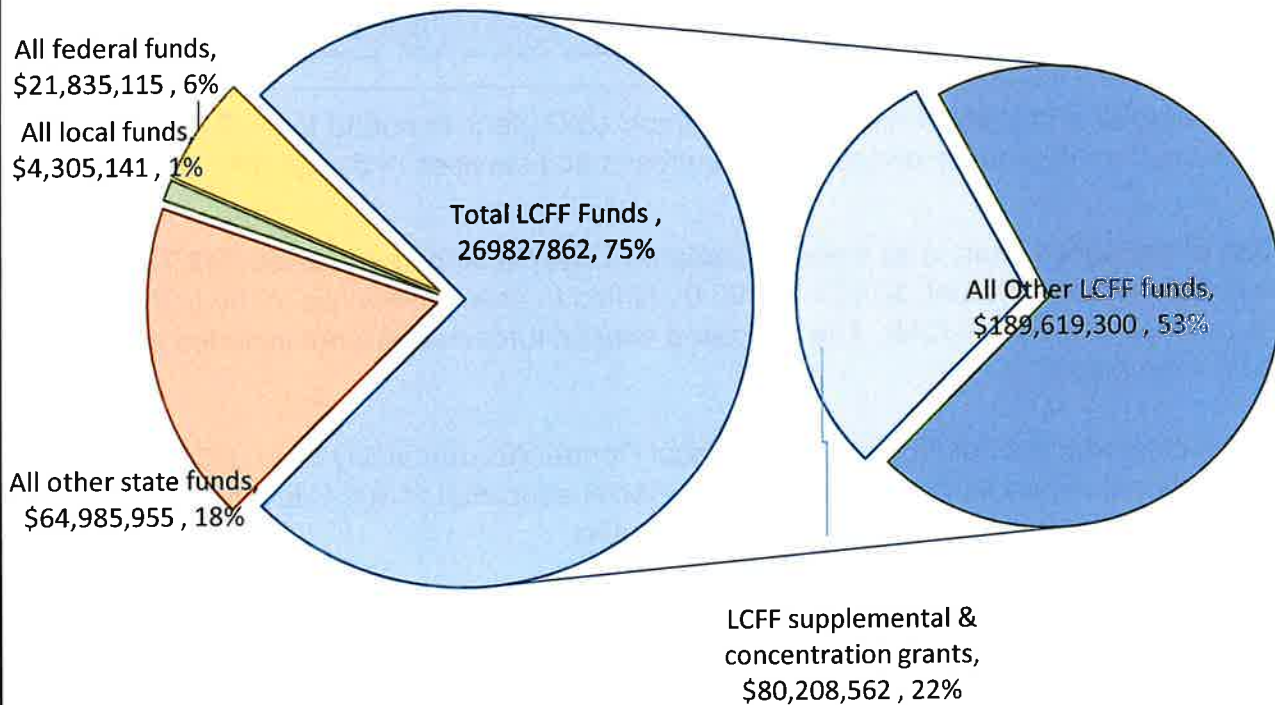
School Year: 2024-25

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).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

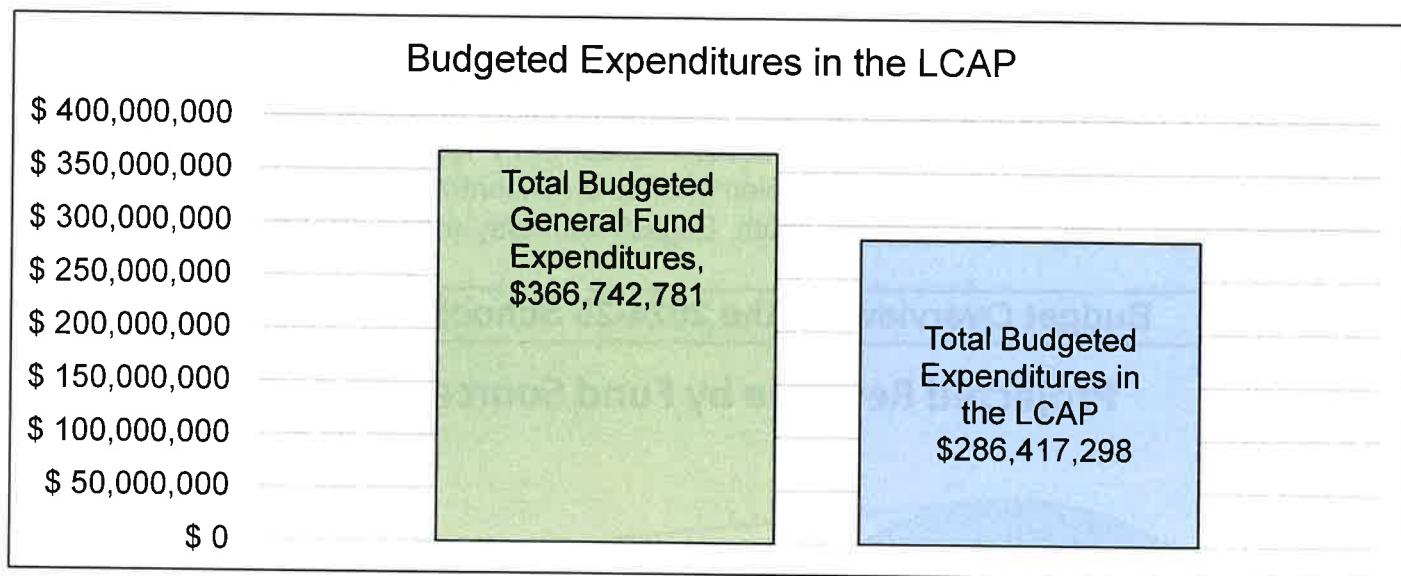


This chart shows the total general purpose revenue Compton USD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compton USD is \$360,954,073.00, of which \$269,827,862.00 is Local Control Funding Formula (LCFF), \$64,985,955.00 is other state funds, \$4,305,141.00 is local funds, and \$21,835,115.00 is federal funds. Of the \$269,827,862.00 in LCFF Funds, \$80,208,562.00 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 2024-25. 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 \$366,742,781.00 for the 2024-25 school year. Of that amount, \$286,417,298.00 is tied to actions/services in the LCAP and \$80,325,483.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

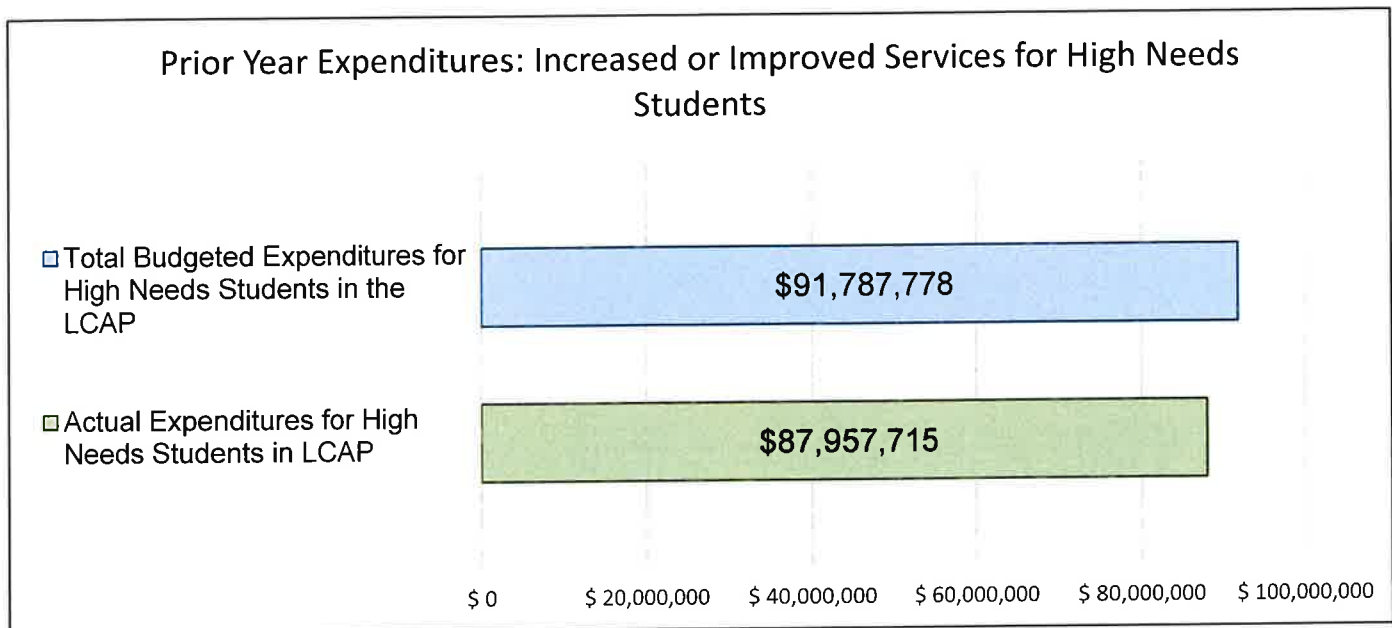
General Fund budget expenditures not included in the Local Control Accountability Plan (LCAP) include routine on-going operational expenditures in the areas of Special education, Adult Education Child Development and facility maintenance in addition to capital outlay.

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Compton USD is projecting it will receive \$80,208,562.00 based on the enrollment of foster youth, English learner, and low-income students. Compton USD must describe how it intends to increase or improve services for high needs students in the LCAP. Compton USD plans to spend \$92,783,179.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Compton USD's LCAP budgeted \$91,787,778.00 for planned actions to increase or improve services for high needs students. Compton USD actually spent \$87,957,715.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$3,830,063.00 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, such as ESSER and ELO as a funding source in lieu of supplemental and concentration funds. As a result, the actual expenditures for actions and services is less than what was budgeted and are indicated as carryover. In any case, although the District did not spend the total amount budgeted, we still met the expected outcomes of the planned actions and services for our high needs scholars.



# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update 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

## Goals and Actions

### Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment Data Source: CAASPP	All Students: 38.21% SED: 38.70% AA: 28.86% Hispanics: 40.09% LEP: 6.39% SWD: 12.51% FY: 24%	CAASPP/CAST Data Is Not Available.  2021-2022 i-Ready Local Assessment (Spring): Students 3-8 & 11: 29.90% SED: 28.14 % AA: 26.56% Hispanics: 30.57 % LEP: 5.71% SWD: 11.71% FY: 12.13%	All Students: 38.48% SED: 38.83% AA: 28.73% Hispanics: 40.29% LEP: 12.37% SWD: 11.08% FY: 26.59  (2022 CAASPP data)  2023 CAASPP Data Not Available	All Students: 40.57% SED: 39.96% AA: 32.62% Hispanics: 41.99% LEP: 8.25% LTELs: 5.6% Newcomers: 5.5% SWD: 11.3% FY: 27.27% Homeless: 26.02%  (2023 CAASPP data)	All Students: 50% SED: 45% AA: 50% Hispanics: 50% LEP: 15% SWD: 20% FY: 35%

		2021-2022 i-Ready Local Assessment (Fall): Students 3-8 & 11: 7.24% SED: 7.57% AA: 4.08% Hispanics: 27.10% LEP: 5.41% SWD: 10.13% FY: 12.35%			
Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment Data Source: CAASPP	All Students: 31.44% SED: 31.77% AA: 20.66% Hispanics: 33.60% LEP: 9.67% SWD: 11.43% FY: 18%	CAASPP/CAST Data Not Available.  2020-2021 i-Ready Local Assessment (Spring): Students 3-8 & 11: 25.75% SED: 26.32% AA: 19.12% Hispanics: 27.10% LEP: 5.41% SWD: 10.13% FY: 12.35%  2021-2022 i-Ready Local Assessment (Fall): Students 3-8 & 11: 15.86% SED: 16.36% AA: 12.77% Hispanics: 16.36% LEP: 1.88% SWD: 6.27% FY: 8.14%	All Students: 26.14% SED: 26.39% AA: 17.94% Hispanics: 27.63% LEP: 11.65% SWD: 8.85% FY: 11.70%  (2022 CAASPP Data)  2023 CAASPP Data Not Available	All Students: 31.74% SED: 31.3% AA: 23.55% Hispanics: 33.05% LEP: 12.4% LTELs: 2.6% Newcomers: 10.99% SWD: 12.25% FY: 18.6% Homeless: 16.94%  (2023 CAASPP data)	All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 30%
Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math) CAASPP	ELA: 33.28% (+3.28 points) Math: 11.46% (+1.46 points)	Reading: 21% Math: 10%  2020-2021 i-Ready Local Assessment	ELA: 34.52% Math: 12.37%  (2022 CAASPP Data)  2023 CAASPP Data Not Available	ELA: 41.52% Math: 16.76%  (2023 CAASPP Data)	ELA: 40% Math: 25%

School Academic Performance Level in ELA Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow	Data Not Available	All Students: Low SED: Low AA: Low Hispanics: Low LEP: Low SWD: Very low FY: Low Homeless: Low  2022 California Dashboard (Status)	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Orange SWD: Red FY: Orange Homeless: Orange  (Dashboard 2023)	All Students: Green SED: Green AA: Green Hispanics: Green LEP: Green SWD: Yellow FY: Green Homeless: Green
School Academic Performance Level in Math Data Source: California Dashboard	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow Pac. Islandder: Green LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow	Data Not Available	All Students: Low SED: Low AA: Very Low Hispanics: Low LEP: Low SWD: Very Low FY: Very Low Homeless: Low  2022 California Dashboard (Status)	All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Orange Homeless: Orange  (Dashboard 2023)	All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islandder: Green LEP: Green SWD: Yellow FY: Green Homeless: Green
Implementing academic standards adopted by the State Board of Education for all students. Rating: (1) Exploration And Research Phase, (2) Beginning Development, (3) Initial Implementation, (4) Full Implementation, (5) Full Implementation And Sustainability  Data Source: Local Indicators	English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 3 Next Generation Science Standards (NGSS): 3 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 4	English Language Arts: 5  English Language Development (ELD): 5  Math: 5  History/Social Science: 4  Next Generation Science Standards (NGSS): 3  Career Technical Education (CTE): 5  Physical Education: 5  World Language: 5	English Language Arts: 5  English Language Development (ELD): 5  Math: 5  History/Social Science: 3  Next Generation Science Standards (NGSS): 4  Career Technical Education (CTE): 5  Physical Education: 5  World Language: 5	English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 5 History/Social Science: 3 Next Generation Science Standards (NGSS): 4 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 3 (Local Indicators and Internal Data for 2023).	English Language Arts: 5 English Language Development (ELD): 5 Math: 5 History/Social Science: 5 Next Generation Science Standards (NGSS): 5 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 5

		Visual and Performing Arts: 4  2021 Dashboard	Visual and Performing Arts: 5  (2022 Dashboard)		
Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment Data Source: CAST	All Students: 14.46% SED: 14.20% AA: 7.60% Hispanics: 15.87% LEP: 0.50% SWD: 2.11%	All Students: 14.46% SED: 14.20% AA: 7.60% Hispanics: 15.87% LEP: 0.50% SWD: 2.11% (2019 data)  Based on 2019	All Students: 13.93% SED: 14.20% AA: 7.94% Hispanics: 15.07% LEP: 1.34% SWD: 3.24%  (2022 CAST Data)	All Students: 17.30% SED: 16.89% AA: 12.42% Hispanics: 18.19% LEP: 0.36% LTEs: 0.4% SWD: 3.91%  (2023 CAST Data)	All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20%
Percent of students getting a D or F in their core classes Data Source: Most Recent Grade Report Card. 5LABS	46% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	52% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	25% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	19% of all 6th-12th grade students have at least one D or F in their core classes as measured by the most recent grade reporting period.	25% of all 6th-12th grade students or less will have one D or F in their core classes as measured by the most recent grade reporting period.
Percent of students in Tier I (at grade level) in the fall diagnostic assessment Data Source: i-Ready Reading	All Students: 25% SED: 24% AA: 25% Hispanics: 25% LEP: 10% SWD: 12% FY: 10% Homeless: 22%	All Students: 14% SED: 15% AA: 12% Hispanics: 15% LEP: 3% SWD: 6% FY: 5% Homeless: 12%  *Includes K-12	All Students: 16% SED: 15% AA: 14% Hispanics: 16% LEP: 3% SWD: 6% FY: 7% Homeless: 6%  (i-Ready 2022-2023)	All Students: 26.5% SED: 25.8% AA: 24.5% Hispanics: 26.8% LEP: 7.2% LTEs: 0.7% SWD: 10.1% FY: 20.0% Homeless: 12.6%	All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 20% SWD: 22% FY: 25% Homeless: 25%
Percent of students in Tier I (at grade level) in the winter diagnostic assessment Data Source: i-Ready Reading	All Students: 33% SED: 31% AA: 31% Hispanics: 33% LEP: 16% SWD: 17% FY: 14% Homeless: 25%	All Students: 27% SED: 28% AA: 25% Hispanics: 28% LEP: 11% SWD: 11% FY: 20% Homeless: 24%	All Students: 29% SED: 27% AA: 25% Hispanics: 29% LEP: 12% SWD: 13% FY: 21% Homeless: 11%	All Students: 26.7% SED: 26.0% AA: 24.3% Hispanics: 27.0% LEP: 7.5% LTEs: 1.0% SWD: 11.3% FY: 18.7%	All Students: 48% SED: 48% AA: 48% Hispanics: 48% LEP: 31% SWD: 32% FY: 35% Homeless: 35%



		*Includes K-8 only. Tool not appropriate for grade 11.	(i-Ready 2022-2023)	Homeless: 13.6%	
Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic assessment  Data Source: i-Ready Reading	All Students: 36% SED: 35% AA: 33% Hispanics: 36% LEP: 20% SWD: 17% FY: 16% Homeless: 31%	All Students: 35% SED: 33% AA: 33% Hispanics: 36% LEP: 18% SWD: 16% FY: 29% Homeless: 29%  *Includes K-8 only. Tool not appropriate for grade 11.	All Students: 38% SED: 37% AA: 35% Hispanics: 39% LEP: 20% SWD: 17% FY: 25% Homeless: 23%  (i-Ready 2022-2023)	All Students: 30.6% SED: 29.6% AA: 29.1% Hispanics: 30.8% LEP: 11.2% LTELs: 3.4 SWD: 14.3% FY: 18.6% Homeless: 15.9%  (STAR360 2023-2024)	All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 35% SWD: 32% FY: 40% Homeless: 40%
Percent of students in Tier I (at grade level) in the fall diagnostic assessment  Data Source: i-Ready Math	All Students: 19% SED: 19% AA: 15% Hispanics: 20% LEP: 7% SWD: 11% FY: 9% Homeless: 14%	All Students: 6% SED: 7% AA: 4% Hispanics: 7% LEP: 1% SWD: 4% FY: 7% Homeless: 6%	All Students: 8% SED: 8% AA: 5% Hispanics: 9% LEP: 2% SWD: 3% FY: 3% Homeless: 5%  (i-Ready 2022-2023)	All Students: 44.0% SED: 43.3% AA: 34.9% Hispanics: 45.4% LEP: 23.8% LTELs: 6.2% SWD: 21.2% FY: 23.4% Homeless: 23.9%	All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20% FY: 25% Homeless: 25%
Percent of students Tier I (at grade level) in the winter diagnostic assessment  Data Source: i-Ready Math	All Students: 27% SED: 26% AA: 22% Hispanics: 28% LEP: 12% SWD: 13% FY: 11% Homeless: 21%	All Students: 20% SED: 20% AA: 14% Hispanics: 21% LEP: 8% SWD: 20% FY: 13% Homeless: 20%	All Students: 22% SED: 21% AA: 15% Hispanics: 23% LEP: 10% SWD: 10% FY: 11% Homeless: 10%  (i-Ready 2022-2023)	All Students: 45.9% SED: 45.2% AA: 36.5% Hispanics: 47.3% LEP: 25.6% LTELs: 8.1% SWD: 23.5% FY: 35.2% Homeless: 24.0%	All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 35% Homeless: 35%
Percent of students in Tier I (at grade level) in the spring i-Ready	All Students: 31% SED: 31% AA: 26%	All Students: 33% SED: 32% AA: 26%	All Students: 37% SED: 36% AA: 30%	All Students: 47.9% SED: 47.5% AA: 40.0%	All Students: 45% SED: 45% AA: 45%

diagnostic assessment	Hispanics: 33% LEP: 17% SWD: 15%	Hispanics: 35% LEP: 19% SWD: 15%	Hispanics: 38 % LEP: 21% SWD: 18%	Hispanics: 49.1% LEP: 27.0% LTELs: 8.2%	Hispanics: 45% LEP: 30% SWD: 30%
Data Source: i-Ready Math	FY: 18% Homeless: 23%	FY: 22% Homeless: 30%	FY: 28% Homeless: 25%	SWD: 25.4% FY: 34.5% Homeless: 26.2%	FY: 30% Homeless: 35%
			(i-Ready 2022-2023)	(STAR360 2023-2024)	

## Goal Analysis

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

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

The actions and services in Goal 1 of the 2023-2024 LCAP are geared towards providing all students with high-quality instruction, effective intervention, and academic supports that will promote student growth and proficiency in English Language Arts, Mathematics, and Science as evidenced by the number of students meeting and exceeding standards in the local and state assessments and course grades. This goal includes class size, instructional days, professional development, intervention and enrichment especially for unduplicated students, and technology integration.

### SUCSESSES

During the 2023-2024 school year, our district continued to implement Grade Span Reduction (GSR) in grades TK-3, adhering to ratios of 25:1 for TK-K and 26:1 for Grades 2-3 (Action 1.1). All schools in our district also maintained 183 instructional days, exceeding the state requirement of 180 days. (Action 1.2)

We continued with our District-wide System of Assessments and Ongoing Monitoring of Student Progress (Action 1.3). Curriculum Council meetings were convened to review and provide feedback on the alignment, rigor, and accuracy of assessments with the pacing guide. Illuminate served as the primary assessment platform, facilitating the creation and administration of district benchmark assessments in various subjects.

Regarding Action 1.4, Ed. Services continued to develop supplementary instructional resources for educators, all of which are accessible through the Curriculum & Instruction website. Our goal is to equip teachers with the tools needed to deliver high-quality instruction tailored to student needs. Starting in the summer of 2023, Educational Services also provided comprehensive professional development sessions, covering various subjects including ELA, Math, History, and Science (Action 1.5). These sessions equipped teachers with strategies, resources, and technology integration skills to enhance instruction and improve student outcomes. Additionally, specialized training on specific programs and resources, such as Newsela and DreamBox, offered teachers opportunities to deepen their content knowledge and pedagogical practices.

Action 1.6 has focused on providing teachers with Planning and Collaboration Time. In some instances, substitute coverage has facilitated collaborative time for teachers during the instructional day, while many other schools have provided teachers with collaboration time after school hours. Professional learning communities, grade level meetings, and participation in the District Curriculum Council have also empowered teachers to develop instructional resources and share evidence-based strategies targeting the academic and language needs of students.

STAR 360, Freckle, DreamBox, and NextGen Math are some of the computer-based programs that have provided our scholars personalized instruction and practice opportunities, addressing learning gaps and promoting mastery of grade-level content (Action 1.7). These platforms offer data-driven insights into

student progress, allowing educators to tailor instruction and interventions to meet individual needs effectively.

As far as Action 1.8 is concerned, we truly believe in Improving Teacher Efficacy through Instructional Coaching. Curriculum specialists and Curriculum Administrators have provided training, coaching, and direct support to teachers, focusing on Mathematics, Literacy, and other content areas. Their support has included developing instructional resources, modeling lessons, participating in planning sessions, and offering intervention sessions to support the academic success of low-income students, ELs, and Foster Youth.

The Educational Technology Team (Action 1.9) has played a pivotal role in supporting technology integration and providing professional development opportunities for educators, while instructional assistants and intervention teacher substitutes, Project Reach and RISE Tutors, and My Tutor Partners (Action 1.10 and Action 1.11) have provided ongoing support to our most at-risk unduplicated students in literacy and math. Working closely with certificated teachers, they delivered targeted interventions, conducted progress monitoring, and addressed specific language and academic needs to ensure student success.

In efforts to support low-income and unduplicated students, various supplementary interventions and supports were offered during the year, including after school and Saturday interventions, credit recovery classes, and access to the High School Edgenuity online curriculum (Action 1.12). These opportunities aimed to increase academic success and school connectedness for at-risk students.

The enriching summer program of 2023 (Action 1.13) provided diverse educational opportunities focused on enhancing reading comprehension, writing skills, and mathematical abilities. The curriculum integrated online programs, daily fact practice, and guided performance tasks, supplemented by programs such as Junior Achievement financial literacy, 9 Dots coding, and Ed. Tech STEAM sessions, catering to the interests of almost 5,000 students.

The LCAP action plan successfully implemented targeted initiatives to provide enrichment opportunities for low-income students, fostering hands-on experiences and enhancing academic engagement through clubs, field trips, academic competitions, and other activities. These opportunities aimed to contextualize learning and build real-world connections for students across K-12. (Action 1.14)

Regarding Action 1.15, this year we continued to expand STEAM initiatives, providing training, resources, and support across school sites. Partnerships with organizations like 9 Dots, Apple, and PLTW facilitated student engagement in coding, robotics, and Esports, while the introduction of state-of-the-art STEAM labs and various events promoted enthusiasm and interest in STEAM disciplines district-wide.

Action 1.16 and Action 1.18 focused on providing support and monitoring the needs of foster youth and homeless students, respectively. Through the Project SELF partnership with Cal State Dominguez Hills, university students have provided academic support and mentoring to our foster and homeless youth students. In addition, students at risk of homelessness, have received attendance incentives, transportation assistance, and resource giveaways to support their academic success and well-being. In addition to academic support, partnerships with organizations like Goals of Life Foundation provided mentoring and goal-setting tools for our at-risk youth (Action 1.17). During the second semester, programs like Spring Saturday School and Spring FEST helped engage and support Foster Youth through academic and enrichment opportunities.

Also during 2023-2024, our district continued to provide visual and performing arts opportunities, including Meet the Masters, Young Musicians Foundation, Education Through Music Los Angeles, and City Hearts programs across elementary schools (Action 1.19). Professional development and monthly meetings have supported the implementation and expansion of these programs, enriching students' artistic experiences. We also promoted sports after school, particularly at the high school level (Action 1.20). At the secondary level, trained coaches, well-equipped sports facilities, and wellness workshops were provided to facilitate student participation and promote overall health and fitness.

Action 1.21 covered the implementation of the After-School ASES Program as well as our ASSETs program at the high school level run by Think Together, with a total of 31 campuses participating, while Action 1.22 was included to provide students after-school homework assistance.

During the first semester, each elementary and middle school submitted their GATE plan for the school year, outlining enrichment opportunities, student groupings, and PD, etc. We currently have 610 GATE students identified. (Action 1.23)

Action 1.24 refers to our Early Childhood Program. The Early Childhood Education Department provided targeted professional development to preschool personnel, covering topics such as curriculum implementation, social-emotional development, and inclusive practices in collaboration with the Sped Department (Action 1.25). Program quality and student growth were monitored, while parental engagement was fostered through advisory committees and various training opportunities, ensuring a comprehensive approach to early childhood education.

Finally, Action 1.26: was led by the Department of Black Student Achievement. The department continued to provide Culturally and Linguistically Responsive Teaching (CLR) professional development to educators, with forty teachers trained so far throughout the school year. CLR training aimed to equip educators with tools and strategies to address the needs of African-American students, while validating and affirming their cultural backgrounds and attributes, promoting inclusivity and culturally responsive teaching practices district-wide.

## CHALLENGES

The majority of actions outlined in Goal 1 were successfully implemented this school year, although some challenges persisted. For instance, the scarcity of substitute teachers impacted schools in several ways. It strained our ability to conduct systematic professional development sessions during school hours (Action 1.5). Additionally, it hindered teacher planning and collaboration time (Action 1.6) at both the elementary and secondary levels. At the elementary level, the lack of substitute teachers made it difficult for principals to schedule PLCs during teaching hours, as it was challenging to release teachers. Similarly, at the secondary level, teachers often had to cover for absent colleagues during their preparation periods due to the absence of substitutes, reducing their opportunities for regular planning and collaboration meetings.

Coaching and training opportunities (Actions 1.8 and 1.15) were also impacted by substitute shortages, making it difficult to release teachers for one-on-one collaboration sessions with district/site Curriculum Specialists and Curriculum Administrators. Additionally, in some instances, teacher vacancies and absences required Curriculum Specialists to cover classes, which hindered their ability to provide direct support to teachers or interventions for students. Despite available funding, multiple Curriculum Specialist positions and support staff remained unfilled throughout the year, further exacerbating these challenges.

Interventions aimed at serving diverse student populations (Actions 1.11, 1.17, and 1.18) were affected, with recruitment targets for Project Reach, RISE, and SELF tutors falling short of expectations. Implementing homework clubs (Action 1.22) also faced challenges in recruiting teachers available to oversee these clubs due to the substantial time commitment required alongside their regular classroom responsibilities.

In conclusion, despite facing some staffing shortages, the Compton Unified School District has made significant strides in implementing Goal 1 of the 2023-2024 LCAP. From maintaining optimal class sizes and surpassing state-mandated instructional days to providing comprehensive professional development and technology integration, our efforts have been focused on ensuring equitable learning opportunities for every student. Our commitment to educational excellence remains unwavering. Looking ahead, we are dedicated to addressing disparities, enhancing educational equity, and refining our approach to meet the evolving needs of our diverse student body in the upcoming LCAP cycle.

## 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.

While the majority of the initiatives outlined in Goal 1 were effectively executed during the current school year, it's essential to recognize that certain actions encountered challenges in implementation. These obstacles led to some variances between the budgeted and actual expenditures for these initiatives.

Action 1.6, which encompasses professional development and teacher collaboration time, suffered from the scarcity of substitute teachers. This made it difficult to release teachers from their classrooms so they could collaborate and plan. Consequently, some allocated funding remained unutilized and will be carried over to the following period. (16% not spent)

Similarly, Action 1.8, designed to enhance teacher efficacy through instructional coaching, was hindered by some unfilled Curriculum Specialist positions, resulting in unspent funds. (12% not spent)

Action 1.10, which centered on classroom interventions for unduplicated students with the assistance of Instructional Assistants and Intervention substitute teachers, encountered challenges due to staffing shortages, resulting in decreased expenditures. Similarly, Action 1.11 experienced a shortfall in Project Reach tutors, causing allocated funding to be underutilized. (11% not spent)

Our summer program (Action 1.13) ran smoothly, and the intended services were provided to students in terms of interventions and enrichment. However, most of our high school summer credit recovery program was funded through our partnership with Mt. SAC, while the ELO-P grant was also available. This explains why some of the allocated funding was not utilized. (18% not spent)

Actions 1.17 and 1.18, focused on offering targeted interventions for Foster Youth and Homeless students, did not fully exhaust allocated supplemental and concentration funds due to challenges in recruiting all desired Project SELF tutors. Additionally, federal funding was utilized this year to supplement essential interventions for Foster Youth students. (9% not spent on Action 1.17 and 8% not spent on Action 1.18)

Finally, regarding Action 1.22 on After-School Homework Clubs, it's worth noting that some of the support offered overlapped with services provided by the ASES program. Additionally, certain expenditures were covered by the ELO-P grant. As a result, there was underutilization of the allocated funds for this action. (9% not spent)

These challenges underscore the importance of addressing staffing shortages and refining resource allocation strategies to optimize the effectiveness of future initiatives.

### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the evaluation of Goal #1 of the LCAP, our district has maintained a comprehensive approach, relying on a blend of data-driven metrics and qualitative feedback from educational partners to gauge the effectiveness of our initiatives.

Of the 14 metrics outlined for this goal, our analysis indicates a consistent pattern of progress over time, despite the formidable obstacles posed by the two-year pandemic. Our most recent CAASPP results from 2023 confirm this trend. In English Language Arts (ELA), for example, our students' test scores have risen from 38.21% in 2019 to 40.57% in 2023. This improvement reflects the dedicated efforts of our district to mitigate the pandemic's impact on education.

When compared to neighboring districts, the county, and the state, our district's performance in ELA stands out. While many districts throughout California are still struggling to recover from learning disruptions, our district managed to excel. In 2023, juxtaposed with the pre-pandemic year of 2019, the ELA CAASPP results reveal substantial declines elsewhere: California (-4.44%), Long Beach (-5.98%), Lynwood (-7.28%), Paramount (-2.13%), and LAUSD (-2.94%). In contrast, Compton Unified experienced a remarkable increase of +2.36% in 2023 compared to 2019, underscoring our district's resilience and effective strategies in navigating the pandemic's challenges.

In the realm of Mathematics, our students' test scores also showed improvement, increasing from 31.44% in 2019 to 31.74% in 2023. This progress is

significant, especially considering the 5-percentage-point decline that we experienced coming out of the pandemic in 2022. Comparing our performance in Mathematics to neighboring districts, it's evident that the pandemic's impact on learning loss has been widespread. Most districts are struggling to fully recover in this area, too. In 2023, when compared to the pre-pandemic year of 2019, Mathematics CAASPP results reveal declines in California (-5.11%), Long Beach (-11.19%), Lynwood (-8.13%), Paramount (-7.92%), and LAUSD (-2.97%). Conversely, in Compton Unified, we managed to increase by +0.27%, showcasing our district's resilience and commitment to academic progress despite the challenges.

At the high school level, we've also observed increases in both literacy and mathematics CAASPP scores. For example, in 2019, only 33.28% of our 11th graders passed the ELA portion of the test, with math proficiency as low as 11.46%. However, by 2023, despite the obstacles presented by the pandemic and school closures during this LCAP cycle, we've seen significant improvements, with literacy increasing to 41.52% in ELA and 16.76% in Math. While the scores for the 2024 CAASPP are not public yet, we remain optimistic that our district will continue to see growth in both areas, ELA and Mathematics.

Since the baseline year, we have also seen growth in the percentage of students passing the state CAST test in Science. In 2019, 14.76% of our students met or exceeded the standards, while in 2023, this figure increased to 17.30%. This improvement reflects our ongoing efforts to enhance science education across the district, including the implementation of updated science curricula, increased access to laboratory resources, and targeted professional development for science teachers. Despite these gains, we recognize the need for continued focus on science instruction to further boost student performance and ensure all students are well-prepared for future academic and career opportunities in STEM fields.

Another metric included in Goal 1 is the District Performance Level on the California Dashboard. Despite facing two pandemic years and the associated challenges of learning loss, we are proud to report that we have maintained the Yellow Level (medium level) in both ELA and Math. This accomplishment underscores the resilience and dedication of our students, educators, and support staff, who have worked tirelessly to navigate the unprecedented circumstances brought about by the COVID-19 pandemic. While sustaining our performance at the medium level is commendable, we remain committed to continuous improvement and will continue to implement strategies to address any areas of concern and support the academic growth and success of all our students.

Another metric comes from our Local Indicators, and more specifically the Implementation of Academic Standards. Overall, we feel confident that standards are well implemented at high levels and with sustainability. Maybe the areas where we still need more attention are Science (NGSS) and History/Social Science at the secondary level. This year we piloted a new curriculum for grades 6th-12th and we will be adopting for the upcoming school year. We know that this will help teachers with a better implementation of the History/Social Science Framework and the Standards.

Currently, our focus for improvement lies in reducing the number of students receiving a D or an F in their core classes across grades 6-12. At the outset, our baseline data revealed that 45% of all students in grades 6-12 had at least one D or F in their core classes. Unfortunately, our mid-year data still reflects this high percentage at 45%. As we await the finalization of our spring semester data, addressing this issue remains a priority. Consequently, our Principals are actively collaborating with their faculties to implement equitable grading practices aimed at supporting student success.

The final metrics for Goal #1 are internally derived, based on diagnostic assessments conducted three times a year in both English and Math (fall, winter, and spring). This year, we utilized STAR 360 for these assessments. In the fall, our data demonstrated growth from the baseline year, with improvements noted in both ELA (25% in 20/21 to 26.5% in 23/24) and Math (19% in 20/21 to 44% in 23/24). Subsequent assessments in winter also indicated continued growth this year, with ELA scores increasing to 26.7% and Math scores increasing to 45.9%. As we await the completion of our spring semester data analysis, we anticipate further progress in our students' performance, reflecting our ongoing commitment to academic advancement.

In addition to monitoring the metrics associated with Goal #1, we have relied on extensive input from educational partners to assess the impact of our initiatives during this LCAP cycle. Over the last three years, parents, teachers, and administrators have agreed that the implementation of our Grade Span Reduction (GSR) initiative in grades TK-3, maintaining favorable student-teacher ratios of 25:1 for TK-K and 26:1 for grades 2-3 (Action 1.1), allowed for more individualized attention and tailored instruction, leading to enhanced student engagement and learning outcomes. Additionally, there is a clear consensus that extending the instructional calendar to 183 days (Action 1.2) has provided students with more learning opportunities, further supporting their academic

growth. Our district-wide system of assessments and ongoing monitoring of student progress (Action 1.3) also enabled us to regularly track and address student performance, ensuring timely interventions and support.

We have also been able to gather input and effectively assess the effectiveness of our actions in Goal #1 through our internal Effectiveness of Services Survey, which serves as a barometer of stakeholder sentiment regarding the district's efforts. Overall, the feedback from this survey has been overwhelmingly positive over the years and across the multiple areas associated with Goal #1. This year, for example, we obtained an impressive 100% agreement among administrators and 90% among staff regarding the benefits of supplementary instructional resources like assessment calendars, curriculum guides, and standards-aligned lessons made available for our teachers (Action 1.4). This resounding vote of confidence underscores the value that these resources bring to our educational community.

Similarly, our professional development initiatives have garnered high praise from administrators and teachers alike. Survey data reveals that 97% of administrators believe these research-based strategies have positively influenced instruction and student achievement (Action 1.5). Teachers, too, express their satisfaction with the professional development opportunities, with 80% agreeing that they have been equipped with valuable research-based strategies for integration into their instruction.

Collaboration and planning time have emerged as critical components in fostering a supportive school culture and sharing best instructional practices. The positive sentiment is echoed by 83% of administrators and 87% of staff, indicating a widespread recognition of the importance of these mechanisms in driving educational excellence (Action 1.6).

When it comes to leveraging technology for personalized learning, educational partners affirm the effectiveness of applications and online instructional programs. The majority of teachers and administrators believe that platforms like Dreambox, NextGen Math, and Freckle have provided effective individualized support in literacy and mathematics (Action 1.7). For instance, data from the survey shows that 86.7% of teachers and 88.3% of administrators endorse the effectiveness of these programs.

Schools with curriculum specialists have reported receiving effective support in coaching, training, technology integration, and ongoing assistance for both teachers and students. These specialists play a crucial role in enhancing instructional practices by providing targeted coaching and training sessions, which help teachers refine their teaching methods and integrate new technologies into their classrooms. According to our end-of-the-year survey, 80% of schools with curriculum specialists acknowledged their positive impact, emphasizing that this support has been instrumental in improving both teaching quality and student outcomes (Action 1.8).

Additionally, the district's focus on technology integration across content areas has shown positive results. According to our Effectiveness of Services Survey, 68% of teachers indicated that district support has been beneficial in implementing technology in the classroom. This support has enabled teachers to incorporate digital tools into their teaching practices, thereby enhancing student engagement and learning outcomes (Action 1.9).

Moreover, our district's commitment to providing just-in-time academic support has received resounding praise from certificated staff, administrators, and parents alike. Nearly 90% agree that we have effectively delivered academic intervention and support to our students, facilitated by instructional assistants, intervention substitutes, and tutors. These support systems, including Project Reach, Project Rise, My Tutor Partners, and Think Together Tutors, have been instrumental in addressing students' immediate academic needs. (Action 1.10 and Action 1.11)

Actions related to enrichment and extended learning opportunities have also proven to have an overall positive impact. The majority of administrators and teachers, as well as parents, agree that extended academic opportunities offered at their sites, such as after-school tutoring and Saturday school, have helped increase student achievement (Action 1.12). Survey data reveals that 94% of administrators and 90% of teachers and parents endorse the effectiveness of these programs. Regarding our summer program, survey results show a disparity in perspectives between administrators, staff, parents, and students. While 93% of administrators, staff, and parents deemed summer school effective in providing students with opportunities to address learning gaps, participate in enrichment activities, and recover high school credits, only 67% of students shared this view (Action 1.13). This discrepancy might explain the

declining attendance observed in our summer program as weeks progressed.

A total of 91% of parents who took our survey stated that enrichment opportunities (e.g. competitions, clubs, immersive learning labs, educational field trips, camping expeditions, etc.) have helped increase student engagement, learning, attendance, and school connectedness (Action 1.14). Furthermore, STEM opportunities (e.g. coding, robotics, drones, e-sports, etc.) offered at the sites are perceived as helpful tools in increasing student engagement and connectedness to school, with a majority of administrators and teachers expressing support for these initiatives (Action 1.15). Data from the survey shows that 97% of administrators and 93% of teachers endorse the effectiveness of these programs.

The support and interventions provided to our Foster Youth and Homeless students (Actions 1.16, 1.17, and 1.18) are demonstrating positive impacts over time as measured by our diagnostic assessments. In literacy, our Foster Youth student population in Tier I increased from 10% in the fall of 2020/21 to 20% in the fall of 2023/24. Winter data also showed improvement compared to the baseline year, growing from 14% in 2020/21 to 18.7% in 2022/23. In mathematics, the growth has been particularly significant. In the fall of 2020/21, Foster Youth students started the year with 9% in Tier I, while in 2023/24 they reached 23.4%. Winter diagnostics further reflected this positive trend, with growth from 11% in 2020/21 to 35.2% in 2023/24. These outcomes indicate that our actions specifically directed towards Foster Youth students are yielding positive results over time.

Regarding our Homeless students, however, our diagnostics show mixed results. In literacy, student performance in 2020/2021 was higher than the current year. During the baseline year, 22% of the students were in Tier I in the fall diagnostic and 25% were in Tier I in the winter. This year, however, Homeless students started at 12.6% in the fall, and it grew to 13.6% in the winter. In mathematics, however, we see much better results. Only 14% of the students were in Tier I in the fall of 2020/21 versus 23.9% in 2023/24. Similarly, Tier I performance increased in the winter diagnostic from 21% in the baseline year to 24% this year. These mixed results underscore the ongoing challenges our Homeless students face, particularly in literacy, despite our targeted interventions. While the improvements in mathematics are encouraging and demonstrate the effectiveness of our strategies in this area, we must intensify our efforts during the next LCAP cycle to provide comprehensive support across all subjects to ensure these students have the best possible opportunities for academic success.

Moreover, while 90% of parents reported that their child has access to enriching visual and performing arts (VAPA) programs and activities at school (Action 1.19), student feedback revealed a slightly lower satisfaction rate. Only 78% of students expressed that the existing VAPA programs and activities contribute to their engagement in school and aid in the development of their interests, talents, and artistic skills. Therefore, while parental support for visual and performing arts programs remains high and we believe our actions have proven effective, there is room for improvement in ensuring that students fully engage and benefit from these enriching opportunities. Our comprehensive health and fitness initiatives (Action 1.20) have made a significant impact on students' development in health and physical education. Whether integrated into the school day with external support or through dedicated fitness rooms in elementary schools, these programs have nurtured positive attitudes, enhanced skills, and deepened knowledge in these crucial areas. This holistic approach to wellness is valued by teachers, parents, students, and administrators alike, reflecting our commitment to promoting physical health and well-being throughout our district.

Additionally, the ASES (After-School Education and Safety) and ASSETs (After School Safety and Enrichment for Teens) programs (Action 1.21) have earned widespread acclaim for their positive influence on our students. These initiatives provide a safe and enriching environment beyond regular school hours, offering diverse activities and academic support. From homework assistance to participation in arts and sports, students have thrived academically and socially, demonstrating increased enthusiasm and engagement. The success of these programs underscores the sense of community fostered by our district and the invaluable opportunities they provide for our students' holistic development.

A total of 73% of teachers, and 91% of parents whose children participated in homework clubs after school believed that the program effectively offered support for students with the completion of homework assignments (Action 1.22). On another note, while 85% of parents perceived the K-8 academic and enrichment program for Gifted and Talented Education (GATE) students as effective in meeting their needs (Action 1.23), only 57% of administrators share the same belief. This discrepancy underscores the importance of ongoing improvement in the services provided to our most advanced students and those with specific talents.



CUSD Early Childhood (Action 1.24) has yielded significant progress, evident in various assessments measuring the quality of our early childhood programs. In the DRDP assessment, notable growth has been observed across key domains: socioemotional development surged from 29% to 69% since the fall, while Language and Literacy increased from 33% to 75%, and Cognition (Math) rose from 33% to 76%. Furthermore, our program underwent federal program monitoring this year, achieving commendable scores of seven out of seven in interaction and six out of seven in program structure on the ECERS-R scale. Additionally, the QSLA assessment showcased high scores in the emotional support domain and classroom organization, with midrange scores in the instructional support domain according to the CLASS assessment.

Action 1.25, focusing on inclusion, has seen our preschool general education program leading the way in integrating scholars with disabilities into several classes effectively. However, recognizing the ongoing need for improvement, we are committed to providing additional training and expanding inclusive practices further to ensure every child's needs are met comprehensively.

Finally, the training in cultural proficiency and culturally responsive teaching provided by our district during the LCAP cycle has been effective and a step forward in developing our ability to learn and build on the varying cultural and community norms of students and their families in our district (particularly African-American and Hispanic) (Action 1.26). Of the teachers completing the Effectiveness of Services Survey this year, 351 found the training beneficial.

In summary, despite the considerable challenges posed by the pandemic over the past years, the Compton Unified School District has shown notable progress in achieving the objectives outlined in Goal 1 of the 2023-2024 LCAP. Our analysis of the 14 metrics associated with this goal reveals a consistent pattern of improvement, particularly evident in CAASPP results for English Language Arts (ELA) and Mathematics. Despite widespread learning disruptions observed across neighboring districts and the state, our district's performance in ELA and Math has stood out, showcasing resilience and effective strategies. Moreover, our commitment to academic excellence is further underscored by our maintenance of the Yellow Level on the California Dashboard, despite the challenges faced. Looking ahead, we remain focused on addressing areas needing improvement, such as reducing the number of students with failing grades and enhancing implementation of academic standards, particularly in Science and History/Social Science. Through ongoing evaluation, collaboration, and dedication to our students' success, we are poised to continue advancing academic achievement and fostering a supportive learning environment in the upcoming LCAP cycle.

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

In our 2024-25 LCAP, we have redefined the GOAL TITLE to explicitly align with state priorities, emphasizing the paramount importance of student achievement and academic excellence. The revised title now reads, "All students will receive high-quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science, as evidenced by state and local assessments, course grades, and reclassification rates" (Pupil Achievement, State Priority 4). This adjustment underscores our commitment to prioritizing student success and aligning our efforts with state educational objectives.

Regarding METRICS and DESIRED OUTCOMES, we have implemented strategic changes to enhance clarity and flexibility. Firstly, we have expanded the representation of student groups to include Long-Term English Learners (LTELs), aligning with state mandates and ensuring comprehensive assessment of all student populations. This adjustment allows us to better monitor and address the unique needs of LTELs within our district. Secondly, we have opted to change our diagnostic assessment to STAR360 instead of iReady. Lastly, we have refined the metrics related to the implementation of academic standards adopted by the state Board of Education. Instead of including all subject areas, we will focus specifically on those mandated by the state of California. This includes Career Technical Education, Physical Education Model Content Standards, World Language, Health Education Content Standards, and Visual and Performing Arts. By narrowing our focus to state-mandated standards, we can more effectively track our progress in meeting educational objectives while maintaining alignment with regulatory guidelines.

To ensure a comprehensive evaluation of our educational strategies and initiatives, we have introduced several new metrics in our LCAP document for the upcoming school year. These additions reflect our commitment to continuous improvement and a holistic approach to student success. The new metrics include the effectiveness of district support in technology integration and ongoing digital support (Metric #14), the impact of enrichment opportunities on student engagement and school connectedness (Metric #15), and the effectiveness of school homework centers in assisting students with homework completion (Metric #16). We also added metrics to assess the effectiveness of summer school programs (Metric #17), extended fitness opportunities (Metric #18), professional development for teachers (Metric #19), and the support provided by site Curriculum Specialists and Curriculum Administrators (Metric #20). These metrics, sourced from the Effectiveness of Services Survey, will provide valuable insights into how well our programs are meeting the needs of our students and staff, allowing us to make data-driven decisions to enhance educational outcomes and support our strategic goals.

In reviewing our LCAP Goal #1 ACTIONS, we have decided to relocate some actions from Goal 1 to Goal 2, which addresses the Basic Conditions of Learning. Actions such as Action 1.1 "Maintain Class Size in TK-3" and Action 1.2 "Maintain Instructional Days (183) and/or instructional minutes" have been moved to Goal 2, aligning with the objective of ensuring foundational elements essential for effective learning environments.

Additionally, actions like Action 1.25 "Developing Supplementary Instructional Resources for Educators" and Action 1.7 "Improving Learning Through Access to Computer-Based Programs" have been relocated to Goal #2. Placing these actions under Goal 2 underscores our commitment to providing the basic infrastructure and resources required for optimal teaching and learning experiences.

Furthermore, we have relocated Action 1.6 "Developing Cultural Proficiency" from Goal 1 to Goal 5, aligning with Goal 5's focus on addressing the specific needs of English Learners, Long-Term English Learners, and African-American students. By moving this action to Goal5, we emphasize our commitment to enhancing cultural competency among educators and staff to promote equity and support the academic success of these students. Regarding the rest of the actions under Goal #1, all of them will continue in the new LCAP with minor adjustments to the action numbers, titles or descriptions to better align with evolving needs and priorities. While there will be updates to ensure clarity and relevance, the overarching spirit and objectives of these actions will remain consistent with the current LCAP cycle.

Finally, we have added four new actions added to the new 2024/25 LCAP document: Action 1.3 "Summer Professional Development Bootcamp", Action 1.10 "Math Intervention and Support for Unduplicated Students", Action 1.11 "Targeted Math Support for High-Needs Schools", and Action 1.17 "Enhanced Literacy and Math Support for Students with Disabilities". Most of these actions have been added in order to address those schools and/or student groups that fall under the "red" performance level on the 2023 California School Dashboard. In summary, these adjustments and changes to Goal #1 reflect our ongoing commitment to delivering high-quality instruction, effective interventions, and academic support to all students, ensuring their continued growth and success.

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

# Goal

Goal #	Description
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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities  Data Source: Facility Inspection Tool (FIT)	100% of schools audited in 2020-2021 received 90% or higher on the Williams Facility Inspection Tool	100% of schools audited in 2021-2022 received 90% or higher on the Williams Facility Inspection Tool	100% of schools audited in 2022-2023 received 90% or higher on the Williams Facility Inspection Tool	100% of schools audited in 2023-2024 received 90% or higher on the Williams Facility Inspection Tool	100% of schools will receive 90% or higher on the Williams Facility Inspection Tool
Well-Maintained School Facilities and Properties  Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey	Grade 5: 72% Grade 7: 56% Grade 9: 33% Grade 11: 24% Staff: 59% Parents: 85%	Grade 5: 76% Grade 7: 80% Grade 9: 31% Grade 11: 21% Staff: 69% Parents: 75%	Grade 5: 51% Grade 7: 39% Grade 9: 42% Grade 11: 48% Staff: 65% Parents: 70%	Grade 5: 49% Grade 7: 24% Grade 9: 21% Grade 11: 14% Staff: 65% Parents: 74%  (2023-2024)	Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70% Staff: 70% Parents: 95%
Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule  Data Source: Human Resources Records	100% of Elementary teachers and 98% of Secondary teachers were fully credentialed and appropriately assigned.	98% of elementary teachers, 92% of middle school teachers, and 92% of secondary teachers were fully credentialed and appropriately assigned.	96% of elementary teachers, 87% of middle school teachers, and 96% of secondary teachers were fully credentialed and appropriately assigned.	96% of elementary teachers, 90% of middle school teachers, and 92% of secondary high school teachers were fully credentialed and appropriately assigned.	100% of Elementary and Secondary teachers will be fully credentialed and appropriately assigned.

Percentage of new teachers making progress in Induction Program  Data Source: Comprehensive Candidate Report	As of 4/9/2021, 97.3% or 36 of 37 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.	As of 5/10/2022, 100% or 28 of 28 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.	As of 5/5/2023, 100% or 23 of 23 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.	97% (33 of 34 teachers) As of 5/30/2024, 97% (33 of 34) teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.	100% of teachers participating in the Teacher Induction Program (TIPS) will make adequate progress towards program completion.
Percentage of teachers making progress in the Peer Assistance and Review Program (PAR)  Data Source: PAR Panel and Site Administrator Review	As of 4/9/2021, 92.3% or 12 of 13 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress.	As of 5/10/2022, 100% or 8 of 8 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress towards program completion.	As of 5/5/2023 100% or 3 of 3 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress towards program completion.	There are no teachers participating in the Peer Assistance and Review Program this school year (PAR).	100% of teachers referred to the PAR program will make adequate progress.
Percentage of schools passing the William's Compliance Textbooks Audit  Data Source: Williams Audit Report	100% of schools audited in 2020 passed the William's Compliance Textbooks Audit	100% of schools audited in 2020 (11) passed the Williams Compliance Textbooks Audit	100% of schools audited in 2022-2023 passed the Williams Compliance Textbooks Audit.	100% of schools audited in 2022-2023 passed the Williams Compliance Textbooks Audit.  Data Source: Williams Audit Report (2023-2024)	100% of schools will pass the Williams' Compliance Textbooks Audit.
All students have access to standards-aligned instructional materials	100% of the students have access to standards-aligned instructional materials.	100% of the students have access to standards aligned instructional materials.	100% of the students have access to standards aligned instructional materials.	100% of the students have access to standards aligned instructional materials. (2023-2024)	100% of the students have access to standards aligned instructional materials.
Percentage of Students with Access to Internet and Electronic Devices Enabling Access to	As of 4/9/2021 and to our knowledge, 100% of students enrolled in our district currently have access to electronic	Based on our records and our ongoing communication with school sites 100% of students in CUSD have	Based on our records and our ongoing communication with school sites 100% of students in CUSD have access to an	Based on our records and our ongoing communication with school sites 100% of students in CUSD have access to an electronic device	100% of students enrolled in the district will have access to the internet and electronic devices.

Standards-aligned Instructional Materials Data Source: ITD Technology Survey and Communication with Families	devices and internet connectivity, whether these devices and access points belong to the families or were loaned by the district.	access to an electronic device and internet, which enables them to have access to programs and instructional materials.	electronic device and internet, which enables them to have access to programs and instructional materials.	and internet, which enables them to have access to programs and instructional materials. (2023-2024)	
Number of Williams Uniform Complaint Forms submitted for (a) Textbooks and Instructional Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misassignments  Data Sources: Human Resources Records	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 3  (c) Teacher Vacancy or Misassignments: 0	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 0  (c) Teacher Vacancy or Misassignments: 0	(a) Textbooks and Instructional Materials: 0  (b) Facility Conditions (not COVID related): 50 (Resolved)  (c) Teacher Vacancy or Misassignments: 0	(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions: 2 (c) Teacher Vacancy or Misassignments: 1  (2023-2024)	(a) Textbooks and Instructional Materials: ≤3  (b) Facility Conditions (not COVID related): ≤3  (c) Teacher Vacancy or Misassignments: ≤3

## Goal Analysis

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

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

The actions and services associated with Goal 2 of the 2023-2024 LCAP encompass critical functions within our school district, spanning the execution of core programs and services (e.g., salaries, benefits, and operational expenses across various departments), facility upkeep, school safety protocols, assignment of highly qualified educators, accessibility to essential textbooks and supplementary materials aligned with standards, provision of necessary supplies and resources, facilitation of device access and connectivity, and ensuring adequate staff training for the district's efficient operation. Overall, the implementation of Goal 2 actions has been successful, with no significant differences between planned and executed actions. Nonetheless, certain challenges have occasionally impeded the full implementation of certain actions, which will be discussed in the section below.

#### SUCSESSES

Goal 2 has seen significant achievements across its 11 actions. Overall, Action 2.1 was successfully implemented this year, ensuring adequate staffing, supplies, and operational funds across diverse departments. Additionally, efforts under Action 2.2 have prioritized the maintenance of school facilities, including security enhancements, gardening projects, building upkeep, and graffiti removal.

In terms of campus safety (Action 2.3), the district has effectively enforced RAPTOR security systems and maintained a partnership with American Guard Security Services for additional support. Despite the end of the public health emergency, as of May 11, 2023, the provision of essential PPE and cleaning materials continued as necessary, as well as vaccination access through collaborations with St. John's Wellness Centers (Action 2.4).

Staffing initiatives (Action 2.5) have ensured ongoing compliance with California State requirements through consistent recruitment and hiring of teachers, while the inclusive teacher induction program (Action 2.6) remains robust, providing support for both general and special education teachers. Additionally, the launch of the Clear Administrative Services Credential Induction Program (CASCIP) has supported aspiring administrators in credential clearance. Although no teachers are currently receiving PAR services, a pool of PAR Consulting Teachers is available for assistance (Action 2.7).

The district ensured that all students received their textbooks at the beginning of the school year, and this was certified through the Williams Textbook Compliance Audit in September (Action 2.8). Schools also provided additional resources and instructional materials to our high-need, low-income students in order to facilitate access to rigorous coursework, including supplemental digital solutions for classroom and home use (Action 2.9).

Efforts by the IT Department (Action 2.10) have guaranteed equal learning opportunities for low-income students by providing necessary tools for remote learning, such as devices and reliable internet connectivity. Lastly, professional development opportunities (Action 2.11) have been provided in accordance with State and Federal requirements for individuals in various classified, certificated, and management positions, ensuring continuous growth and compliance.

#### CHALLENGES:

While we largely adhered to the adopted LCAP plan in implementing core programs and services under Goal 2 this year, we encountered several challenges that required resolution. One persistent challenge revolved around staff shortages (Action 2.1). Despite elementary and high schools maintaining high levels of fully credentialed and appropriately assigned teachers, with rates reaching 95% and 92% respectively, staffing levels at the middle school level dipped slightly, standing at 90%. Addressing this gap, particularly at the middle school level, is crucial to ensuring consistent support for our students across all grade levels. Furthermore, the district faced an unusual number of resignations in the Special Education department, spanning various roles from teachers to school psychologists and speech-language pathologists, presenting recruitment difficulties.

Access to devices and connectivity (Action 2.10) posed ongoing challenges, necessitating meticulous coordination between the ITD department and schools to manage the collection, sanitization, relocation, and redistribution of devices for over 17,000 students. Additionally, schools had to execute a comprehensive technology plan to address outdated equipment and replace damaged or misplaced devices, highlighting the collaborative effort required to navigate these challenges annually. Moreover, prioritizing the loaning of hotspots to low-income students further underscored the district's commitment to bridging digital divides; however, managing individual family needs, hotspot distribution, and resolving technical issues in a timely manner proved complex.

Despite these challenges, the Compton Unified School District has made significant progress in implementing Goal 2 actions of the LCAP cycle over the past three years. Through collaborative efforts, we have maintained safe learning environments, upheld well-kept facilities, and ensured access to highly qualified teachers and instructional materials for all students. As we reflect on our achievements and challenges, our commitment remains unwavering to address disparities, enhance educational equity, and strengthen the implementation of existing actions to support student success in the forthcoming LCAP cycle.

#### 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.

While the majority of initiatives outlined in Goal 2 were effectively implemented during the current school year, it's essential to acknowledge instances where specific actions faced constraints, resulting in variances between budgeted and actual expenditures.

Action 2.1 saw most of its funding utilized, with our fiscal department identifying approximately an 8% surplus related to salaries and benefits for certificated and classified staff, and operating expenses across various departments crucial for the district's effective functioning.

Action 2.2, "Facilities in Good Repair," exceeded the projected allocation by -6%, indicating a slight overspend in this area. Similarly, Human Resources, under the Action 2.5 "Appropriately Assigned Teachers," exceeded the projected allocation by -14%, despite some vacancies throughout the school year. These deviations highlight the need for careful monitoring and strategic resource allocation to address unforeseen circumstances while maintaining fiscal responsibility.

In terms of Action 2.7, there were no teachers involved in the Peer Assistance and Review (PAR) Program this year. However, regular meetings with the PAR panel were maintained, with members receiving stipends and costs incurred for resources and materials planning for the upcoming school year. Approximately 13% of the allocation for this non-contributing action remained unused.

Regarding access to core textbooks in all content areas (Action 2.8), not all LCFF funding associated with this action was utilized (about 14% unspent). Despite this, all students received necessary adopted textbooks, and a new 6-12 History/Social Science program for secondary schools was piloted and adopted, with the new curriculum set to be purchased over the summer.

Action 2.10 aimed to ensure student access to the internet and/or devices, with approximately 18% of the allocation for this contributing action remaining unused. This was due to the utilization of ESSER III funding to cover part of the expenditures associated with providing internet access and devices, demonstrating a strategic financial approach to address student needs.

### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal number #2 of our LCAP emphasizes the collaboration of all educational partners to ensure that students have access to a safe and well-maintained learning environment, fully credentialed teachers, and all necessary instructional materials and equipment. Upon careful analysis of the implementation of services under this goal, along with the identified metrics, LCAP survey results, and input from various educational partners, we are confident that these specific actions have been effective in making progress toward Goal #2.

As previously outlined in Prompt #1, the district has successfully executed most of the core programs and services detailed in Action 2.1 of our LCAP. These efforts have predominantly focused on ensuring adequate staffing, supplies, and operating expenses across various departments.

Regarding the maintenance of well-kept learning environments (Action 2.2), LACOE conducts annual visits to many of our campuses to inspect and assess the condition of buildings and grounds, ensuring they meet the standard of 'Good Repair.' Approximately 50% of classrooms and all common areas are inspected to evaluate safety and functionality. Our metrics indicate that all schools visited this year scored 90% or higher on the Williams Facility Inspection Tool. Additionally, this school year, we received only one Facilities Uniform Complaint.

Upon analysis of this year's LCAP survey, it was found that 65% of school staff agree or strongly agree that their school has clean and well-maintained facilities and grounds, representing a 6% increase compared to our baseline year (59%). Similarly, parents expressed a more positive opinion, with 74% agreeing or strongly agreeing that their children's schools are neat and clean, up from 70% last school year. However, students held varying opinions. Elementary and middle school students reported less favorable feedback compared to the previous year. Only 49% of 5th graders (compared to 51% last year) and 24% of 7th graders (compared to 25% last year) responded favorably, indicating a declining trend. High school students' perceptions were also mixed, with 21% of 9th graders providing positive feedback (up from 19% last year) and 14% of 11th graders reporting favorable perceptions (down from 16% last year).



Overall, we maintain that the current behavior management services contribute to ensuring a safe and secure learning environment for both students and school staff (Action 2.3). However, there are divergent perspectives on this matter among educational partners. According to this year's California Schools Staff Survey (CSSS survey), 89% of certificated and classified staff believe that their school is a safe place for students, marking an improvement from the baseline year (81%). Similarly, parental responses have shown improvement, rising from 79% favorable in 2023 to 84% in 2024. The most significant concerns arise from students, whose perceptions are carefully considered. Among 5th graders, favorable responses increased from 58% in 2022 to 64% last school year and remained consistent this year. However, middle schoolers reported less favorable perceptions compared to the previous year, declining from 53% two years ago to 45% last year and 40% this year. High school students showed minimal change compared to the previous year, with 36% of 9th graders and 30% of 11th graders believing their school is a safe place. Additionally, 48% of middle and high school students neither agree nor disagree that their school is safe. Our overarching goal, however, is to ensure that everyone learning or working on our campuses feels safe at all times.

Despite the myriad challenges posed by the pandemic, we are confident in our district's effective implementation of COVID-19 safety protocols during this LCAP cycle (Action 2.4). Following two years without major surges, the school communities had the opportunity to reflect on the district and school's handling of the pandemic. According to this year's survey, 81% of staff reported that their schools implemented COVID-related safety measures and protocols to ensure the health and well-being of students and staff.

Actions 2.5, 2.6, and 2.7 have demonstrated effectiveness in our pursuit of providing students with appropriately assigned, highly qualified teachers. Appropriate teacher assignment is fundamental to fulfilling students' rights and needs for an adequate education. Throughout the school year, Human Resources remained fully engaged in the recruitment and retention process, meticulously reviewing teacher assignments each term or semester to ensure optimal allocation. Despite the staffing challenges, our recent records indicate that the percentage of appropriately assigned teachers at the elementary (95%) and high school levels (96%) is optimal. However, our middle schools encountered a greater challenge, with 86% of teachers appropriately assigned. Furthermore, records confirm that all current long-term substitutes meet the minimum requirements for their positions, including a BA and CBEST.

Our Teacher Induction Program and Supports (TIPS) and Peer Assistance and Review (PAR) Program have also proven effective in providing essential support to enhance teacher quality. Our district's Induction Program administrator reports that 94% of participating teachers in TIPS (32/34) are making adequate progress towards program completion, with nine induction completers set to receive clear credentials by June 2024. Through this support, teachers enhance their practice and become more adept at meeting their students' academic and socio-emotional needs. Data also indicates a retention rate of at least 92% for new teachers participating in the district's induction program. Regarding the PAR program, the District PAR panel reports positive outcomes, with the three teachers who received services last school year making progress and exiting the program. The progress in both programs is also reflected in the metrics under Goal #2.

In terms of instructional materials (Action 2.8, 2.9), two schools participated in the Williams Textbook Audit this year. LACOE meticulously reviewed and audited our schools to ensure the availability of sufficient standards-aligned instructional materials across various subjects, including English Language Arts, Mathematics, Science, History/Social Science, Foreign Language, Health, and Science. Notably, all our schools successfully passed this evaluation. Additionally, it's worth highlighting that this school year, we did not receive any uniform complaints regarding textbooks from students, families, or staff.

Furthermore, in addition to possessing the necessary textbooks, all students in CUSD have access to an electronic device and the internet (Action 2.10). This access enables them to utilize programs, digital instructional materials, and resources both at school and at home. According to our records, 100% of students have this access. This year's survey results indicate that 93.4% of staff and 95.1% of parents affirmed that their school provided students with the required computers and hotspots whenever needed. Hence, we remain committed to ensuring that every student has the essential tools for learning, and we will continue to engage with our schools to guarantee this access.

Lastly, professional development opportunities (Action 2.11) provided for individuals in various classified, certificated, and management positions have proven to be effective in enhancing staff skills and competencies, leading to higher overall satisfaction within the school community. These training sessions have fostered a culture of continuous improvement and professional growth, as evidenced by the positive feedback from participants and the measurable progress in achieving our educational goals over the three-year LCAP cycle.



In conclusion, the assessment of the actions outlined in Goal #2 of our LCAP cycle demonstrates both successes and areas for continued improvement. While significant strides have been made in ensuring a safe, well-maintained learning environment and access to instructional materials and technology, challenges remain, particularly in student perceptions of safety and equitable resource access. Moving forward, our commitment remains unwavering as we deepen the implementation of existing actions and strive for continuous improvement. By leveraging insights gained from our analysis and collaborating closely with educational partners, we are confident in our ability to foster an environment where all students have the opportunity to thrive.

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

After three years of progressing through the LCAP cycle, we have achieved significant milestones within Goal #2. However, one of the most notable challenges faced during this cycle has been staffing shortages, which hindered the full implementation of specific actions. As we collaborate with our educational partners to strategize for the forthcoming LCAP cycle, the Compton Unified School District has opted not to make substantial changes to this goal, its metrics, or desired outcomes. Rather, our emphasis will be on strengthening the execution of existing actions, leveraging the groundwork established over the past three years to advance student success and foster educational equity even further.

Despite not having significant changes, our GOAL STATEMENT will now read slightly differently, and it will show a clear alignment to the state priorities: "All students will have equitable access to optimal learning conditions, including appropriate class sizes, highly qualified teachers, comprehensive instructional materials aligned with academic standards, and well-maintained facilities. (Conditions for Learning. State Priorities 1, 2, 7)."

In terms of the METRICS and MEASURABLE OUTCOMES associated with this Goal, our plan is to maintain all the current metrics already established. However, the metric regarding Uniform Complaints will be separated by category: (a) Facilities, (b) Textbooks and Instructional Materials, and (c) Teacher Vacancy or Misassignments. This means that uniform complaints will now become three metrics instead of one. As for the measurable outcomes, these will be revised accordingly, looking at our most recent data as the baseline for the next LCAP cycle.

Regarding changes to the ACTIONS, we are strategically adjusting our LCAP actions to ensure they are better aligned with each of the goals. For example, Action 1.1: "Maintain Class Size in TK-3", and Action 1.2: "Maintain Instructional Days (183) and/or Instructional Minutes," have been relocated to Goal #2, as they directly contribute to safeguarding the "Conditions of Learning", which is the essence of Goal #2. Moreover, while we will maintain most of the actions already established under this goal, we've opted to remove Action 2.4: "Implement COVID-19 Safety Plan." This decision reflects our confidence in effectively having managed the pandemic's challenges and enables us to reallocate resources and efforts toward other critical areas of educational enhancement.

In summary, our journey through the LCAP cycle has been marked by notable achievements and some challenges, all of which have contributed to our understanding of how best to serve our students. As we look ahead to the next cycle, we remain steadfast in our commitment to providing equitable access to optimal learning conditions for all students. By maintaining our current metrics, refining our measurable outcomes, and strategically adjusting our actions, we are poised to further advance student success and foster educational equity in the years to come. Through ongoing collaboration with our educational partners, we are confident in our ability to continue making meaningful progress toward our shared goals.

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

# Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
College Career Indicator: College Ready Rates Data Source: CA Dashboard	All students: 36% SED 37% AA 24% Hispanics 39% LEP 15% SWD 14% FY 23%	All students: 42%  Local calculations. State did not release data for 20-21.	State did not release the data for 2021-2022 or 2022-2023	All students: 43.1 SED : 43.2% AA : 28.3% Latinx: 46.1% LEP : 15.8% LTELs: 17.5% SWD : 17.3% FY: 20%  (2023 Dashboard)	All: 45%-50% SED: 45%-50% AA: 45%-50% Hispanic: 45%-50% LEP: 30%-40% SWD: 30%-40% FY: 35%-45%
A-G Completion Rates  A-G eligibility in English, Math, History, Science, World Language, Fine Arts & Electives will help increase college applications, admissions & matriculation.  Data Source: CA School Dashboard	All students: 50% SED: 42% AA: 34% Hispanics: 45% LEP: 18% SWD: 17% FY: 19%  (2019-2020)	All students: 46% SED: 46% AA: 34% Latino : 49% LEP: 38% SWD: 31% FY: 18%  (2020-2021)	All students: 53% SED: 32% AA: 42% Latino : 55% LEP: 43% SWD: 32% FY: 29%  (2021-2022)	All students: 54% SED: 54% AA: 42% Latino : 57% LEP: 32% LTELs: 30% SWD: 25% FY: 36%  (2023)	All: 55%-60% SED: 55%-60% AA: 50%-60% Hispanic: 55%-60% LEP: 35%-40% SWD: 35%-40% FY: 40%-45%
High School Graduation Rates	All Students: 88% SED: 89% AA: 87%	All Students: 84% SED: 84% AA: 85%	All: 89% African American: 87% Latinx: 90%	All: 89% African American: 89% Latinx: 89%	All: 90%-92% SED: 90%-92% Hispanic: 90%-92%

Data Source: CA School Dashboard	Hispanic: 89% LEP: 78% SWD: 75% FY: 71%  (2019-2020)	Latino: 84% LEP: 70% SWD: 65% FY: 73%  (2020-2021)	EL: 82% Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%  (2021-2022)	EL: 82% LTELs: 82% Foster Youth: 62% SPED: 73% Socio Disadvantaged: 89% Homeless: 79%  (2023 Dashboard).	AA: 90-92% LEP: 81%-86% SWD: 81%-86% FY: 85-90%
Advanced Placement: Unique Student Count  It will increase accessibility to a rigorous curriculum which creates equity for all students.  Data Source: College Board	1,119 CUSD students enrolled to take 1 or more AP courses. (2020-2021)	1,300 CUSD students enrolled to take 1 or more AP courses (2021-2022)	1,843 students are enrolled to take 1 or more AP courses. (2022-2023)	2,193 students are enrolled to take 1 or more AP courses. (2023-2024)  (2023-2024).	1,300 students will enroll to take 1 or more AP courses.
Advanced Placement: Total AP Exam Count  It will expose more of our students to rigorous curriculum.  Data Source: College Board.	1,835 exams were taken by 1,119 CUSD students in 2020-2021. (2020-2021)	1741 exams were taken by CUSD 1044 students in 2021-2022. (2021-2022)	2443 exams were taken by 1843 students in 2022 (2022-2023)	2964 exams were taken by 2213 students in 2024 (2023-2024)	Increase the amount of total AP exams administered to 2,000 AP exams.
Advanced Placement: Passing Exam Rate of 3 or Higher  It will provide students the ability to earn college credit and become more competitive during the college application process and better	19% of the students taking the AP exams passed the test. (Pre-pandemic 2018-2019)  29% of the students taking the AP exams passed the test. (2019-2020)	15% of the students taking the AP exam passed the test. (2020-2021)	17% of the students who took an AP exam earned a passing score. (2021-2022)  2022-2023 data will be released in July, 2023	23% of the students who took an AP exam earned a passing score in 2022-2023  (2022-2023).	Increase to a minimum of 20% of the students passing the AP exam.

prepared while attending college/university.  Data Source: College Board					
College Course Completions This will help students accelerate the completion of their bachelor degree, while exposing more students to a rigorous curriculum. In addition, it is a cost savings for students/families. Data Source: Local & Community College Data.	1,630 College Courses were completed with a grade of a C or better.	1,832 College Courses were completed with a grade of a C or better. (Projection)  (Data to be available in summer of 2022)	1746 College Courses have been completed with a grade of a C or better thus far.  (Data will be updated after Spring & Summer 22-23)	3,617 college Courses have been completed with a grade of a C or better thus far.  (Data will be updated after Spring & Summer 23-24)	Increase to 1,800 college courses taken and successfully completed with a C or better.
FAFSA Completion Rates Data Source: CSAC	95% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA).	87% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA). (Projection)	87% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA)	96% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA)	97% of CUSD Seniors apply for the FAFSA.
College Acceptance Rates Data Source: College Acceptance Letters/Local Data	83% of CUSD Seniors were accepted into a 4-year and/or 2- year institutions.	75% of CUSD Seniors were accepted into a 4-year and/or 2 year institutions. (Projection)  (Data to be available in summer of 2022)	83% of CUSD Seniors were accepted into a 4-year and/or 2 year institutions.  (2022-2023)	83% of CUSD Seniors were accepted into a 4-year and/or 2 year institutions.  (2022-2023)	88% of our Seniors accepted into a 2 year & 4 year institution.
Post Secondary Enrollment  Data Source: Local Data & National Clearing House	53% of CUSD Seniors enroll in colleges/universities following graduation year.	45% of CUSD Seniors enroll in colleges/universities following graduation year. (Projection)  (Data to be available in fall	43% of CUSD Seniors enroll in colleges/universities following graduation year. (Projection)  (Data to be available in fall	46% of CUSD Seniors enroll in colleges/universities following graduation year.  (2023)	Our expected outcome is to have 60% of CUSD Seniors enroll in colleges/universities following graduation year.

		of 2022)	of 2023)		
Edgenuity - Courses Completed Data Source: Edgenuity Platform	2,585 A-G courses were recovered through the Edgenuity Online Platform	2,113 A-G courses were recovered through the Edgenuity Online Platform	681 A-G courses were recovered through the Edgenuity Online Platform as of 1/30/23. To be updated before June 30)	1,953 A-G courses were recovered through the Edgenuity Online Platform.	3,000 A-G courses will be completed through the Edgenuity Online Platform
College/Career Ready (CTE) CTE Pathway Completion Rate  Data Source: CALPADS	8% Completer rate for the year (2,373 courses and 210 completers)  (2019-2020)	9.8% completer rate (2312 students, 226 completers)  (2020-2021)	7.6% completer rate (2580 Students, 196 completers)  (2021-2022)	15% completer rate (1,301 students, 196 completers)  (2022-2023)	31%
Improve Passing Rate of District CTE Pathway Capstone Courses  Data Source: Local Data	The passing rate for CTE capstone courses district wide is 93.97%  (2020-2021)	2020-2021 The number of capstone students = 596 The number of students receiving a passing grade of C- or better = 460 COMPLETERS: 249  The passing rate for students enrolled in the capstone course is 77.18%  PRELIMINARY RESULTS FOR 21-22  The number of capstone students = 337 The number of students receiving a passing grade of C- or better = 277  The passing rate for students enrolled in the capstone course is 82.80%  Data Source: Aeries	The number of capstone students = 574 The number of students receiving a passing grade of C- or better = 505 The passing rate for students enrolled in the capstone course is 88%  Data Source: Aeries (2021-2022 Data)	The number of capstone students = 600 The number of students receiving a passing grade of C- or better = 514 The passing rate for students enrolled in the capstone course is 85.7%  Data Source: Aeries (2022-2023)	CTE capstone course passing rate of 95%
Increase the Work-	350 participants in-	293 participants in	200 participants in different	2,570 participants in different	A minimum of 450 students

Based Learning Opportunities for CTE Pathway Students  Data Source:Local Data	person and/or virtual different Work-Based Learning Continuum events  (2019-2020)	different in-person and/or virtual Work-Based Learning Continuum events  (2021-2022)	in-person and/or virtual Work-Based Learning Continuum events	in-person and/or virtual Work-Based Learning Continuum events (as of 5/28/24).	will participate in at least 50 Work-Based Learning Continuum events.
Increase the Number of Program of Studies that offer Industry Certifications  Data Source:Local Data	Currently 2 of our District Programs of Study offer industry certifications	Currently 2 of our District Programs of Study offer industry certifications  (Plan for every pathway to have certification(s) by Summer 2022)	Currently 3 of our District Programs of Study offer industry certifications (Plan for every pathway to have certification(s) by Summer 2023)	9 out of 9 (100%) Programs of Study offer Industry Certifications	At least 6 of our CTE Programs of Study will offer students industry certifications
Increase the Number of Articulation Agreements with Post-Secondary Institutions  Data Source: Local Data	Currently there are no active articulation agreements.	Currently there are no active articulation agreements.	Met with Compton College department leaders to discuss two dual enrollment opportunities for implementation in the Fall of 24-25	Currently we have 0 Articulation Agreements with Post-Secondary Institutions.	4 articulation agreements will be created between local post-secondary institutions and CUSD CTE Program of Study
Increase the Number of CTE Program of Study Offerings at District High Schools  Data Source: Local Data	17 CTE Teachers are assigned to the four district high schools.	17 CTE Teachers are assigned to the four district high schools.	18 CTE Programs of Study are offered at the four district high schools. (CTE Pathway revamp for 22-23 in progress including elimination, addition, and revision of pathways). The metric will read: Increase the number of CTE faculty, thus increasing access to CTE pathways offerings at district high schools.	21 CTE Teachers are assigned to the four district comprehensive high schools and one continuation high school.	20 CTE Teachers will be assigned to the four district high schools.
Percentage of students who have successfully completed CTE pathways and A-G	8.7%  (2019-2020)	6.8%  (2020-2021)	9.6%  (2021-2022)	All Students: 17.3%  (2022-2023)	31%

## Goal Analysis

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

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

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

#### SUCSESSES

During the first semester of the academic year, access to rigorous courses has been a top priority. Ongoing partnerships with UCLA Center X's Saturday AP Readiness sessions have continued, and we expanded our offerings in Pre-AP and AP, including new courses like AP Pre-Calc, AP African-American Studies and AP Seminar at Dominguez HS. In addition, college classes are available during the day and after school at all high schools, and we have implemented the Early College Satellite Program at each of our comprehensive campuses. Similarly, we have seen a rebound in the number of students enrolling in college during their first year post-high school, as 57% did so this past year. (Action 3.1)

During the first semester, the CCR Department has continued to work to ensure that our students are prepared for higher education by funding vital staff like USC College Advisors, Counselors, and Specialists, who collaborated to offer comprehensive support and guidance to students and families navigating the college and career planning process. (Action 3.2)

Simultaneously, schools actively provided college and career assistance to students and families, monitoring progress toward graduation, A-G plans, and CCI readiness. Additionally, they organized workshops to support families with college applications (FAFSA support) and inform them about scholarship opportunities. Our schools also coordinated a district-wide conference at California State University Dominguez Hills (Compton Goes to College), where students attended several college workshops to increase their college knowledge. Similarly, in partnership with our Black Student Achievement department, we had students participate in our Compton Goes to College: HBCU Conference, targeting our African American students. (Actions 3.3 and 3.4)

Our focus on college and career professional development has been robust. We offered a variety of training sessions focused on equitable grading practices. Counselors also received specialized training in counseling best practices, and many AP teachers were supported in attending professional development during the summer and/or throughout the semester. Additionally, our college and counseling staff participated in a range of other training opportunities, including UC/CSU Counselor Conferences and financial aid workshops, the National Association of College Admission Counseling (NACAC) Conference, the California Student Aid Commission Financial Aid Conference (CASC), Aeries, and Master Schedule training. To increase the achievement of African American students, various counselors also attended the "A Dream Deferred" conference from March 25–27, 2024. (Action 3.5)

Our Project SELF tutors, supported by the Pupil Services Department, have provided personalized assistance and guidance to foster youth students. This support ensures they stay on track with academic credits, receive the necessary guidance to succeed in high school, and are equipped with the tools to adopt a college-ready mindset. (Action 3.6)

The CTE Department has initiated upgrades to classrooms across high schools and collaborated with Compton College to align curriculum in preparation for dual enrollment opportunities and articulation agreements. Teachers have also developed visions for their pathway learning spaces in collaboration with

industry and post-secondary partners, enhancing program coherence. The creation of one articulation agreement is currently in progress with Cerritos College's Automotive program. (Action 3.7)

Regarding Action 3.8, CUSD CTE pathways have significantly increased the number of Work-Based Learning (WBL) opportunities for CTE pathway students. These include worksite tours, simulated WBL, industry guest speakers, master class series led by industry experts, college tours with CTE pathway-aligned postsecondary programs, student participation in Career Technical Student Organizations (CTSOs), local CTE pathway competitions, and more.

CTE pathway-aligned pre-apprenticeships and apprenticeships are currently in development, and the number of like-minded industry and postsecondary partners has grown significantly. One formalized linkage agreement has been created between the Music Forward Foundation and CUSD to create registered pre-apprenticeships for CUSD Audio Production Pathway students across five high schools. Industry-specific CTE teacher pathway teams have collaborated to create an overall framework for CUSD pre-apprenticeships aligned with CTE pathway courses. Moreover, discussions have begun between CTE pathway teachers and multiple registered apprenticeship program sponsors to develop CTE pathway pre-apprenticeship competencies aligned to registered apprenticeship competencies. Linkage agreements are in development for four CTE pathways to have formalized MOUs with registered apprenticeship programs, thus creating registered pre-apprenticeships for those CTE pathways. Similarly, CUSD has engaged the Launch Apprenticeship Network, an apprenticeship system intermediary, to aid in the implementation of multiple CTE pathway-aligned registered apprenticeships within CUSD across several departments. These earn-and-learn opportunities will benefit multiple CUSD CTE pathway students beginning Summer 2024.

Finally, during the first semester of the school year, all schools identified specific designees for African-American students, English Learners, and Foster Youth/Homeless students. The goal is for these designees to identify early warning systems that will help educators intervene with each of the specific student groups. (Action 3.9)

## CHALLENGES

This year, although at a smaller scale, we continued to observe the effects of the pandemic on students' overall performance and behaviors in school. For instance, chronic absenteeism has remained very high compared to pre-pandemic years, impacting various College & Career metrics. Additionally, the effects of learning loss during the pandemic will undoubtedly continue to affect students' overall readiness and preparation for CAASPP, a measure under the College & Career Indicator (CCI). That being said, early projections for high school graduation rates are trending in the right direction. Further analysis will be needed with future graduating classes to ultimately understand the long-term effects of the pandemic.

Some of our teachers were unable to participate in AP Summer Institute training this past year, which affected the ability to teach AP Seminar this year. We have also seen fewer students recovering credits via our Edgenuity platform. A deeper analysis will be needed to determine if students are making up credits via other routes and whether the need for Edgenuity will decrease in the near future. Additionally, in the first year of implementation, there have been some lessons learned for our Early College HS Satellite program. Our partnership with UCLA Center X was forced to move from in-person to remote support for our AP students (Action 3.1), resulting in a decrease in student participation.

In the College & Career staffing support area (Action 3.2), the department has faced challenges due to several vacancies. The position of Director of College & Career has been vacant since the fall of 2022 and will not be filled. Additionally, there was a vacancy for the College & Career Data Analyst for part of the school year, although it has since been filled. Similarly, one of our sites has experienced a vacancy for the College & Career Specialist for the majority of the school year.

We have observed an increase in the number of dual enrollment college courses, which is a positive development. However, it has also presented challenges for our College and Career staff in managing and enrolling students in these dual enrollment programs due to unfilled Dual Enrollment Specialist positions. Further efforts and support will be necessary in the area of dual enrollment to accommodate the additional programming and college coursework planned for the upcoming school year. Feedback from our educational partners has highlighted a need for counseling staff to expand and enhance support for K-8 schools and to reduce the counselor-to-student ratio at the high school level.



Several counselor withdrawals have affected our capacity to provide optimal support and guidance to unduplicated students and their families this school year (Action 3.3). Two counselors resigned, and one retired mid-year, and regrettably, we were unable to fill these positions. Additionally, a seniors' counselor was on leave for a significant duration during the school year. Undoubtedly, these staffing changes have had a negative impact.

Compton College is currently in the process of developing the necessary systems to establish articulation agreements with CUSD (Action 3.7). It is expected that the Compton College articulation system will be operational starting in the summer of 2024. This development has led to delays in creating several articulation agreements for CUSD CTE pathway courses this year. Once Compton College finalizes its articulation agreement system, CUSD will actively pursue agreements for CTE pathways with Compton College. In the meantime, the CTE Department has been focusing on upgrading classrooms, equipment, materials, student/teacher certification, licensing, and training opportunities in preparation for the implementation of articulation agreements once Compton College's systems are fully operational.

#### 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.

In reviewing Goal 3 of our LCAP, we find that the implementation of actions proceeded largely according to plan, with few material differences observed between budgeted expenditures and estimated actual expenditures. However, there are some variances in certain actions, particularly Action 3.6 "Support for Foster Youth and Homeless."

Action 3.6 aimed to provide essential support services for foster youth and homeless students, a critical aspect of our commitment to equity and student well-being. While we allocated LCAP funding for this action, one notable obstacle was the difficulty in recruiting sufficient Project SELF tutors as initially anticipated. The shortage of available tutors impacted the scale and delivery of support services, highlighting the importance of proactive recruitment strategies and resource allocation to address staffing needs effectively.

Moving forward, we will continue to refine our approach to resource allocation and staffing to ensure the successful implementation of actions under Goal 3 and the achievement of our strategic objectives.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The implementation of the actions under Goal #3 seeks to prepare our students to be college and career-ready prior to leaving our classrooms. The state's College & Career Indicator (CCI) dashboard, along with other supporting metrics, is used to measure our progress towards meeting this goal.

In analyzing the metrics data alongside the actions outlined in Goal #3 of the LCAP, it becomes evident that the strategies implemented have been effective in enhancing college and career readiness among students in our district. One of the key actions, focusing on providing access to rigorous courses (Action 3.1), has yielded promising results. The significant increase in the number of students taking AP classes and exams, as well as the rise in passing rates, indicates that expanding Pre-AP and AP offerings has successfully enriched the academic experiences of our students. We are expecting an increase in the number of students taking at least one AP exam this year, with 3,091 exams to be taken by 2,193 students. This is an increase compared to 2023, when 2,443 exams were taken by 1,843 students, and significantly higher than the baseline year, when 1,835 exams were taken by 1,119 students. It is important to note, however, that passing rate data for the current school year will not be disclosed until the summer of 2024.

It is uncertain whether the overall number of college course completions with a "C" or better for our scholars will increase this school year. Compton College will release the data in June. Last school year, a total of 3,617 college courses were completed. With limited space in students' schedules and AP courses competing with dual enrollment, it is not surprising that there may ultimately be a decline in college course completions this year. Additionally, we have begun

encountering roadblocks in the total number of college courses offered by our college partner due to staffing issues. As we approach the following year, we will need to explore other avenues to support and provide more students the opportunity to enroll in and be exposed to college coursework.

Furthermore, the support systems established to guide students through the college and career planning process (Action 3.2) have played a crucial role in enhancing their readiness for post-secondary education. The collaboration with USC College Advisors, Counselors, and Specialists has provided comprehensive assistance, leading to a notable increase in the college and career readiness rate. Our data indicates that we lead the way in UC and CSU admissions compared to local and similar districts for the Class of 2023. Additionally, the workshops and conferences organized to support families with college applications and inform them about scholarship opportunities (Action 3.3 and Action 3.4) have contributed to the rise in FAFSA applications over time to 96% in 2023. Unfortunately, the FAFSA application process has been extremely difficult this year due to circumstances beyond our control, resulting in numerous delays and difficulties with the application. The application deadline was extended to May 2nd, two months later than usual. While this is a requirement for all seniors, we are expecting a decrease in the number of applications received due to these issues. The troubles with the FAFSA have also impacted the overall college acceptance timeline. Despite these challenges, we have seen stable college acceptance rates over this last LCAP cycle, although it is currently too early to predict our rate for this year.

Professional development initiatives aimed at enhancing college and career readiness (Action 3.5) have also borne fruit. The increase in the number of students graduating with A-G requirements and the rise in high school graduation rates reflect the positive impact of training sessions focusing on equitable grading practices, counseling best practices, and professional development opportunities for AP teachers. We are expecting increases in both A-G completion and high school graduation rates for the Class of 2024, but we will not know for certain until the fall of 2024 when the data is released from the state.

While the support provided to Foster Youth students (Action 3.6) has been instrumental, there have been challenges in ensuring their academic success. Despite the efforts of Project SELF tutors, the graduation rate for foster youth declined in 2023. This decline underscores the need for further enhancements and targeted interventions to address the unique challenges faced by foster youth students in our district.

The enhancements made to Career Technical Education (CTE) programs (Action 3.7 and Action 3.8) have also been noteworthy. The increase in the CTE Pathway Completion Rate from 8% in 2019-2020 to 15% in 2022-2023 (CALPADS), and the passing rate of CTE Pathway Capstone Courses from 88% in 2021-2022 to 88.76% in 2022-2023 indicate that upgrades to classrooms, collaboration with Compton College for dual enrollment opportunities, and the creation of work-based learning opportunities have enriched the learning experiences of students pursuing career pathways.

Lastly, the implementation of early intervention systems (Action 3.9) has been crucial in identifying and supporting specific student groups. The increase in the percentage of students successfully completing CTE pathways and A-G requirements from 8.7% in 2019-2020 to 15.5% in 2022-2023 underscores the effectiveness of early warning systems in addressing the needs of African-American students, English Learners, and Foster Youth/Homeless students.

In conclusion, the data metrics clearly demonstrate the success of the actions undertaken to enhance college and career readiness in our district. Through collaborative efforts, comprehensive support systems, and targeted interventions, we have made significant strides in preparing our students for success beyond high school.

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

The data collected from various sources consistently confirms the effectiveness of our efforts outlined in Goal 3. Metrics pertaining to college and career readiness demonstrate steady improvement over time. Whether it's the rise in graduation rates, enhanced A-G readiness, increased enrollment in AP and college-level courses, or the revitalization of our CTE pathways, the positive impact of our initiatives is evident across multiple indicators.

Given this progress and the positive outcomes observed, we will continue with this Goal during the new LCAP Cycle, although some modifications will be

necessary. To begin with, we will refine the DESCRIPTION OF GOAL3 to reflect an emphasis on not only college and career readiness, but also student success in higher education and in the workforce. The new description also includes its alignment to the state priorities 7 and 8 to bring more awareness to the public. The goal description now reads: 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 (State Priorities 7 and 8). This revised goal statement now explicitly calls out three areas of development necessary for college and career success: knowledge, skills, and experiences.

Regarding the METRICS and DESIRED OUTCOMES in our updated LCAP document we have made several strategic changes to enhance the clarity and flexibility of our metrics. To begin with, we have expanded the number of metrics from 18 to 24. These metrics have also been numbered and closely aligned to the different actions in the plan. It is also important to notice that we have expanded the representation of student groups by including Long-Term English Learners (LTELs), aligning with state mandates and ensuring comprehensive assessment of all student populations. This adjustment allows us to better monitor and address the unique needs of LTELs within our district.

The new LCAP will have three additional metrics to better track and support our students' academic progress and success. These metrics include the percentage of D/F rates for high school students across all courses (Metric #11), the percentage of freshmen on track for graduation at the end of their 9th grade year (Metric #12), and the percentage of sophomores on track for graduation at the end of their 10th grade year (Metric #13). By incorporating these metrics, we aim to identify and address academic challenges early on, ensuring timely interventions and support. This proactive approach will help us better understand students' needs, improve overall academic performance, and increase graduation rates, ultimately fostering a more successful educational journey for all students.

In the area of CTE, there will be several changes to the metrics in our new LCAP to ensure we more accurately measure the impact and reach of our programs. First, the CTE pathway completion rate metric (Metric #14) will now be based on the percentage of CTE senior completers out of the total number of graduates, rather than the total number of high school students enrolled in CTE classes. In addition, Metric #15, which focuses on improving the passing rate of district CTE pathway capstone courses, will be modified to include a disaggregation of the data by unduplicated student groups. These modifications will provide the CTE Department with more actionable data to improve the college and career success of all student groups.

Additionally, we have added a metric to track the percentage of CTE completers who completed a dual enrollment class (Metric #19), which will help us understand the extent to which our students are gaining college-level experience and credits while still in high school. We also introduced Metric #21 to track the number of active chapters of Career Technical Student Organizations (CTSOs), recognizing the importance of these organizations in providing students with leadership opportunities, industry connections, and hands-on experiences in their chosen fields. These changes reflect our commitment to enhancing the quality and effectiveness of our CTE programs and ensuring that our students are well-prepared for their future careers.

In the new document, we have also introduced several additional metrics to enhance our ability to monitor and support student outcomes more effectively. Metric #22 will track the number of registered pre-apprenticeships established during the next LCAP cycle, helping us gauge our success in creating pathways for students to gain practical, hands-on experience and transition smoothly into the workforce. Metric #23 will focus on the number of low-income, foster youth, and English Learner graduates who complete a Career Technical Education (CTE) pathway, ensuring that these traditionally underserved groups have access to career-focused educational opportunities that lead to meaningful employment. Additionally, Metric #24 will measure the level of satisfaction among parents participating in school workshops related to college and career readiness, providing crucial feedback on the effectiveness of our initiatives in preparing students for post-secondary success. By incorporating these metrics, we are committed to offering a comprehensive support system that addresses both academic and career readiness, particularly for our most vulnerable students.

It is important to notice that one of the metrics that will be eliminated in the new LCAP document focuses on increasing the number of CTE faculty. While increasing access to Career Technical Education (CTE) pathways remains a crucial objective, we recognize that measuring success solely based on the number of CTE faculty may not fully capture the impact and effectiveness of our CTE programs. Instead, we aim to focus on more holistic metrics that assess the overall quality, relevance, and student engagement within CTE pathways.

Through the multiple conversations with our educational partners, including site leaders and different committees, we saw the need to continue with most of the ACTIONS currently in place. It is important to note, however, that our most recent data from the CA Dashboard is consistent with the feedback we have received from educational partners. Namely, there are multiple discrepancies between low-income, EL, and foster youth students' data as compared to that of their peers in the area of college and career preparedness; unduplicated student groups have specific needs that must be addressed in an equitable fashion. For this reason, several of our new goal 3 actions, particularly those in the area of Career and Technical Education, will now be slated to be contributing actions that will increase and/or improve services for students who are low-income, EL, and/or foster youth.

The Expansion of CTE Programs (Action 3.8), for example, will diversify pathways, offering students from underserved backgrounds a wider range of opportunities to explore and pursue their career aspirations. Also, the introduction of Professional Development for CTE Teachers (Action 3.9) as a new action, underscores the necessity for ongoing training to equip educators with the latest industry knowledge and teaching methodologies, catering to the diverse needs of our student body. Furthermore, Expanding Work-Based Learning Opportunities for CTE Students (Action 3.12) will establish vital connections with local industries, providing our low-income students with invaluable real-world experiences and potential pathways to employment. Introducing CTE Dual Enrollment Programs (Action 3.11) will enable students to earn college credits while in high school, smoothing their transition to postsecondary education or the workforce. Additionally, CTE Technology Upgrades (Action 3.14) will ensure our facilities are equipped with state-of-the-art equipment, aligned with industry standards, to provide unduplicated students with equal access to cutting-edge learning tools. Lastly, the implementation of Targeted Outreach and Specialized Support Services for Low-Income Students in CTE (Action 3.13) will address equity gaps by providing tailored assistance and resources to students facing socioeconomic challenges, ensuring they have equitable access to the opportunities afforded by CTE programs. These actions underscore our unwavering commitment to enhancing CTE offerings and support services, ultimately empowering all students to thrive academically and pursue successful careers.

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

**Goal**

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

***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024

Attendance rates disaggregated by student group	All: 95.2% AA: 94.2% Hispanic: 95.4% FY: 94.6%	All Students: 91.3% AA: 90.03% Hispanic: 91.5 % FY: 86.0 %	All Students: 91.6% SED: 91.9% AA: 91.3% Hispanic: 91.9% LEP: 91.7% Homeless: 84.6% SWD: 90.4% FY: 92.5% RFEP: 93.1%	All Students: 92.8% SED: 92.9% AA: 91.7% Hispanic: 93.0% LEP: 92.6% LTELs: 89.2% Homeless: 85.5% SWD: 92.3% FY: 93.1% RFEP: 93.6%	All: 98% AA: 98% Hispanic 98% FY: 98% Homeless: 98% LEP: 98% RFEP: 98% SED: 98% SWD: 98%
Data Source: Aeries	Homeless: 92.6% LEP: 95.1% RFEP: 96% SED: 95.4% SWD: 94.3%	Homeless: 82.5% LEP: 91.3 % RFEP: 93.% SED 91.2% SWD: 89.9 %	Homeless: 84.6% SWD: 90.4% FY: 92.5% RFEP: 93.1%	Homeless: 85.5% SWD: 92.3% FY: 93.1% RFEP: 93.6%	
Data Source: Aeries and 5Labs	(Year 2019-2020)	(Year 2021-2022)	(Year 2021-2022) (Source: Aeries)	Spring 2024 (Source: Aeries)	
Data Source: Information Technology Department	All Students: 96.9% SED: 94.6% AA: 93.1% Hispanic: 97.6% LEP: 98.9% Homeless: 90.7% SWD: 93% FY: 94.2% RFEP: 95.5% (Year 2020-2021)				
Chronic absenteeism disaggregated by student group	All Students: 10.6% SED: 10.8% AA: 16.3% Hispanic: 9.2% LEP: 9.2% SWD: 14.4% FY: 13.2%	All Students: 16.9% SED: 17.1% AA: 21.8% Hispanic: 15.6% LEP: 16.6% Homeless: 32.4% SWD: 21.1% FY: 22.9%	All Students: 28.4% SED: 27.9% AA: 32.7% Hispanic: 27.6% LEP: Homeless: 54.8% SWD: 35.2% FY: 22.3%	All Students: 23.6% SED: 24.1% AA: 27% Hispanic: 22.9% LEP: 22.8% Homeless: 53.2% SWD: 30.3% FY: 22.4%	All Students: ≤10% SED:≤10% AA: ≤10% Hispanic: ≤10% LEP:≤10% SWD: ≤10% FY:≤10%
Data Source: CA Schools Dashboard	(Year 2019-2020)	(Year 2020-2021) (Source: Dataquest))  All Students: 28.9% SED: 29.1% AA: 30.7% Hispanic: 28.4% LEP: 27.7% Homeless: 40.1% SWD: 34.8%	(Year 2022-2023) (Source -District Aeries)	(2023 California Dashboard) =====	
				All Students: 19.9% SED: 19.9% AA: 25.6% Hispanic: 18.8% LEP: 20.9% LTELs: 33.1%	

		FY: 23.7%  (Year 2021-2022) (Source: California Dashboard)		Homeless: 39.9% SWD: 24.0% FY: 17.9%  Spring 2024 (Source -Aeries)	
High school graduation rates disaggregated by student group  Data Source: CA Schools Dashboard	All Students: 87.1% SED: 88% AA: 90.4% Hispanic: 86.3% LEP: 71% SWD: 78.1% FY: 79.3%  (2019-2020)	All Students: 84% SED: 84% AA: 85% Hispanic: 84% LEP: 70% SWD: 75% FY: 73%  (2020-2021)	All: 89% African American: 87% Latinx: 90% EL: 82% Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%  (2021-2022)	All: 89% African American: 89% Latinx: 89% EL: 82% LTELs: 82% Foster Youth: 62% SPED: 73% Socio Disadvantaged: 89% Homeless: 79%  (2023)	All: 92% SED: 92% Hispanic: 92%-94% AA: 92-94% LEP: 81%-86% FY: 85-90%
High school dropout rates disaggregated by student group  Data Source: DataQuest	All Students: 10% SED: 11% AA: 8% Hispanic: 10.63% LEP: 19% SWD: 11% FY: 28%  (2019-2020)	All Students: 16% SED: 16% AA: 15% Hispanic: 16% LEP: 30% SWD: 35% FY: 27%  (2020-2021)	All Students: 89% African American: 87% Latinx: 90% EL: 82% Foster Youth: 68% SPED: 73% Socio Disadvantaged: 90% Homeless: 83%  (2021-2022)	All Students: 11% SED: 11% African American: 11% Hispanic: 11% LEP: 18% LTELs: 18% Foster Youth: 38% SWD: 27% Homeless: 21%  (2023)	All Students: ≤5% SED: ≤5% AA: ≤5% Hispanic: ≤5% LEP: ≤5% SWD: ≤5% FY: ≤5%
Middle school dropout rates  Data Source: Local Data	Hispanic/Latino (18) Pacific Islander (1) African American (6)  (2019-2020)	Hispanic/Latino: (10) Pacific Islander: (1) African American: (6)  (2020-2021)	Latinx: 14 Pacific Islander: 1 African American: 6  (2021-2022)	Latinx: 1 Pacific Islanders:1 African American: 6  (2022-2023)	Hispanic 0 Pacific Islander 0 African American 0
Suspension rates, disaggregated by student group  Data Source: CA Schools	All Students: 1.3% SED: 1.3% AA: 3.3% Hispanic: 0.8% LEP: 0.8% SWD: 3%	All Students: 0.0% SED: 0.0% AA: 0.2% Hispanic: 0.0% LEP: 0.0% SWD: 0.3%	All Students: 0.3% SED: 0.4% AA: 0.7% Hispanic: 0.3% LEP: 0.2% SWD: 0.2%	All Students: 1.7% SED: 1.9% AA: 3.6% Hispanic: 1.3% LEP: 1.4% SWD: 2.8%	All Students: ≤1% SED: ≤1% AA: ≤1% Hispanic: ≤1% LEP: ≤1% SWD: ≤1%

Dashboard	FY: 3.8%  (2018-2019)  All Students: 0.8% (2019-2020 Dataquest)	FY: 0.5%  (2020-2021 Dataquest)	FY: 1.5%	FY: 4.4% Homeless: 4.8%  (2023 California Dashboard) ===== ===== All Students: 1.9% SED: 1.9% AA: 4.5% Hispanic: 1.4% LEP: 1.5% LTELs: 3.9% SWD: 2.5% FY: 3.0% Homeless: 3.9% (Aeries)	FY: ≤1%
Expulsion rates, disaggregated by student group  Data Source: DataQuest	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%  (2019-2020 DataQuest)	All Students: 0.0% SED: 0.0% AA: 0.0% Hispanic: 0.0% LEP: 0.0% SWD: 0.0% FY: 0.0%  (2020-2021 DataQuest)	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0% Homeless: 0% (End of Year 2022-2023) ===== ===== ===== All Students: 0.1% SED: 0.1% AA: 0.2% Hispanic: 0.1% LEP: 0.0% LTELs: 0.0% SWD: 0.1% FY: 0.0% Homeless: 0.0%  Spring 2024	All Students: 0% SED: 0% AA: 0% Hispanic: 0% LEP: 0% SWD: 0% FY: 0%
Students' sense of school safety (school climate). Students	5th grade: 75% 7th grade: 64% 9th grade: 36%	5th grade: 58% 7th grade: 53% 9th grade: 34%	5th grade: 64% 7th grade: 45% 9th grade: 33%	5th grade: 64% 7th grade: 40% 9th grade: 36%	5th grade: 90% 7th grade: 80% 9th grade: 70%

perceiving their school as very safe or safe.  Data Source: CHKS	11th grade: 41%	11th grade: 33%	11th grade: 32%	11th grade: 30%  (2024)	11th grade: 70%
Students' sense of school connectedness (school climate). Students feel connected to school.  Data Source: CHKS	Grade 5: 64% Grade 7: 60% Grade 9: 34% Grade 11: 42%	Grade 5: 57% Grade 7: 54% Grade 9: 63% Grade 11: 56%	5th grade: 64% 7th grade: 48% 9th grade: 36% 11th grade: 39%	Grade 5: 63% Grade 7: 44% Grade 9: 39% Grade 11: 34%  (2024)	Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70%
Students' sense of school connectedness (school climate). Percentage of students indicating to have caring adult relationships in school.  Data Source: CHKS	Caring Adults in School: 5th grade: 74% 7th grade: 60% 9th grade: 52% 11th grade: 55%	5th grade: 66% 7th grade: 54% 9th grade: 34% 11th grade: 43%	5th grade: 63% 7th grade: 50% 9th grade: 36% 11th grade: 48%	Caring Adults in School: 5th grade: 61% 7th grade: 51% 9th grade: 42% 11th grade: 47%  (2024)	Caring Adults in School: 5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%
Students feeling academic motivation  Data Source: CHKS	5th grade: 76% 7th grade: 71% 9th grade: 67% 11th grade: 63%	5th grade: 80% 7th grade: 71% 9th grade: 74% 11th grade: 73%	5th grade: 79% 7th grade: 65% 9th grade: 61% 11th grade: 64%	5th grade: 76% 7th grade: 63% 9th grade: 59% 11th grade: 61%  (2024)	5th grade: 90% 7th grade: 80% 9th grade: 80% 11th grade: 80%
Staff' sense of school safety for students (school climate). Percentage of teachers and staff	All: 81% ES: 85% MS: 70% HS: 78%	All: 79% ES: 80% MS: 79% HS: 76%	All: 85% ES: 91% MS: 85% HS: 78%	ALL: 89% ES: 93% MS: 80% HS: 86%	All: 90% ES: 95% MS: 85% HS: 85%



that agree or strongly agree that the school is a safe place for students.  Data Source: CSSS				(2024)	
Staff' sense of school safety (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a safe place for staff.  Data Source: CSSS	All: 81% ES: 82% MS: 70% HS: 89%	All: 76% ES: 81% MS: 79% HS: 79%	All:84% ES:88% MS:87% HS:75%	ALL: 87% ES: 91% MS: 79% HS: 75%  (2024)	All: 90% ES: 90% MS: 80% HS: 95%
Staff' sense of school connectedness (school climate). Teachers and staff strongly agree that schools provide enough social emotional support for children.  Data Source: CSSS	ALL: 26% ES: 29% MS: 27% HS: 18%	ALL: 29% ES: 28% MS: 35% HS: 29%	All:31% ES:37% MS:33% HS:19%	ALL: 31% ES: 36% MS: 26% HS: 25%  (2024)	ALL: 80% ES: 80% MS: 80% HS: 80%
Staff' sense of school connectedness (school climate). Percentage of teachers and staff that agree or strongly agree that the school is a supportive and inviting place for staff to work.  Date source: CSSS	All: 82% ES: 88% MS: 75% HS: 76%	All: 85% ES: 93% MS: 93% HS: 83%	All:84% ES:87% MS:90% HS:79%	ALL: 84% ES: 87% MS: 80% HS: 82%  (2024)	All: 90% ES: 95% MS: 85% HS: 85%

Schools have active parent (advisory) groups.  Data Source: Local Data	SSC: 100% schools have an active SSC  ELAC: 100% schools have an active ELAC	SSC: 100% schools have an active SSC  ELAC: 100% schools have an active ELAC	SSC: 100% schools have an active SSC  ELAC: 100% schools have an active ELAC	SSC: 100% schools have an active SSC  ELAC:100% schools have an active ELAC	SSC: 100% schools have an active SSC  ELAC: 100% schools have an active ELAC
Parents' sense of school safety (school climate). Parents who agree and strongly agree that school is a safe place for their child.  Data Source: California Parent Survey	All: 90% ES: 90% MS: 100% HS: 67%	All: 87% ES: 90% MS: 84% HS: 73%	All:79% ES:89% MS:71% HS:63%	All: 84% ES: 88% MS: 85% HS: 73%	All: 95% ES: 95% MS: 100% HS: 80%
Parents' sense of school connectedness (school climate). Percentage of parents who agree and strongly agree that school actively seeks the input of parents before making important decisions.  Data Source: CSPA	ALL: 74% ES: 76% MS: 72% HS: 70%	ALL: 72% ES: 75% MS: 66% HS: 61%	All:71% ES:75% MS:69% HS:65%	All: 73% ES: 75% MS: 78% HS: 66%	ALL: 100% ES: 100% MS: 100% HS: 100%
Parents' sense of school connectedness (school climate). Parents strongly agree that schools promote parent involvement.	ALL: 29% ES: 32% MS: 25% HS: 24%	ALL: 33% ES: 35% MS: 35% HS: 23%	All:31% ES:37% MS:28% HS:19%	ALL: 36% ES: 40% MS: 33% HS: 24%  (2024)	ALL: 60% ES: 60% MS: 60% HS: 60%

Data Source: CSPS					
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.  Data Source: CSPS	All: 82% ES: 84% MS: 79% HS: 77%	All: 80% ES: 81% MS: 81% HS: 73%	All:80% ES:86% MS:76% HS:73%	All: 85% ES: 87% MS: 86% HS: 78%	All: 90% ES: 90% MS: 85% HS: 85%
Parents' sense of school connectedness (school climate). Percentage of parents who agree or strongly agree that they feel welcome to participate in their child's school.  Data Source: CSPS	All: 79% ES: 81% MS: 77% HS: 75%	All: 71% ES: 72% MS: 71% HS: 64%	All:77% ES:80% MS:78% HS:72%	ALL: 36% ES: 40% MS: 33% HS: 24%  (2024)	All: 85% ES: 90% MS: 85% HS: 85%
Parents' sense of school connectedness attending to their child's needs (school climate). Percentage of parents who agree or strongly agree that their child's teachers are responsive to the child's social and emotional needs.	All: 65% ES: 72% MS: 54% HS: 56%	All: 83% ES: 85% MS: 79% HS: 65%	All:78% ES: 86% MS:79% HS:64%	ALL: 31% ES: 36% MS: 26% HS: 25%  (2024)	All: 75% ES: 85% MS: 70% HS: 70%

## Goal Analysis

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

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

Actions and services for Goal #4 were implemented as described during the 2023-2024 school year and continue to be expanded as we plan for next school year. Most of the actions implemented for this goal can be categorized into four groups: (1) student engagement and attendance, (2) wellness initiatives, (3) parent engagement, and (4) school climate.

### SUCSESSES

At the forefront of our efforts this year was the reinforcement of attendance monitoring and re-engagement strategies. We bolstered our team with additional personnel, including a retired Principal, dedicated to tracking attendance trends and implementing proactive measures. Funding was also allocated for home visits and relationship-building activities, taking proactive steps to address chronic absenteeism and ensure every student feels valued and supported. (Action 4.1)

Simultaneously, our commitment to recognizing and celebrating student achievements remained unwavering. We organized multifaceted recognition assemblies across school sites, not only to acknowledge academic accomplishments but also to celebrate positive behavior and consistent attendance. By incorporating attendance incentives such as awards and banners, we have cultivated a culture of accountability, laying the groundwork for improved academic performance and overall student growth. (Action 4.2)

Through initiatives such as Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices, we have been providing students with the tools and support they need to navigate challenges and make positive choices. We have also dedicated resources to bullying prevention efforts (BRIM system) (Action 4.3), enhanced counseling services by adding eight social workers to the team (Action 4.4), and expanded wellness centers across the district. Our 30 Wellness Centers offer essential mental health services, personalized mentoring, and guidance for students to overcome obstacles so they can thrive academically and personally. (Action 4.5)

During this school year, Compton USD has continued its commitment to addressing the impact of trauma on students through trauma-informed strategies embedded in professional development, Wellness Centers, SEL programs, and parent workshops (Action 4.6). Additionally, the district has continued to prioritize social-emotional learning, implementing programs like Second Step and Move This World, while also piloting initiatives like "The Resilience Game Plan" to promote mindfulness and emotional well-being (Action 4.7).

Through Action 4.8, Compton USD has emphasized a holistic education fostering joy and engagement through diverse enrichment activities. By integrating peer mentorship and student-led initiatives, the district has inspired personal growth, offering activities like table tennis, chess, and game rooms to enhance the student experience. Regarding Action 4.9, Child Welfare and Attendance has provided school staff with the knowledge and skills needed to implement effective strategies for improving student behavior and attendance. These strategies have focused on: (1) building effective Professional Learning Community (PLC) teams to design and implement robust Tier I behavioral interventions, (2) effective implementation of Student Success and Monitoring Teams (SSMT),

and (3) effective implementation of the Student Attendance Review Team (SART).

The Office of Special Projects, in collaboration with Child Welfare and Attendance, Community Relations Specialists at various school sites, and educational partners like PBS SoCal, has offered parent education workshops covering a variety of topics such as academics, attendance, and drug awareness. Three more trainings took place during the spring semester, starting with "What They Don't Teach Teens" by LACOE professionals (Action 4.10). As we reflect on this school year's achievements, we are reminded of the importance of collaboration and community engagement. Through partnerships with parents, advisory committees (such as DAC, DELAC, CAC, DBPAC, BPAC, ELAC, and PTA), and community organizations, we continue to advocate for the needs of our students and work towards a future where every student has the opportunity to succeed. (Action 4.11)

Regarding Action 4.12, in 2023-2024, the BSA department continued boosting academic help for African American students, particularly in third grade, by bringing in BSA tutors. The Wellness Initiative Support Team has worked hard to monitor student attendance closely and find ways to encourage positive behavior. They also offer personalized counseling and interventions based on students' academic performance, aiming to help African American students excel both academically and emotionally.

Regarding Action 4.13, the STEPP program located at Washington ES currently supports 19 students from 2nd to 8th grade, with some moving on to 9th grade. A behavior therapist helps students with challenging behaviors by offering counseling and interventions. The therapist also trains staff and runs workshops for parents. Additional academic and behavioral support comes from instructional aides, special teachers, and outside agencies. Finally, in alignment with Action 4.14, 215 scholars with an IEP receive designated instructional counseling services (DIS) through their IEP. Of the 215, 138 require individual counseling and 77 require counseling and guidance. School psychologists and/or school psychologist interns provide the DIS counseling support to scholars with an IEP.

## CHALLENGES

One of the most pressing challenges we've faced since the onset of the pandemic revolves around student attendance (Action 4.1). Particularly notable is the struggle faced by our high school students, including those attending our continuation Chavez satellites, who continue to contend with alarmingly high levels of chronic absenteeism. The pandemic inadvertently fostered detrimental attendance habits, with students sometimes opting for extended weekends of three or four days. Breaking free from such entrenched behaviors has proven immensely challenging. Although each school's Attendance Task Force has worked tirelessly to mitigate chronic absenteeism, their success rates have varied. Despite concerted efforts, the lingering impact of the pandemic on attendance patterns underscores the need for continued vigilance and innovative strategies to address this issue effectively.

Since 2020, we've adjusted how we recognize and celebrate students with perfect and most improved attendance (Action 4.2). With the onset of the pandemic, all attendance recognition assemblies organized by Pupil Services shifted to virtual platforms. This transition has transformed the dynamics of interaction, as the spirit and enthusiasm of in-person assemblies are difficult to replicate virtually, thereby diminishing the intended impact.

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

Additionally, trauma training (Action 4.6) has been somewhat limited due to constraints on professional development caused by a shortage of substitute teachers. Previously, we held regular activities like book studies, but these have become increasingly difficult to organize. As we move forward, it is essential that we address these challenges and find solutions to ensure we have the necessary personnel to maintain the quality of our services.

According to the School Improvement Council (SIC) framework, program implementation progresses through eight stages, spanning from engagement to competency. Currently, our district is at stage five of implementation with our adopted Social Emotional Learning (SEL) programs, Second Step and Move This World (Action 4.7). This indicates that we are navigating the challenges of middle-stage implementation. Move This World, in particular, offers valuable analytics that enable us to identify teachers' usage of the program and any associated challenges. While our usage data indicates improvement compared to last year, there's still work ahead to ensure consistent implementation. To date, we've conducted one-on-one training sessions with principals in 18 of our schools. As we strive for 100% participation, we will intensify training efforts, positioning our implementation for full effectiveness. The progress achieved thus far is promising. Notably, participation in our Fall Panorama survey has surged by approximately 40% compared to last year. While it is premature to discuss the results of our Spring Panorama Survey, we anticipate heightened interest from our school sites. To facilitate a deeper understanding of analytics interpretation and their impact on schools and student groups, we've introduced one-on-one training sessions, yielding positive outcomes. In May, representatives from Panorama are expected to participate in our Principals' meeting to discuss growth and next steps. These outcomes are closely tied to our Project SELF tutors, who are deployed across 23 sites, serving our homeless, foster youth, and African American students. Their mission is to establish adult connections with students, fostering school connectivity and reducing dropout rates.

Similar to the challenges encountered last school year, the Department of Pupil Services also faced obstacles in organizing professional development sessions aimed at fostering high-functioning Professional Learning Community (PLC) teams to develop and implement robust Tier I behavioral interventions (Action 4.9). The persistent shortage of substitute teachers compelled us to maintain the "community of practice" model adopted last school year. We continued to convene biweekly hour-long sessions with Principals, employing a "trainer of trainers" approach. Principals were empowered to train teachers at their convenience, ensuring vital information dissemination while accommodating the diverse needs of individual school campuses.

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

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

As we reflect on the achievements and obstacles encountered during the 2023-2024 school year, it's evident that our commitment to Goal #4 remains steadfast. We've made significant strides in fostering student engagement, promoting wellness initiatives, and enhancing parent involvement throughout our district. From reinforcing attendance monitoring strategies to implementing PBIS and Restorative Practices, our efforts have been aimed at creating a supportive and nurturing environment for every student. While we celebrate our successes, we also acknowledge the challenges we've faced, including addressing chronic absenteeism and navigating staffing shortages. Moving forward, we remain dedicated to collaboration, innovation, and community engagement as we continue our journey toward ensuring the success and well-being of all students in the Compton Unified School District.

#### 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.

In reviewing Goal 4 of our LCAP, it is notable that we did not encounter significant material differences between budgeted expenditures and estimated actual expenditures, nor between planned percentages of improved services and estimated actual percentages of improved services. Although with challenges at times, the implementation of actions under Goal 4 proceeded as planned, with successful execution and utilization of allocated resources. Our proactive approach to addressing student engagement, wellness initiatives, parent involvement, and school climate allowed for effective resource management and

streamlined execution of initiatives. Consequently, deviations from budgeted expenditures and planned percentages were minimal, reflecting the alignment between our strategic goals, allocated resources, and actual outcomes. This consistency underscores the diligent planning and execution efforts undertaken to meet the objectives outlined in Goal 4 of our LCAP.

The only action where we observe some material differences is Action 4.6 trauma training. The shortages in staffing and substitutes limited the scale of implementation of this contributing action. In addition, we also utilized some federal funds, which would explain the surplus of LCFF expenditures associated with these services.

### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the past academic year, Compton USD has undertaken a series of targeted actions aimed at enhancing student engagement, fostering a positive school climate, and providing comprehensive support services. These actions have been informed by a wealth of data, reflecting both internal metrics and survey responses from various educational partners. Overall, we can affirm that the actions below have proven effective in making progress toward Goal 4 during the three-year LCAP cycle.

Action 4.1 placed a strong emphasis on reinforcing attendance monitoring and re-engagement strategies, with a specific focus on addressing chronic absenteeism. Despite our current attendance rates being below pre-pandemic levels, this year we have raised attendance in all student groups, maintaining an overall district attendance rate of 92.8% (as of May 2024). Although we are still working towards our goal of 98%, our chronic absenteeism rate has improved significantly, from 27.11% last year to 23.6% this year, positioning Compton Unified better than the state average and surrounding districts.

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

Actions 4.2 and 4.9 continued the district's commitment to recognizing and celebrating student achievements as a means of fostering a culture of accountability and academic excellence. While specific data on the impact of recognition assemblies and attendance incentives is limited, survey responses indicate strong support for these initiatives across educational partners, with 81.3% of staff, 94.5% of administrators, 90.7% of parents, and 77.2% of students expressing agreement or strong agreement with their effectiveness. Team Joy and Fun (Action 4.8), has also worked well in conjunction with our recognition and celebration initiatives to motivate students and keep them focused and engaged in school.

Action 4.3 focused on implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, and bullying-prevention strategies to enhance the school climate. While it's important to note that the data we currently have is tentative, and we need to await the release of the 2024 Dashboard for comprehensive insights, internal data suggests a concerning trend in suspension rates compared to the 2023 Dashboard. Overall, student suspensions rose from 1.3% to 1.7%, with persistent disparities among student groups. Specifically, while suspension rates remained unchanged for socioeconomically disadvantaged (SED) students at 1.9%, African American (AA) students saw an increase from 3.6% to 4.5%. Hispanic students also experienced a slight uptick from 1.3% to 1.4%. Although the rise among Limited English Proficient students was minimal (1.4% to 1.5%), Long-Term English Learners (LTEL) faced a notable increase to 3.9%. Conversely, suspension rates for Students with Disabilities (SWD) decreased from 2.8% to 2.5%, mirroring a positive trend among Foster Youth (FY) students, which dropped from 4.4% to 3.0%. However, suspension rates for Homeless students experienced a slight increase from 4.8% to 4.9%. Despite these challenges, survey responses highlight the positive impact of these strategies on the school climate, with 77.7% of staff, 91.6% of administrators, 80.3% of parents, and 70.3% of students expressing agreement or strong agreement with their effectiveness. Nonetheless, we recognize the need to refine the implementation of these practices.

Our counseling and mental health services (Actions 4.4 and 4.14) have proven critical in addressing the diverse needs of our most vulnerable populations.

The District has provided counseling and mental health therapy for students as needed, prioritizing support for unduplicated students (those who are low-income, English Learners, and Foster Youth). Services were also effectively provided to students in the STEP program, who are special education students exhibiting challenging behaviors (Action 4.13). The ultimate goal is to foster positive connections between students and adults, essential for creating a school culture where students feel safe and empowered. Analysis of this year's Effectiveness of Services Survey reveals that 88.7% of parents and 76.8% of students agree or strongly agree that the counseling and mental health services offered by their schools are necessary and effective in supporting students.

Action 4.5 focused on establishing Wellness Centers as vital resources for supporting student mental health. Survey responses indicate broad support for Wellness Centers across educational partners, with 86% of staff, 92.8% of administrators, 89.9% of parents, and 76.6% of students expressing agreement or strong agreement with their importance and effectiveness. Meanwhile, Action 4.6 concentrated on trauma training and implementing trauma-informed practices, an ongoing effort demanding time and dedication for full integration into the school system. While comprehensive data to demonstrate its impact may not yet be available, it's crucial to acknowledge the significant efforts made by Pupil Services in this regard. Pupil Services has diligently worked to embed trauma-informed practices into their training sessions and closely collaborate with our Wellness Centers. This collaborative approach ensures that key staff members are equipped with the necessary knowledge and skills to recognize and respond to the effects of trauma on students effectively.

Action 4.7 involved the implementation of social-emotional learning (SEL) programs, Move This World and Second Step, to address students' social-emotional needs. Survey responses indicate strong support for SEL initiatives across educational partners, with 80% of staff, 90% of administrators, 88.5% of parents, and 73.1% of students expressing agreement or strong agreement with the positive impact of these initiatives. Despite the positive feedback received, it's imperative that we closely monitor the implementation of these programs district-wide, as their usage may not be as widespread as we would like. Therefore, Educational Services will prioritize these programs as part of their focus for instructional rounds. It's crucial to ensure that these initiatives are effectively utilized across all schools to maximize their impact on student well-being and academic success.

Following the trainer-of-trainers model, Action 4.10 was successfully implemented throughout the three-year LCAP cycle. The goal has been to provide ongoing training to Professional Learning Community (PLC) teams on how to design and provide strong Tier I behavioral interventions for our low-income students. These teams would also review academic, attendance and behavioral data and determine the appropriate intervention by strengthening the multi-tiered systems of support (MTSS) process using the following structures: Student Success and Monitoring Team (SSMT), Section 504 and student attendance review team (SART). Our steady decrease in chronic absenteeism, increase in daily attendance, and low suspension rates (1.7% in 2023) reflect the positive impact of this initiative.

While all the actions described above were created with the ultimate goal of improving school climate and reducing suspension and expulsion rates, the metrics measuring these outcomes have shown mixed results over the years. For example, in 2020-2021, we observed a notable increase in high school dropout rates by 6% compared to the 2019-2020 baseline year (from 10% to 16%). We attribute this increase largely to the impact of the COVID-19 pandemic and the resulting school closures, which led to significant learning loss for many students in the upper grades, some of whom opted for workforce options. High school dropout rates for the year 2021-2022 remained at 16%, but in 2023, they decreased to 11%. In contrast, middle school dropout rates have remained stable and very low over time.

Two metrics that have consistently remained statistically low are expulsion and suspension rates. During the year 2020-2021, amid virtual learning, both expulsion and suspension rates remained at 0%. However, suspension rates have shown an upward trend post-pandemic. For the year 2021-2022, suspension rates were at 1.1%, slightly increasing to 1.7% in 2022-2023. While we do not anticipate a substantial increase in these rates for the current year, our internal data currently indicate a 0.2% increase (as previously explained). The rise in suspension rates post-pandemic may reflect the challenges students faced during the transition back to traditional schooling, including readjustment to classroom routines and social interactions. Factors such as pandemic-induced stressors and disruptions to academic progress could have contributed to heightened behavioral issues among students. It's worth noting that our expulsion rates have consistently remained significantly below 0%.

Goal #4 encompasses a range of initiatives aimed at fostering parent engagement within our schools. We recognize that positive outcomes in attendance, course completion, social skills, and graduation are closely linked to robust parental involvement and advocacy. Our commitment to offering a diverse array of



social services, parent workshops, and advisory opportunities is well-known among parents in our school community (Action 4.10, 4.11). Consequently, a significant percentage of parents who participated in workshops, education classes, or conferences organized by CUSD reported finding these experiences highly beneficial, equipping them with valuable tools to support their child's education effectively. However, it's worth noting that only 56% of surveyed parents indicated attendance at workshops this school year. On a positive note, 94% of those who did attend found the workshops very useful. Moreover, according to the California Schools Parent Survey, 73% of parents reported being given the opportunity to provide input before important decisions were made—a increase from 71% in 2023.

The activities organized by the Department of Black Student Achievement during this past school year has led to notable improvements in the academic and developmental outcomes of African American students within Compton Unified School District (Action 4.12). By providing targeted interventions and support, the department facilitated a measurable increase in ELA and Math performance on the CAASPP assessment as measured by our preliminary results. Furthermore, their ongoing support to our African-American students have contributed to a higher College and Career Readiness indicator and an uptick in A-G completion rates. The dedicated efforts of the Department of Black Student Achievement in engaging with families through home visitations and consistent communication have fostered stronger school connectedness and attendance rates. The comprehensive approach to addressing mental health and student engagement has been pivotal in reducing suspension rates, highlighting the success of this initiative in mitigating the "accumulation of disadvantage" and closing the achievement gap for African American students in Compton Unified.

In broad terms, the initiatives under Goal #4 aim to cultivate conditions fostering school connectedness, a sense of safety, and academic motivation among students. Upon reviewing metrics and this year's survey results, it has become evident that enhancing educational partners' perception of our schools as safe havens should be a key focus for the upcoming school year. While data from grade 5 students indicates a favorable increase in safety perceptions—from 58% two years ago to 64%—other grade levels have shown a concerning decline. Specifically, survey results from grade 7 decreased from 45% to 40%, while grade 9 witnessed a modest increase from 33% to 36%, and grade 11 experienced a decline from 32% to 30%. Conversely, parents appear to hold a more positive perspective, with 84% expressing confidence that their child's school is a safe environment—a notable increase from the 2023 survey's 79%. Additionally, the percentage of teachers and staff who agree or strongly agree that our school is a safe space for students has risen from 85% to 89%, with 87% indicating the same for themselves—an improvement from the previous year's 84%. As we transition into a new LCAP cycle, we remain committed to reassessing our strategies and providing enhanced support for the implementation of services.

In the area of school connectedness, we have observed mixed results. The majority of high school students feel a higher degree of connectedness compared to last year. For instance, in grade 9, there was an increase from 33% to 39%, and in grade 11, the percentage of students who felt connected to school rose from 32% to 34%. Conversely, grades 5 and 7 experienced a slight decrease of 1%, with grade 5 dropping from 64% to 63% and grade 7 from 45% to 44%.

We also noticed that the percentage of students in grades 5 and 7 indicating they have caring adult relationships in school followed a similar trend. For grade 5, there was a decrease from 63% to 61%, and for grade 7, it decreased from 48% to 47%. In contrast, grade 9 saw an increase from 36% to 42%, and grade 11 from 50% to 51%.

The most concerning area is the decline in academic motivation among students. The percentage of surveyed students who indicated feeling academically motivated has continued its downward trend, possibly due to increased academic pressure and acceleration efforts post-pandemic. For grade 5, the percentage decreased from 80% two years ago to 79%, and again this year to 76%. In grade 7, it dropped from 71% to 65%, and now to 63%. In grade 9, it fell from 74% to 61%, and this year it is at 59%. Similarly, for grade 11, the percentage initially decreased from 73% to 64%, and now stands at 61%.

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

In conclusion, while challenges remain, the data highlights progress and positive momentum within Compton USD's efforts to enhance student engagement

and well-being. The actions taken under Goal #4, such as attendance monitoring, recognition programs, PBIS, counseling services, and social-emotional learning initiatives, have shown varying degrees of success. Despite the mixed results in some areas, like school connectedness and academic motivation, there have been notable improvements in others, such as attendance rates and perceptions of school safety among parents and staff.

The district's commitment to data-driven decision-making and stakeholder collaboration has been crucial in making these strides. As we transition into a new LCAP cycle, it is essential to build on these achievements by addressing the areas that need improvement and continuing to foster a supportive and safe environment for all students. By doing so, Compton USD can further its goal of achieving equitable outcomes for all its students.

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

Given this progress and the positive outcomes observed, we will continue with this Goal during the new LCAP Cycle, although some modifications will be necessary. To begin with, we will refine the GOAL STATEMENT to clearly reflect our continued commitment to nurturing a supportive environment conducive to academic success and holistic student development. The revised goal now emphasizes the promotion of strong adult relationships and a sense of belonging for all students, with particular attention to those facing socio-economic challenges and other barriers to academic achievement. We have also identified the alignment of the goal with the state priorities:

"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. (Engagement. State Priorities 3, 5, 6)"

Moving forward, our focus remains on sustaining and further building upon the gains achieved, while continuously refining our strategies to better meet the evolving needs of our diverse student population. Through ongoing reflection, data analysis, and stakeholder engagement, we are poised to continue making meaningful progress towards our goal of ensuring every student feels valued, supported, and empowered to thrive academically and personally.

Regarding the METRICS and OUTCOMES, we have decided to maintain the same set of 22 metrics for tracking progress and evaluating the effectiveness of our actions over time, using the most recent available data as the baseline. These metrics have consistently provided comprehensive information on student well-being, engagement, and academic achievement. By retaining these metrics, we ensure continuity and consistency in our data collection, allowing for meaningful comparisons and trend analysis. The metrics cover a wide range of indicators, including graduation rates, chronic absenteeism, dropout rates, school climate perceptions, parent involvement, and student behavior.

We will make minor revisions to some metrics to ensure they capture the percentage of survey completers who agree or strongly agree that the action or services provided were effective. Currently, some metrics only capture the percentage of those who strongly agree, which does not accurately reflect the overall favorable responses. Ongoing data collection and analysis will help us monitor trends, identify successes, and address areas needing further attention or intervention. This consistency in metrics enables us to communicate our progress effectively to educational partners, demonstrating transparency and accountability in our efforts to improve student outcomes.

Overall, the decision to continue with the same 22 metrics underscores our commitment to evidence-based decision-making and confidence in these measures to capture the multifaceted aspects of our goal related to school climate, parent participation, and pupil engagement.

Finally, regarding the ACTIONS, we plan to continue with most of the actions under Goal 4. Although some action numbers and titles may change, the core intent of the actions will remain intact. The most significant changes to the existing actions are as follows:

Action 4.9 Professional Development on Evidence-Based Behavioral and Attendance Interventions will be updated to Action 4.11 - Building Effective Intervention Teams for Student Success. Every school will establish dedicated teams to design and implement Tier I behavioral interventions for low-income

students. These teams, participating in ongoing professional development, will analyze academic, attendance, and behavioral data to enhance the multi-tiered systems of support (MTSS) process, including the Student Success and Monitoring Team (SSMT) and the Section 504 attendance review team (SART).

Action 4.12 Wellness Initiative Support Team for African-American Students: When initially conceptualized, the LCAP included the establishment of the Wellness Initiative Support Team (WIST) to provide additional support to African American students in addressing various performance gaps identified within Compton Unified School District (CUSD). The intention was to leverage this team to mitigate disparities observed in ELA and Math performance on the CAASPP assessment, College and Career Readiness indicators, A-G completion rates, and suspension rates among African American students. However, with the subsequent creation of the Department of Black Student Achievement, the responsibility for addressing these disparities shifted under its jurisdiction. Consequently, the envisioned implementation of the WIST and the District Student Success and Monitoring Team (DSSMT) did not materialize as initially outlined in the LCAP.

Some new actions that will be added to next year's LCAP include Action 4.2 Chronic Absenteeism Task Force, Action 4.16 Disproportionate Discipline Reduction Strategies for African-American Students, and Action 4.17 Addressing School and Student Group Suspension Disparities. These actions were primarily added to meet the state mandate of creating initiatives aimed at improving the performance of all student groups categorized as "red" on the California School Dashboard due to low performance.

In conclusion, the planned changes for the upcoming LCAP cycle reflect our commitment to continuous improvement and responsiveness to stakeholder feedback. By refining our goal statement, maintaining and enhancing our metrics, and adapting our actions, we aim to create a more inclusive and supportive environment for all students. The integration of new initiatives, such as the Chronic Absenteeism Task Force and strategies to address disproportionate discipline, demonstrates our dedication to addressing specific challenges and ensuring equity across our student population. Through these efforts, we are poised to make meaningful progress toward fostering a school climate where every student feels valued, supported, and empowered to achieve academic and personal success.

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

**Goal**

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

***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
EL Proficiency (ELPAC)	<p>According to the CA English Learner Progress Indicator (ELPI) as measured by the ELPAC, CUSD is at the Medium Performance Level with 48% of the English Learner students making progress.</p> <p>46% of the English Learner students progressed at least one ELPI level 2% of the EL students maintained the ELPI level 4</p> <p>(2018-2019 Summative ELPAC)</p>	<p>Since there is no ELPI data from 2020-2021, the student performance is based on the ELPAC 2021 scores.</p> <p>7% of all ELs performed at level 4 31% of all ELs performed at level 3 61% of all ELs performed at the lower levels (ELPAC levels 1&amp;2)</p>	<p>13% of all ELs performed at level 4 35% of all ELs performed at level 3 34% of all ELs performed at level 2 18% of all ELs performed at level 1</p> <p>Based on 21-22 Public Data</p>	<p>16.15% of all ELs performed at level 4 33% of all ELs performed at level 3 31% of all ELs performed at level 2 19.82% of all ELs performed at level 1</p> <p>(2022-2023)</p>	<p>70% English Learners will advance one level on ELPAC from the prior year, including students that advance from English Learner Progress Indicator low level 2 to high level 2 or low level 3 to high level 3 or maintain level 4.</p>
<p>Percentage of English Learners attaining English Proficient level on the English Language Proficiency Assessment for California (ELPAC)</p> <p>Data Source: DataQuest/Dashboard</p>	<p>13.25% of students exhibited well developed English skills on the ELPAC (ELPAC 2019-Level 4)</p> <p>38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2019-Level 3)</p> <p>46% of students exhibited growth in the English Language Proficiency Assessment for California (ELPAC 2018-19)</p>	<p>7.30% of students demonstrated well developed English skills on the ELPAC (ELPAC 2021-Level 4)</p> <p>31.15% of students demonstrated moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2021-Level 3)</p>	<p>13% of students demonstrated well developed English skills on the ELPAC (ELPAC 2022-Level 4)</p> <p>35% of students demonstrated moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2022-Level 3)</p> <p>51.5% of English learners progressed/exhibited growth one ELPI level or more (CDE Dashboard)</p> <p>Based on 21-22 Public</p>	<p>16.15% of students demonstrated well developed English skills on the ELPAC (ELPAC 2023 -Level 4)</p> <p>33% of students demonstrated moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2023 -Level 3)</p> <p>48% of English Learners progressed/exhibited growth one ELPI level or more</p> <p>(2022-2023)</p>	<p>30% or more of students will attain-well developed English skills in the English Language Proficiency Assessment for California (Level 4)</p> <p>40% or more of students will attain moderately developed English skills in the English Language Proficiency Assessment for California (Level 3)</p> <p>30% or higher of English learners will progress at least one ELPI level or more</p>

	<p>38% of students exhibited moderately developed English skills in the English Language Proficiency Assessment for California (ELPAC 2019-Level 3)</p> <p>46% of students exhibited growth in the English Language Proficiency Assessment for California (ELPAC 2018-19)</p>		Data		
<p>ELA Proficiency for ELs</p> <p>Data Source: ELA CAASPP</p>	<p>6.39% of EL students Met or Exceeded standards</p> <p>19.95% of EL students scored at Standard Nearly Met</p> <p>73.66% of EL students scored at Standard Not Met</p> <p>(2018-2019)</p>	<p>16.7% of EL students in grades 6-8 and 11 Met or Exceeded standards</p> <p>19.33% EL students scored Standard Nearly Met</p> <p>63.74% EL students scored at Standard Not Met</p> <p>(2020-2021 i-Ready Reading-Local Alternative Assessments)</p>	<p>12.47% of EL students scored Met or Exceeded Standards</p> <p>24.04 % of EL students scored Standard Nearly Met</p> <p>63.50 % of EL students scored at Standard Not Met</p> <p>(CAASPP 2022)</p>	<p>8.25% of EL students scored Met or Exceeded Standards</p> <p>24.11% of EL students scored Standard Nearly Met</p> <p>67.64% of EL students scored at Standard Not Met</p> <p>(2022-2023)</p>	<p>25% or more of EL students will have Met or Exceeded Standards on the ELA CAASPP</p> <p>35% or more of EL Students will have scored at Standard Nearly Met</p> <p>40% of EL students scoring at Standard Not Met</p>
<p>ELA Proficiency for Standard ELs</p> <p>Data Source: ELA CAASPP</p>	<p>28.86% of AA students Met or Exceeded standards</p> <p>25.14% of AA students scored at Standard Nearly Met</p> <p>46% of AA students scored at Standard Not Met</p> <p>(2018-2019)</p>	<p>25.8% of AA students in grades 3-8 &amp; 11 Met or Exceeded standards</p> <p>19.6% AA students scored at Standard Nearly met</p> <p>54.5% AA students scored at standard not met</p> <p>( 2020-2021 i-Ready Reading. Local Alternative Assessments)</p>	<p>30.33 % or more of AA students will have Met or Exceeded Standards on the ELA CAASPP</p> <p>23.61 % or more of AA Students will have scored at Standard Nearly Met</p> <p>46.06 % of AA students scoring at Standard Not Met</p>	<p>32.62 % or more of AA students will have Met or Exceeded Standards on the ELA CAASPP</p> <p>23.75 % or more of AA Students will have scored at Standard Nearly Met</p> <p>43.62 % of AA students scoring at Standard Not Met</p>	<p>50% or more of AA students will have Met or Exceeded Standards on the ELA CAASPP</p> <p>20% or more of AA Students will have scored at Standard Nearly Met</p> <p>30% of AA students scoring at Standard Not Met</p>

Reclassification rate to a level above the state average.  Source Data: DataQuest	18% CUSD 14% State  (2019-20 Data)	CUSD: 11.1% STATE: 8.6%  (2020-21 Data)	(Reflective of 2021-22- Projected. State data not released yet) CUSD: 11% STATE: 7%  2022-2023 (Projected) 12%	CUSD: 16.62% STATE: 6.9%  (2022-2023 Data)	Increase reclassification rate to a level above the state average.
Reclassification Grade 5, Grade 8 and Grade 12  Source Data: Local Data	49% rate of reclassification by 5th grade  63% rate of reclassification by 8th grade  77% rate of reclassification by 12th grade	26% rate of reclassification by 5th grade  41% rate of reclassification by 8th grade  48% rate of reclassification by 12th grade	58% rate of reclassification by 5th grade  32% rate of reclassification by 8th grade  10% rate of reclassification by 12th grade	60% rate of reclassification by 5th Grade  32% rate of reclassification by 8th Grade  12% of reclassification by 12th Grade	59% increase of reclassification by 5th grade  73% increase of reclassification by 8th grade 87% increase of reclassification by 12th grade
Number of Long Term English Learners (LTELs)  Source Data: DataQuest	10% of all English Learners were identified as Long Term English Learners (LTELs) in 2019-2020	17% of all English Learners were identified as Long Term English Learners (LTELs) in 2020-2021	10.7% of all English Learners were identified as Long Term English Learners (LTELs) in 2022-2023 (State Average: 17%)	11% of all English Learners were identified as Long Term English Learners (LTELs) in 2023-2024 (State Average: 10.6%).  (2022- 2023)	Decrease percentage of LTELs to a level below state average
Number of At-Risk English Learners  Data Source: DataQuest	6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2019-2020.	9% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2020-2021	6.7% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2022-2023  (State Average: 10%)	6.6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2023-2024 (State Average: 6.8%)  (2022-2023)	Decrease percentage of at-risk LTELs to a level below state average.
EL graduation rate for English Learners	78% was the English Learners graduation rate in 2019-2020	70.3% was the English Learners graduation rate in 2020-2021	82% was the English Learners graduation rate in 2021-2022	82.4 % was the English Learners graduation rate in 2022-2023	88% graduation rate for English Learners

State Seal of Biliteracy attainment (Grade 12)  Data Source: DataQuest; Local Data	226 students were awarded with the State Seal of Biliteracy in 2020-2021  Hispanic:224 African-American:2 IFEP:7 RFEP:208 EO:10 EL:1	225 students were awarded with the State Seal of Biliteracy in 2021-2022  Hispanic: 222 African-American: 3 IFEP: 10 RFEP: 186 EO: 28 EL: 1	232 students were awarded with the State Seal of Biliteracy  Hispanic: 226 African-American: 4 IFEP:10 RFEP:182 EO:29 EL:1	284 students were awarded with the Seal of Biliteracy in 2023-2024  Hispanic: 283 African-American: 1 IFEP: 13 RFEP: 249 EO: 19 EL: 3	Increase Seal of Biliteracy recipients by 15 or more students each year to reach a minimum of 215.  Hispanic: Maintain African-American: 25 Students IFEP: 10 Students RFEP: Maintained EO: 30 Students EL: 10 Students
Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School	Hispanic:45 African-American:3 IFEP: 5 RFEP:29 EO:11 EL: 3	Hispanic: 24 African-American: 3 IFEP: 2 RFEP: 17 EO: 7 EL: 1	Hispanic: 118 African-American: 11 IFEP: 5 RFEP: 87 EO: 36 EL: 25	Hispanic: 241 African-American: 17 IFEP: 8 RFEP: 190 EO: 31 EL: 29	Hispanic: 65 African-American: 30 IFEP: 5 RFEP: 35 EO: 35 EL: 25
Percentage of trained teachers utilizing CLR/AEMP strategies per the Classroom Walkthrough Tool  Data Source: Local Data	None	None. *30 teachers were trained but Classroom Walkthrough Tool was not implemented in 2021-2022.	None *200 teachers participated in at least one class but Classroom Walkthrough Tool was not implemented in 2022-2023. The tool is now ready to be implemented in 2023-2024.	40 teachers and administrators have attended a CLR training this year.	80%
Number of Elementary Schools offering Spanish Clubs for Students/Parents for Standard English Learners	None	1 Spanish Class for Parents of SELs Completed in May 2022	Four elementary schools offered a Spanish club during the 2021-22 summer program. Three elementary schools participated in a Spanish Club for parents of	Four elementary schools and two middle schools offered a Spanish club during the 2022-2023 summer program.	All 21 elementary schools will offer a Spanish Club

## Goal Analysis

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

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

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

### SUCSESSES

During the 2023-2024 school year, the district prioritized professional development on research-based practices for ELs, allocating funding for six English Language Development (ELD) specialists assigned to schools. These specialists provided support through professional development sessions and coaching, focusing on strategies to enhance language acquisition and academic achievement among ELs. Training sessions integrated Thinking Maps, Vocabulary Routines, Designated ELD, and culturally responsive teaching strategies to meet the diverse needs of ELs across grade levels. (Action 5.1 and 5.3)

Recognizing the unique needs of newcomer students, the district invested in specialized programs and bilingual staff to support linguistic development and academic success. Two newcomer programs were established, providing targeted curriculum and support services to middle and high school students transitioning into the district. Additionally, funds were allocated for bilingual instructional assistants, after-school programs, and college field trips, ensuring newcomer students receive comprehensive support to acclimate to their new educational environment. (Action 5.2)

Moving on to Action 5.4, the Department of EL Services has established targeted interventions to support reading skill development for ELs. Bilingual instructional assistants, for example, are playing a crucial role in implementing interventions, while online platforms such as Lexia and Nearpod have been utilized to differentiate supports for individual learning needs. In order to also address the linguistic needs of our Standard English Learners, the BSA department initiated Culturally and Linguistically Responsive Teaching and Learning Training to K-12 teachers. (Action 5.5).

The district operates three English/Spanish dual immersion programs as well as world language programs in Spanish, French, and Chinese (Action 5.6). Our Dual Immersion Programs, in particular, extend up to 5th grade or 8th grade, depending on the program, with allocated funds supporting professional development for Dual Immersion teachers through conferences, workshops, and collaborative sessions. Additionally, resources are allocated for bilingual libraries, field trips, and three Dual Immersion tutors.

During the summer of 2023, the Spanish Club expanded its reach to elementary and middle school students, offering conversational Spanish classes at four elementary sites and two middle schools for non-native speakers (Action 5.7). While staffing constraints prevented the after-school Spanish parent club, a workshop was held to empower parents of dual immersion students to better support their children in the target language. Additionally, translation and interpretation services remain integral to the Compton Unified School District (Action 5.8), with funding supporting a district interpreter primarily responsible



for Spanish interpretation and translation.

This year, the EL Department focused on enhancing parental engagement (Action 5.9). Five elementary schools successfully implemented the Latino Literacy Project during the first semester, with five more completing it during the second semester. Monthly DELAC and ELAC meetings were conducted to ensure effective communication and collaboration. Additionally, the department organized ELPAC parent workshops, newcomer parent meetings, and Dual Immersion meetings throughout the year to provide resources and support for parents of ELs.

The BSA department also hosted a series of workshops aimed at supporting parents of African American (AA) students and other socioeconomically disadvantaged learners (Action 5.10). These workshops covered various topics, including Culturally and Linguistically Responsive (CLR) Teaching and Learning, Aeries training, Dual Immersion, Dual Enrollment, CAASPP practice tests, and an overview of available student programs and tools. These initiatives aimed to empower parents with the knowledge and resources to support their children's academic success and navigate the educational system effectively.

Finally, Aligned with Action 5.11, services focused on personalizing academic and social-emotional learning for English learners, particularly those at risk and Long-Term English Learners (LTELs). The Language Appraisal Team (LAT) developed intervention plans tailored to students' needs, providing necessary support and monitoring progress. Regular parent meetings and data chats were held to keep parents informed about student progress and facilitate discussions about academic growth and reclassification opportunities.

## CHALLENGES

While a significant number of actions associated with Goal 5 have been successfully implemented, there have been challenges associated with staffing, and meeting the varying needs of Newcomers, At-Risk, Long Term English Learners, and Standard English Learners.

Action 5.1, focused on providing district wide professional development on research-based instructional practices for English learners, was affected due to the importance of protecting instructional time and the logistical challenges of arranging substitute coverage for teachers attending training sessions. Despite efforts to offer after-school and Saturday professional development opportunities, teacher participation has been low. Additionally, over the three-year period of the LCAP cycle, the district has experienced a significant influx of Newcomer students, which has necessitated the expansion of services for this population (Action 5.2). Targeted services have been implemented through the district's Newcomer Program to support these students. However, the varying numbers of Newcomer students across different schools have made it challenging to ensure that all schools have the necessary resources and support to meet the diverse needs of these students as they acclimate to a new educational environment.

The effectiveness of the dual immersion programs (Action 5.6), has been adversely affected by a shortage of bilingual certified teachers, impacting the quality and consistency of instruction. Additionally, the Spanish Club (Action 5.7) has faced ongoing challenges due to both low student participation rates and staffing constraints. Despite efforts to promote the Spanish Club and encourage student enrollment, the response has been lower than expected, and staffing issues have made it difficult to maintain a stable schedule and provide adequate support, further hindering the program's success.

Finally, although the district has well-attended District English Learner Advisory Committee (DELAC) meetings and parent workshops, some schools still need to improve the number of parents participating in their school site English Learner Advisory Committee (ELAC) meetings. This is also true for parent participation in the Black Student Achievement (BSA) committee meetings at different school sites. In-person meetings, in particular, have not been well attended.

In summary, the accomplishments achieved under Goal 5 underscore Compton Unified School District's dedication to the academic and linguistic progress of English Learners and Standard English Learners. Despite encountering challenges such as staffing constraints and fluctuating newcomer student populations, the district's commitment to targeted interventions, professional development, and parental engagement remains unwavering. As we navigate these challenges and build upon our successes, we continue to prioritize equity and academic excellence for all students, ensuring they are equipped with the necessary resources and support to thrive academically and linguistically.

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

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

Action 5.1: EL Specific Professional Development. This action was partially impacted due to limitations on releasing teachers during the regular instructional day. Additionally, Title III funding was utilized to cover some of these services, resulting in partial funding not being utilized. (8% not spent)

Action 5.4: Specific Interventions and Support for English Learners. Not all supplemental and concentration funding was utilized for this contributing action (9% not spent) due to unfilled Bilingual Instructional Assistant positions. Title III funding was also available to cover services in this area.

Action 5.5: Academic English Mastery Program for Standard English Learners. While the Department of Black Student Achievement provided professional development on culturally and linguistically responsive teaching and learning, not all funds allocated for this action were utilized this school year. (11% not spent)

Action 5.7: Spanish Club. This non-contributing action faced ongoing challenges due to both low parent participation and a lack of available teachers to teach these clubs. Despite efforts to promote the program and encourage parent involvement, the response was lower than expected. The shortage of teachers made it difficult to maintain a stable schedule and provide adequate support, further hindering the program's success. As a result, not all allocated funding was utilized (12% not spent). This action will not be included in the new LCAP cycle.

## An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions associated with Goal 5 reflect Compton Unified School District's commitment to addressing the academic and linguistic needs of English Learners (ELs) and Standard English Learners. Our focus on equity ensures that these students are college and career-ready upon graduating from high school.

Data from the 2023 California Dashboard demonstrates significant progress, with ELs showing marked improvements in literacy and mathematics as measured by the CAASPP assessments. For example, the percentage of ELs meeting or exceeding standards in ELA increased from 6.39% to 8.25%, and in Mathematics, from 9.67% to 12.4%. These gains are a direct result of targeted actions taken during the LCAP cycle, including professional development for teachers on EL instructional strategies (Action 5.1), culturally responsive pedagogy (Action 5.3), and comprehensive interventions and supports (Action 5.4).

Despite this progress, the 2023 ELPI indicated a slight decrease in the percentage of ELs demonstrating growth in English Language Proficiency, dropping from 51.7% to 47.6%. This decline has prompted a reevaluation of our monitoring processes and the ongoing professional development provided to educators, particularly in relation to Designated ELD, highlighting the need for a continued emphasis on ELD standards and ensuring exposure to ELPAC-aligned questions. Additionally, while our percentage of long-term English learners (LTEs) remains lower than the state average, targeted interventions for at-risk learners are crucial. The reclassification rates have shown improvement, rising from 11% in 2021-22 to 16% in 2022-23, reinforcing our commitment to ongoing support and professional development for our teachers to ensure the success of all students.

Newcomer services have demonstrated effectiveness in the middle and high school Newcomer programs. In the past year, 32 middle school and 61 high school newcomers received targeted support designed to address their language acquisition and social-emotional needs. Additionally, the Lexia literacy program was provided to all 3rd-8th grade Newcomer students, with 70 percent of students advancing at least one language level. Despite these positive outcomes, challenges associated with staffing Bilingual Instructional Assistants continue to impact the consistency of services provided (Action 5.2).

The BSA department's implementation of the Culturally and Linguistically Responsive (CLR) Teaching and Learning training for K-12 teachers (Action 5.5) resulted in significant academic improvements for African American students. By the end of the 2023-2024 school year, 66 teachers and 22 Curriculum Specialists received this training, which directly contributed to a 4% increase in African American Mathematics CAASPP scores and a 3% increase in English Language Arts CAASPP scores district-wide. Additionally, the percentage of African American students meeting or exceeding standards in ELA increased from 28.86% to 32.62%, and in Math from 20.66% to 23.55%. A total of 86.4% of teachers and 80% of administrators completing the Effectiveness of Services Survey indicated that the professional development on culturally and linguistically responsive teaching and learning attended this school year was effective in supporting the language and literacy needs of English-only students.

The implementation of various actions under Goal 5 has had a positive impact on fostering bilingualism and supporting the linguistic needs of our students. For instance, the Pathway to Biliteracy program resulted in 258 Dual Immersion and World Language students receiving the Attainment Award and 458 students receiving the Participation Award, totaling 829 students recognized for their achievements. This recognition encourages students' continued engagement in language acquisition and reinforces their commitment to becoming bilingual. Furthermore, 284 students qualified for the State Seal of Biliteracy, demonstrating growth from last year's total of 268. This increase highlights the importance of sustaining efforts related to bilingualism and multilingualism through Action 5.6, which focuses on Biliteracy/Multiliteracy Programs.

The Spanish Club, successfully implemented for students at four schools during the summer, provided valuable opportunities for students to enhance their language skills and cultural connections. Although the district faced challenges in offering a Spanish Club for parents due to personnel shortages and limited participation, the initiative highlighted the need for continued outreach to engage families in their children's language-learning journey (Action 5.7).

Additionally, the provision of translation and interpretation services through site bilingual personnel and the district interpreter (Action 5.8) has significantly improved communication for English Learner families, ensuring they have access to essential resources and information. This support fosters a more inclusive environment, allowing families to participate more fully in their children's education.

Moreover, the increase in schools participating in the Latino Literacy Project has encouraged a love for reading among Latino students, contributing to their academic success. The district's DELAC meetings have averaged 45 participants, indicating strong parent engagement and representation across schools. However, attention is needed for ELAC committees at certain schools to boost participation. The district aims to provide diverse options for parents to attend EL meetings and enhance their involvement (Action 5.9). These collective efforts reflect a commitment to empowering families and ensuring all students have the support they need to succeed academically.

The BSA Department also hosted a series of workshops aimed at supporting parents of African American (AA) students and other socioeconomically disadvantaged learners (Action 5.10). These workshops covered various topics, including Culturally and Linguistically Responsive (CLR) Teaching and Learning, Aeries Training, Dual Immersion, Dual Enrollment, CAASPP practice tests, and an overview of available student programs and tools. Parents' feedback reflected that they felt these initiatives empowered them with the knowledge and resources needed to support their children's academic success and navigate the educational system effectively. Some parents took advantage of the information presented by enrolling their children in intervention and extension opportunities provided by the district. Providing these workshops proved to be a success.

Data chats were successfully conducted for all English learners, with a particular focus on at-risk and long-term English learners. Individual plans were developed for students needing academic and linguistic support. The district's monitoring system was reviewed by the California Department of Education during the FPM review and passed with no findings. The data for college and career outcomes among English Learners (ELs) shows that in the year 2022-23, the graduation rate for ELs reached 82%. Additionally, the A-G completion rate for ELs was 32%. These data points indicate that a continued focus on comprehensive support structures, targeted interventions, and access to resources will play a crucial role in sustaining and further enhancing college and career outcomes for ELs (Action 5.11).

In conclusion, the data-driven approach and targeted actions outlined in Goal 5 of the LCAP reflect Compton Unified School District's ongoing commitment to

supporting English Learners and Standard English Learners. As we continue to analyze metrics, address challenges, and implement strategic interventions, our focus remains steadfast on ensuring equitable access to academic success and college and career readiness for all students.

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

In the final year of the LCAP cycle, Goal 5 and its associated actions showed success in several areas, yet overall effectiveness was influenced by various factors. Following a comprehensive analysis of implementation and progress on metrics, the district has decided to continue with this goal with some changes for the upcoming school year. Evidence gathered through metrics and corresponding data, demonstrate a need to revise the GOAL STATEMENT to meet the needs of English Learners, Newcomers, Long Term English Learners, and African American Standard English Learners. Moreover, this change will provide more targeted differentiated support for all English Learner typologies and African American Standard English Learners. The goal for the next LCAP cycle will read as follows: "All English Learners, including Newcomer students and Long-Term English Learners, as well as African-American Standard English Learners will receive targeted support and resources to enhance academic achievement and close the achievement gap."

In the upcoming LCAP document, we have decided to streamline our metrics by eliminating several redundant or obsolete indicators. Specifically, we will remove the metric associated with grade-level specific reclassification data, opting instead to report the reclassification rate for the district as a whole. Additionally, the metric related to classroom walkthroughs and the percentage of trained teachers utilizing CLR/AEMP strategies will be eliminated. We will also discontinue the metric regarding the number of schools offering a Spanish Club and Spanish classes for parents. These changes allow us to allocate resources more efficiently toward initiatives directly impacting language acquisition and academic success. Furthermore, adjustments will be made to the verbiage of Metrics 1 and 2, focusing on the percentage of English Learners making progress towards English proficiency and those who have attained Level 4. The reporting of students completing World Language courses at the middle school level will now reflect a 1-year course of study, reflecting recent changes in course structure.

To enhance inclusivity and family engagement, we are introducing new metrics in the LCAP. These metrics aim to provide a comprehensive understanding of our efforts in supporting cultural proficiency and effective communication within our school community. The new metrics include the effectiveness of training in cultural proficiency and culturally responsive teaching (Metric #12), assessed through the Effectiveness of Services Survey. Additionally, we will evaluate the effectiveness of translation and interpretation services for families at both the school and district levels (Metric #13) using the same survey. Lastly, a new metric (Metric #14) will assess the effectiveness of workshops for parents of English learners, ensuring that these sessions meet the diverse needs of our parent population. These additions will enable us to gauge the impact of our initiatives in fostering an inclusive environment and enhancing communication and support for all families.

After reviewing the data and assessing progress towards meeting our goals, we have decided to continue with most of the ACTIONS and SERVICES currently provided. However, in the upcoming LCAP cycle, there will be a heightened emphasis on addressing the needs of Long-Term English Learners (LTELs), resulting in modifications and additional actions. These adjustments will include the implementation of new actions: 5.2 Personalized Professional Development Focused on Long-Term English Learners (LTELs) and 5.4 Academic Interventions and Support Programs for Elementary English Learners and At-Risk Long Term English Learners. Additionally, existing actions will be modified to better target the needs of LTELs, such as 5.5 Interventions and Support Programs for LTELs and 5.10 Data Monitoring and Progress Tracking of LTELs. These changes reflect our commitment to ensuring academic success and equitable opportunities for all students, particularly those who are Long-Term English Learners.

Regarding our African-American Standard-English Learners, we have incorporated new actions principally directed for this student group. Some of these actions are 5.11 Data-Driven Instruction and Monitoring of African-American Students, 5.12, Academic Interventions for African-American Students, 5.14 Culturally Relevant Curriculum Expansion for African-American Students, and 5.15 African-American Student Mentorship Program. By prioritizing data-driven instruction, targeted academic interventions, culturally relevant curriculum expansion, and mentorship programs, we aim to foster an inclusive and

empowering learning environment that addresses the unique needs of this student group, ultimately enhancing their academic success and overall well-being.

In summary, as we approach the final year of the current LCAP cycle, Goal 5 has demonstrated success in several key areas, yet we recognize the need for adjustments to further enhance effectiveness. Through a thorough analysis of implementation and progress metrics, we have decided to continue with this goal with some changes for the upcoming school year. This includes revising the goal statement to provide more targeted support for English Learners and African American Students. Additionally, we will streamline our metrics, focusing on those that directly impact language acquisition and academic success. As we move forward, we remain committed to meeting the needs of our diverse student population, particularly Long-Term English Learners and African-American students, through new and modified actions aimed at enhancing academic achievement and closing the achievement gap. Through ongoing collaboration and strategic planning, we are confident in our ability to continue making meaningful progress towards our goals and supporting the success of all 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.**

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023



# 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 2024-2025

### General Information

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

The mission of the Compton Unified School District is “to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students.” Based on 2022-2023 DataQuest data, Compton Unified School District serves 17,437 TK-12 students at 35 sites: 21 Elementary schools (16 are K-8 schools, 2 are K-5, 3 are TK-6 schools), 6 middle schools, 3 comprehensive high schools and one Compton Early College High School. Additional programs include a Continuation High School, an Independent Study High School, a Virtual Academy, an Adult Education School, and Preschool at 16 sites. CUSD also has a single district ROP/CTE program. The district operates as a Single District SELPA providing services for students with disabilities within the district.

Compton Unified School District, like many other districts across the state of California, has experienced a decline in student enrollment over the past six years. Thus, while in 2016-2017 our student population was as high as 22,330, DataQuest identifies a steady decline in student enrollment. Last school year (2022-2023), the student population was 17,437. Our most recent internal data as of March 5, 2024, shows an overall student enrollment of 16,423. Based on the most recent data available, the two major ethnic subgroups in CUSD are Hispanic or Latino (84.6%), and African-American (13.8%) while additional ethnicities comprise 1.6% of the student population. Our database shows that in this current year 2023-2024, CUSD has 3,998 ELs (24.3%), 209 foster children (1.3%), 335 homeless children (2%), and 93.7% of students qualify for free/reduced price meals (15,391). Since 2013, the Compton Unified School District Superintendent and Board of Trustees have been successful in the articulation of a unified mission that contemplates the needs of our students, parents, community, and employees, including teachers, administrators, and classified personnel, who play a pivotal role in the implementation of our vision. As part of this commitment, Compton is fully dedicated to foster opportunities that adapt to the evolving needs of today’s labor force by focusing on critical 21st century cognitive skills and technology needs with the aim to close the achievement gap for our unduplicated populations, and for all our learners.

#### ELEVATE ACADEMICS, COLLEGE AND CAREER READINESS AND ENRICHMENT

The Compton Unified School District Board of Trustees and the Superintendent have provided both a vision and the necessary resources since 2013 to start and continue a turnaround effort throughout CUSD. The district is focused on preparing students for the 21st Century and ensuring that they are College and Career Ready (CCR). CUSD has invested heavily in ensuring that students graduate College and Career Ready. College Courses are offered at every campus along with 21 different Advanced Placement (AP) courses to ensure that students are exposed to a rigorous academic curriculum, they are prepared to tackle college-level work and they have access to merit-based financial aid opportunities. Students are supported to increase their success in AP courses via the UCLA Center X AP Readiness program. As a result, 2 out of our 3 High Schools have received an Exemplary Dual Enrollment Award from CDE. Similarly, 2 out of our 4 High Schools have been named as AP Honor School recipients from the College Board. Similarly, CUSD provides multiple levels of support to their students to ensure that they successfully navigate the college-going process and they are able to choose and, ultimately, attend the college of their choice. Similarly, CUSD has expanded our College Course offerings by building Early College Satellites at each of our comprehensive high schools, while a 3-year Bachelor’s degree program has commenced this summer at Dominguez High School. Finally, CUSD has partnered with various college advising

programs to ensure that our, mostly, first generation college-going applicants receive appropriate support, 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). One of our greatest achievements in the past few years has been the development of Compton Early College. CUSD partnered with Compton College to provide an Early College program for high school students who are motivated and interested in graduating with a high school diploma as well as an AA (Associate of Arts degree) or an IGETC (Intersegmental General Education Transfer Curriculum). Compton Early College High School (CECHS) is currently ranked 33rd in California, and has become a 2024 California Distinguished School together with Willowbrook Middle School, Bunche Middle School, Davis Middle School, and Whaley Middle School.

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

In 2023-24, 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. Three newly-developed Emergency Medical Response Pathways began this year at Compton, Centennial, and Dominguez High Schools. Game Design and VFX pathways were established across all three comprehensive high schools, as well as at Compton Early College High School. Audio Production Pathways are now available at Compton, Centennial, Dominguez, Compton Early College, and Chavez High Schools. CTE learning space upgrades are providing CUSD students with simulated work environments that meet industry standards. CTE teachers across all pathways have collaborated with industry and postsecondary partners to develop real-world, hands-on experiences for students that cover the entire work-based learning continuum. This includes creating registered pre-apprenticeship programs that prepare students to enter registered apprenticeship programs upon graduation.

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

In addition, our District has made a commitment to provide every student who attends our schools with access to a high quality arts education. From our nationally renowned, award-winning high school band programs to our Elementary and Middle School Meet the Masters curriculum, 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 will be extending this opportunity to two additional schools within our district during the 2024-2025 academic year, ensuring that more students have access to quality musical education. Furthermore, Compton USD is proud to be the home of 3 of only 27 Turnaround Arts schools in California, a program that helps schools integrate arts into every student's curriculum. Finally, Education Through Music Los Angeles and Young Musicians Foundation provide music as a core subject on eleven CUSD elementary school campuses. Some of our partners in the industry include: the LA County Museum of Art, ConnectEd, the Compton Conservatory of Music, Theater of Hearts, City Hearts, Symphonic Jazz Orchestra, Turnaround Arts, Actors' Gang, Conga Kids, Get Lit, Girls Make Beats, and Fountain Theater.

Something important for the next cycle of our LCAP is the fact that our district has numerous schools receiving equity multiplier funding: Cesar Chavez Continuation High School, Thurgood Marshall, Compton Virtual Academy, STEP Program, and District Office. This funding will enable these schools to implement targeted interventions and resources aimed at addressing educational disparities and promoting equity. With this support, we anticipate significant progress in closing achievement gaps and enhancing educational outcomes for all students. The equity multiplier funding will allow for increased professional development, additional academic support programs, and the integration of social-emotional learning initiatives, all of which are critical for fostering an inclusive and supportive educational environment. By leveraging these funds, our district is committed to ensuring that every student has access to the opportunities and support they need to succeed.

As we continue to build on our successes, Compton Unified School District remains steadfast in its commitment to providing a high-quality, comprehensive education for all students. Our focus on academic excellence, college and career readiness, and enriching educational experiences has established us as a leader in the greater Los Angeles area. By fostering a culture of innovation and inclusivity, we are preparing our students to meet the demands of the 21st century. With ongoing support from our dedicated

educators, administrators, and community partners, CUSD is poised to set new standards in urban education, ensuring that every student has the opportunity to achieve their highest potential. Together, we will continue to elevate our district, making Compton a model for educational success and equity.

## Reflections: Annual Performance

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

### CAASPP ANALYSIS

In the area of ELA, our most recent CAASPP results from 2023 indicate that our students' test scores increased from 38.48% in 2022 to 40.57% in 2023, and we were able to maintain a yellow level on the California Dashboard. This speaks volumes about the learning loss recovering efforts in our district. In fact, when looking at neighboring districts and the state, we can clearly see the growth we had in the area of literacy compared to them: California (-0.4%), LA County (+5.42%), Long Beach (+0.28%), Lynwood (-1.21%), Paramount (+1.18%), and LAUSD (-0.53%). In Compton Unified, however, we increased by +2.09%. By grade levels, we can see that the upper grades tested, specifically grade 8 and grade 11, have shown the most progress. In 8th grade, proficiency rates increased from 38.85% in 2022 to 45.94% in 2023, a gain of 7.09% in one year. Similarly, in 11th grade, proficiency rates rose from 34.52% in the CAASPP of 2022 to 41.52% in the CAASPP of 2023, representing a gain of 7.0%. These gains can be attributed to our district's focused efforts on the upper grade levels in recent years, which included analyzing data such as chronic absenteeism, academic performance, and graduation rates, streamlining instructional practices, and investing in strengthening our secondary curriculum division. While progress in the elementary grade levels has been more modest, we are still observing positive trends: grade 3 saw a gain of 1.62%, grade 4 improved by 1.48%, grade 5 increased by 1.08%, and grade 7 showed a gain of 1.20%. Although proficiency scores in the elementary grades are somewhat lower than those in grades 7 and up, which are in the 40th percentile, they are approaching this benchmark. For instance, grade 4 is close to this benchmark at 38%, and grade 5 is currently at 38.29%. Overall, we are satisfied with the progress that has been made and intend to continue building on our wealth of instructional resources while advancing our talent acquisition strategies moving forward.

Looking at ELA CAASPP results by student groups, we see that our English Learners performed lower than other student groups, with only 8.25% meeting or exceeding standards. Students with Disabilities (11.30%), Homeless students (26.02%), and Foster Youth (27.27%) also performed well below the district average of 40.57%. Additionally, our African-American students achieved 31.42% proficiency, significantly lower than Hispanic students at 41.99%. Finally, our Economically Disadvantaged students (39.96%) also performed at much lower rates than Non-Economically Disadvantaged students, who had 52.26% meeting or exceeding standards. Several actions were incorporated into our LCAP document to address these performance gaps and support these student groups more effectively.

In the realm of Mathematics, we saw the most significant growth, and we were able to attain yellow level. CAASPP results indicate that our students' test scores increased from 26.14% in 2022 to 31.74% in 2023, that is a 5.6% growth. On the contrary, the growth was much smaller amongst neighboring districts, the county, and the state of California: California (+1.24%), LA County (+1.69%), Long Beach (+1.47%), Lynwood (-0.39%), Paramount (+3.45%), and LAUSD (+2.01%). Looking at different grade levels, we can see significant progress in five of the seven grade levels that are subject to testing, with improvements across all grade levels. For instance, in grade 6, students who took the CAASPP tested at the meets or exceeds level at 26.62% in 2022, while in 2023, the same grade level saw an increase to 30.28%, marking a gain of 3.66%. In grade 11, students improved from 12.37% in 2022 to 16.76% in 2023, a notable gain of 4.39%. Third graders demonstrated significant progress, moving from 38.88% in 2022 to 45.48% in 2023, gaining 6.6%. Similarly, in grade 6, students scored at the proficiency level of 26.62% in 2022, and in 2023 this increased to 30.28%, a rise of 3.66%. Fourth graders also showed remarkable improvement, scoring at the meets or exceeds standards level at 31.39% in 2022, and increasing to 39.27% in 2023, which represents a gain of 7.88%. Fifth graders increased from 21.91% in 2022 to 30.76% in 2023, an impressive increase of 8.85%. Overall, we have made significant gains in Math from 2022 to 2023 across all grade levels. Our success can be attributed to the acquisition of new programs, the creation of supplemental materials, and the implementation of robust intervention systems, among other measures.

2023 Math CAASPP results by student groups show that our Students with Disabilities performed at a lower rate than other student groups, with only 12.25% of the students meeting or exceeding standards. English Learners (12.40%), Homeless students (16.94%), and Foster Youth (18.60%) also performed well below the district average of 31.74%. Additionally, our African-American students achieved 23.55% proficiency, significantly lower than Hispanic students at 33.05%. Finally, our Economically Disadvantaged students (31.30%) also performed at much lower rates than Non-Economically Disadvantaged students, who had 40% meeting or exceeding standards. Several actions were incorporated into our LCAP document to address these performance gaps and support all student groups more effectively.

### CALIFORNIA DASHBOARD ANALYSIS

In looking at the California Dashboard in the area of English Language Arts, we can see that Compton Unified achieved an overall performance of “yellow level” in 2022-2023. We had a total of four student groups in the yellow level, including African American, Hispanic, Pacific Islander, and Socioeconomically Disadvantaged students. English Learners (ELs), Foster Youth (FY), and Homeless (H) students performed in the orange band, while Students with Disabilities (SWD) were the group that struggled the most, both as a district and at many of our schools (red level). This includes six elementary schools (Clinton, Emerson, Foster, Jefferson, Longfellow, McKinley, and Tibby), three middle schools (Davis, Walton, and Whaley), and one high school (Compton High School).

To address the intensive support needed in literacy for our students with disabilities, especially at schools where they performed at the 'red' level, we have introduced Action 1.17 in our LCAP. This action, titled 'Enhanced Literacy and Math Support for Students with Disabilities,' aims to develop and implement specialized literacy interventions tailored to meet their needs. These interventions will provide targeted instruction in phonics, fluency, vocabulary, comprehension, and writing skills. Implemented through both push-in and pull-out models by curriculum specialists and trained tutors, the interventions will utilize evidence-based instructional strategies. Additionally, to enhance accessibility and promote student engagement with literacy materials, assistive technology tools will be integrated into the interventions. This includes software and devices designed to facilitate learning for students with diverse needs.

Ongoing progress monitoring and data analysis will be conducted to track student growth and evaluate the effectiveness of the interventions. This continuous assessment will allow educators to make data-driven decisions and adjust instructional approaches as needed, ensuring that 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.

Students with disabilities are not the only ones struggling with literacy; English Learners at three of our elementary schools (Emerson, Kennedy, and Rosecrans) and two of our middle schools (Enterprise and Walton) have also fallen significantly behind. To address the literacy needs of English Learners across all schools, and specifically at these five identified schools, our LCAP includes several targeted actions: Professional Development on Research-Based Practices for ELs and LTELs (Actions 5.1 and 5.2), Academic Interventions and Support Programs for Elementary English Learners, At-Risk English Learners, and Long-Term English Learners (Actions 5.4 and 5.5), and Data Monitoring and Progress Tracking of LTELs (Action 5.10). These actions encompass professional development on best practices to meet the academic and language needs of English Learners and Long-Term English Learners, personalized before and after-school interventions, summer school opportunities, support from bilingual instructional assistants and tutors, and ongoing progress monitoring of LTELs with goal setting. Our EL Department will be very intentional in the implementation of these actions at the five identified schools, ensuring that they are appropriately resourced and prioritized to meet the specific needs of their English Learner populations.

Our LCAP also includes actions specifically designed to address the struggle of low-income students in the area of English Language Arts (Action 1.8, Action 1.9), although Walton Middle is the only school in our district falling in the “red” tier. During this school year, we will closely monitor the implementation of these two actions at Walton MS and we will be very intentional in the way that services are provided.

At Dominguez High School, African-American (AA) students are facing a significant challenge with literacy compared to other student groups. Within the school, they are the only group falling within the red tier, indicating the lowest performance level in this area. Importantly, Dominguez HS is the sole school in the district where African-American students are in the red tier for literacy. This means that despite constituting a relatively small demographic within the student population, African-American students at Dominguez HS are struggling academically in literacy compared to their peers at other schools in the district.

To address this issue effectively, Action 5.12 Academic Interventions for African-American Students, has been integrated into our Local Control and Accountability Plan (LCAP). This action aims to provide support specifically to schools like Dominguez HS, where African-American students require intensive intervention in literacy. By implementing this action, we can provide targeted assistance to uplift the literacy skills of AA students and ensure they have the resources and support needed to succeed academically. This focused approach is crucial for addressing the underperformance of AA students at Dominguez HS and ensuring they have equal opportunities for academic achievement.

In the area of Mathematics, Compton Unified also achieved an overall performance of “yellow level” in 2022-2023. We had a total of five student groups in the yellow level, including African American, Hispanic, Pacific Islander, English Learners, and Socioeconomically Disadvantaged students. Foster Youth, Homeless, and Students with Disabilities performed at the “orange” level. Among all the student groups, students with disabilities emerged as the group facing the most significant challenges at five elementary schools (Emerson, Foster, Jefferson, Longfellow, McKinley), two middle schools (Walton, and Whaley), and one high school (Compton High School). Remarkably, these same schools also reported difficulties among students with disabilities in English Language Arts (ELA), highlighting the critical need for targeted support for this demographic at those specific sites. In order to address this need, Action 1.17 was incorporated into our LCAP. 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 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.

At Walton, Whaley, and Enterprise Middle Schools, as well as Dominguez High School, English Learners have been identified as requiring intensive support in mathematics, underscoring the critical necessity for targeted interventions in this subject area. LCAP Actions 5.4 and 5.5, dedicated to Academic Interventions and Supports for ELs and Long-Term English Learners, aims to address the learning gaps of these students district-wide, with a particular emphasis on these two middle schools in the upcoming year. Through this action, we want to ensure that these students receive the assistance necessary to thrive academically.

Enterprise Middle and Dominguez High School have been identified as facing significant challenges in mathematics, as indicated by their overall 'red' designation on the California Dashboard. These schools serve multiple student groups in need of intensive support, including English Learners, African-American, and socio-economically disadvantaged students. In the case of Dominguez, even Hispanic students are in the "red" tier. To address these challenges, LCAP Action 1.11 Targeted Math Support for High Needs Schools has been added to provide special attention to these schools in the upcoming school year, as well as any others facing similar situations in the future. This non-contributing action will involve the implementation of targeted interventions and support strategies tailored to the needs of each school and its student population, aiming to improve mathematics outcomes and overall academic success.

Chronic absenteeism is a pervasive issue across the schools in our district, impacting various student groups. However, we still showed significant growth in 2023 compared to the previous year. Thus, in 2022 our chronic absenteeism rate was 28.9% while in 2023 it decreased to 23.6%, declining by 5.3% between those two years of record. Our current status/level is yellow on the California Dashboard.

According to the 2023 California Dashboard:

- > Two student groups, Homeless (H) students and students of Multiple Races (MR), were designated as "red" due to high rates of chronic absenteeism.
- > Kelly, Kennedy, McNair, and Rosecrans Elementary Schools all exhibited "red" status, with five student groups requiring intensive support: English Learners (EL), Socio-economically Disadvantaged students (SED), Students with Disabilities (SWD), African-American Students (AA), and Hispanic students (H).
- > Bunche and Washington Elementary Schools and Enterprise Middle School were designated as "red," with four student groups requiring targeted intervention. At Bunche ES the groups identified are English Learner (ELs), Socio-economically Disadvantaged (SED), African-American (AA), and Hispanic students (H). At Washington Elementary School the groups are English Learner (ELs), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students (H). Finally, at Enterprise the identified groups are Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African-American (AA), and Hispanic (H) students.
- > Emerson Elementary School exhibited "red" status across three student groups: Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and African-American (AA) students.
- > Bunche Middle School was designated as "red" school-wide, with two student groups identified: Socio-economically Disadvantaged (SED) and Hispanic (H) students.
- > Mayo and McKinley Elementary, as well as Walton Middle School, each exhibited "red" status for one student group, specifically Students with Disabilities (SWD). Additionally, Foster Elementary School demonstrated "red" status for African-American (AA) students.

This comprehensive analysis highlights the critical need for targeted interventions and support strategies to address chronic absenteeism and promote greater student engagement and academic success across our district. While existing efforts target unduplicated student groups such as low-income students, English Learners, and Foster Youth (Action 4.1), an additional action is required to support all other student groups with the lowest performance level (red) in the California Dashboard, including Homeless, Students with Disabilities, Hispanic, African-American, and Multi-Race students. To address this issue comprehensively, CUSD will implement a district-wide Chronic Absenteeism Task Force (Action 4.2). This initiative will involve the establishment of an attendance task force at each red-identified school, or those schools that have specific groups in "red" status. The Attendance Task Force will consist 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 student groups. 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 overall attendance rates, reduction in chronic absenteeism across all student groups, and increased engagement indicators such as participation in extracurricular activities and academic progress.

Regarding suspension rates, our district ended the 2023 school year in the yellow level with 1.7% of the students suspended at least one day. This marks a small increase of 0.6% from the previous school year, 2022, when our status was lower and the percentage of students suspended at least one day was 1.1%. Analysis of the California School Dashboard reveals that most student groups in the district performed at the yellow level, although African-American and Foster Youth students ended the school year at the orange level. While all of our elementary and middle schools have managed to keep suspension rates low, some of our high schools require significant support, particularly Compton High School, where English Learners, Foster Youth, and African American students were flagged as at-risk (red) on the California Dashboard. Similarly, Cesar Chavez

Continuation High School showed very high suspension rates for Students with Disabilities and African-American students, while Centennial High School also reported elevated suspension rates among African American students. While Goal 4 in our LCAP already provides actions to address school climate, we have added an Action 4.16 titled 'Addressing School and Student Group Suspension Disparities', specifically targeting intensive support at these three schools to better meet the needs of these specific student groups. It's important to note that the scope of work and target schools and student groups may vary from year to year based on the results reported by the California Dashboard.

In terms of graduation rates, Compton Unified is at the “yellow” level with a rate of 89%. African-American students are the only group in the “green” level in our district, while English Learners, Hispanic, and Socioeconomically Disadvantaged students are in the yellow level. Homeless and Students with Disabilities performed only at the “orange” level. However, our most significant challenge lies with our Foster Youth students, who have the lowest graduation rate in our district and are the only student group in the red tier district-wide. To address this need, we created Action3.7, 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.

Additionally, an analysis of the 2023 California Dashboard revealed significant concerns with graduation rates at Marshall Independent Studies, which has been designated "red" status, and additionally among Hispanic and socio-economically disadvantaged students. Furthermore, students with disabilities at Compton High School also fell into the "red" tier, indicating a critical need for targeted intervention and support for these groups. As a response to this need we have added Action3.7 Targeted Graduation Support Program as part of goal 5 of LCAP. This action is designed to address and improve graduation rates at specific schools and among different student groups that are identified as being in the "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.

Regarding the ELPI indicator, several schools in our district did not make adequate progress, resulting in their English Learners falling into the red tier in 2023. These schools include Anderson, Bursch, Emerson, Foster, Jefferson, Laurel, Mayo, McNair, Compton High, and Dominguez High. To strategically address the needs of English Learners across the district, and particularly in the identified schools, we have created numerous actions (Actions 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6) within the LCAP. Throughout the school year, we will closely monitor the implementation of services aligned to these actions.

Finally, in the area of College and Career Indicator, there are two schools that performed at the lowest rate (1) on the California School Dashboard for "all" students: Cesar Chavez and Thurgood Marshall. When looking at each of these schools separately, we can see that Cesar Chavez Continuation High School had several student groups in the lowest performance band, including Socioeconomically Disadvantaged students (SED), English Learners (ELs), African-American students, and Hispanic students. For Thurgood Marshall, Socioeconomically Disadvantaged students and Hispanic students also performed at the lowest level. Goal 6 in our LCAP include multiple actions to address the needs of these particular schools and groups of students, including Actions 6.1-6.10.

## Reflections: Technical Assistance

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

Non Applicable



# 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.	
Thurgood Marshall	

## Support for Identified Schools

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

<p>Thurgood Marshall Independent Studies School, part of the Compton Unified School District (CUSD), has been identified for Comprehensive Support and Improvement (CSI) due to its performance on key indicators from the 2023 California Dashboard. Given its unique structure, where students primarily engage in online learning with periodic in-person check-ins, the school requires a tailored approach to address its specific needs. This plan outlines the steps CUSD will take to support Thurgood Marshall in developing and implementing effective strategies to enhance student outcomes and close achievement gaps.</p> <p><b>COMPREHENSIVE NEEDS ASSESSMENT AND ROOT CAUSE ANALYSIS:</b> Compton Unified School District (CUSD) will support Thurgood Marshall Independent Studies in developing their Comprehensive Support and Improvement (CSI) plan. To achieve this, the district and the school site will begin with a joint Comprehensive Needs Assessment aimed at identifying the areas of need that led to Thurgood Marshall being identified as a CSI school. This assessment will focus on reviewing state and local student performance data, along with other indicators on the 2023 California Dashboard, such as graduation rates, suspension and dropout rates, and chronic absenteeism data. In addition to student achievement and engagement outcomes, Educational Services will partner with Thurgood Marshall to review other aspects of the school, including parent engagement data, school climate, and the level of implementation of California content standards, curriculum, and instruction.</p> <p>Following the needs assessment, CUSD and Thurgood Marshall staff will conduct a root cause analysis to identify the primary reasons for the low academic performance. This analysis will encompass a thorough evaluation to determine underlying causes of low performance, such as: (a) Leadership/Vision/Mission, (b) Systems and Structures in place, (c) Collaboration/Communication among staff, families, and other educational partners, (d) Programs, processes, and structures to support equity, and (e) Effectiveness of instructional programs regarding content and implementation.</p> <p><b>IDENTIFICATION OF INEQUITIES:</b> CUSD will assist Thurgood Marshall in a thorough analysis and review of district and site budgets and programs to identify resource inequities that may impact the school's ability to provide equitable services to students. Identifying resource inequities is a crucial part of the plan development process. LEA staff will examine ways in which programs may be unfair or lack inclusion for most students at Thurgood Marshall. Inclusion means that learning expectations and standard levels of education apply to all students regardless of gender, socio-economic status, language proficiency, or ethnic origin. CUSD staff will help identify areas where some students are not held to the same standards, and review potential resource inequities such as lower-quality books and instructional materials, less access to labs, outdated computers/equipment, significantly larger class sizes, and less qualified or inexperienced teachers.</p> <p><b>DEVELOPMENT OF CSI GOALS, STRATEGIES, ACTIONS, AND SERVICES:</b> Based on the needs assessment and root cause analysis outcomes, the Educational Services team, the School Site Council, and the leadership team will collaborate with the principal, faculty, and staff at Thurgood Marshall to develop goals, actions, and services to improve student outcomes. All goals and actions will align with the eight state priorities. CUSD will assist Thurgood Marshall in identifying evidence-based programs to address students' needs. This will involve examining programs from 'What Works Clearinghouse' and 'Evidence for ESSA' that have proven records of improving academic achievement. Selected programs will be funded, implemented, and evaluated for effectiveness. Once the CSI/SPSA plan is developed and approved by the School Site Council, it will be submitted to the LEA Board of Trustees for approval and subsequently</p>
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implemented by the school principal and staff.

#### PROFESSIONAL DEVELOPMENT:

CUSD will provide ongoing professional development to Thurgood Marshall's teachers to ensure they receive the necessary training for implementing evidence-based programs and the core instructional program. Teachers will also receive additional training and support to address the unique needs of students in an independent study environment. CSI schools will benefit from LEA's use of Title II funds to address inequities arising from disparities around educators teaching with provisional permits, as well as inexperienced and out-of-field teachers at Thurgood Marshall.

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

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

To ensure the success of the Comprehensive Support and Improvement (CSI) plan at Thurgood Marshall Independent Studies School, the Compton Unified School District (CUSD) has developed a robust system for monitoring and evaluating the implementation and overall effectiveness of the plan. This involves continuous collaboration with the School Site Council, the leadership team, and various district departments to track progress, make data-driven decisions, and ensure that the strategies and actions identified are effectively addressing the needs of the students.

#### MONITORING OF IMPLEMENTATION OF PLAN:

CUSD, in partnership with the School Site Council and the leadership team, will monitor the implementation of the CSI/SPSA plan for Thurgood Marshall Independent Studies School by ensuring adherence to the adopted timelines and fidelity in executing all identified strategies and actions. LEA staff and the School Site Council will continue to monitor the plan through their scheduled monthly meetings, where the principal or principal designee and staff will present ongoing implementation data to the members. This process will provide council members with the necessary knowledge to make meaningful and informed decisions.

CUSD will also utilize monthly data chats with the site principal/principal designee to reflect on student progress throughout the school year. These sessions will discuss student progress on course completion, the implementation and effectiveness of interventions, and student attendance. The CUSD College and Career Department team will participate in our monthly data chats and play a vital role in monitoring student progress in areas such as high school graduation, credit recovery performance, and summer school participation and course completion.

The overall program effectiveness will be evaluated at the end of the year through an analysis of student achievement data and other outcomes. This evaluation will determine whether the set goals were met and if the strategies, actions, and services were implemented effectively. Based on this analysis, CUSD and the school site will identify programs and actions that were successful, as well as those that need improvement. Necessary changes and modifications will be made to programs that did not produce the expected results, while successful programs may be continued into the next academic year.

## **Engaging Educational Partners**

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

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

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

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



Educational Partner(s)	Process for Engagement
DELAC	<p>On February 7th, 2024 Educational Services did a presentation of 2023-2024 LCAP mid-year update. We also solicited input for the 24-25 new LCAP document.</p> <p>On April 25th, 2024 another LCAP meeting took place with our DELAC. This was another opportunity to collect input for the upcoming LCAP document.</p> <p>On May 31, 2024 (morning), a final draft of the 2024-2025 LCAP document was presented to DELAC for final input and recommendations.</p>
Board of Trustees	<p>On February 13, 2024, the Chief Academic Officer presented the 2023-2024 LCAP mid-year update to the CUSD Board of Trustees.</p> <p>On June 18, 2024, a final draft of the 2024-2025 LCAP was presented to our Board of Trustees, and a public hearing will be held.</p> <p>On June 25, 2024, the Compton Unified Board of Trustees approved the LCAP for 2024-2025.</p>
DAC/PAC	<p>On February 28, 2024, Educational Services presented the 2023-2024 LCAP mid-year update to the PAC/DAC (District Parent Advisory Committee) and solicited input for the 2024-2025 LCAP document.</p> <p>On May 1, 2024, another LCAP meeting took place with the PAC/DAC, providing an additional opportunity to gather input for the upcoming LCAP document.</p> <p>On June 5th, a final draft of the 2024-2025 LCAP document was presented to the PAC/DAC for final input and recommendations.</p>
DBPAC	<p>On March 22, 2024, Educational Services presented the 2023-2024 LCAP mid-year update to the DBPAC (District Black Parent Advisory Committee) and solicited input for the 2024-2025 LCAP document.</p> <p>On April 26, 2024, another LCAP meeting took place with the DBPAC, providing an additional opportunity to gather input for the upcoming LCAP document.</p> <p>On June 3, 2024, a final draft of the 2024-2025 LCAP document was presented to the DBPAC for final input and recommendations.</p>
Teachers/Staff/Students/Parents Surveys	<p>During April and May of 2024, staff, including certificated teachers, counselors, and classified personnel, completed the LCAP Surveys. Additionally, staff participated in the California School Staff Survey (CSSS), while students in grades 5, 7, 9, and 11 completed the California Healthy Kids Survey (CHKS). Parents completed the California School Parent Survey (CSPS). These surveys provided invaluable input, helping to inform our new LCAP. Several of the survey questions were selected as part of the LCAP metrics.</p> <p>Certificated staff, students, and parents also completed the Effectiveness of Services Survey. Many questions in these surveys were intentionally aligned with individual actions within the LCAP. The input from these educational partners was crucial in determining which actions and services to carry over to the new cycle and which ones to discontinue.</p>
Site Principals and Administrators	<p>At the monthly Management Operational Meeting meeting on April 23rd, 2024, we delivered an overview of the 2023-2024 mid-year update for our Principals and District Administrators across different departments, reflecting on both successes and challenges encountered throughout the year. During this session, we actively solicited recommendations from principals to inform the development of the new LCAP cycle.</p>
School Presentations to Teachers and Staff	<p>On April 24th, 2024, during the early release Wednesday, schools district-wide took advantage of the time to elicit feedback from their staff for the new LCAP. Educational Services played a pivotal role by providing the presentation tools and facilitating the activity, ensuring a systematic approach to gather and organize the information. Following this, schools submitted all the recommendations collected for internal review and analysis.</p>

Bargaining Units	<p>On May 3, 2024, we held a meeting with our bargaining units to solicit input for the upcoming 2024-2025 LCAP. This meeting provided an opportunity for union representatives to share their perspectives, ensuring that the LCAP reflects the needs and priorities of our educators and classified staff.</p> <p>On June 5 and June 10 of 2024, a presentation on the final draft of the 2024-2025 LCAP document was presented to our bargaining units for final input and recommendations.</p>
Equity Multiplier Educational Partners	<p>On May 17th, 2024 Educational Services met with the teams at Cesar Chavez and Thurgood Marshall to solicit input regarding equity multiplier funds and how these funds could be best utilized to meet the needs of students at those sites.</p> <p>On June 5th, Educational Services also met with site representation from our Virtual Academy and the STEP Program to review equity multiplier allocation and services and activities that could better meet the needs of scholars at those specific schools.</p>

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

The Compton Unified School District (CUSD) places a high value on the insights and recommendations provided by our educational partners. Through extensive consultation sessions with educators, parents, and community educational partners, we have gathered critical feedback that has significantly shaped the development of our Local Control and Accountability Plan (LCAP). This collaborative approach ensures that our strategic actions are responsive to the identified needs and priorities of our diverse student population, particularly focusing on enhancing educational opportunities and support systems for our low-income and underserved students. Below is a summary of the feedback from various advisory committees and community groups, and how this feedback is connected to the multiple goals and actions of our newly adopted LCAP.

#### PARENT DISTRICT ADVISORY COMMITTEE (PAC/DAC)

This committee provided the following suggestions to support student learning and foster community engagement:

- > Technology-Enhanced Learning: Utilize online platforms such as Rosetta Stone and Lexia to provide personalized instruction and support to students. (Goal 1: Action 1.6)
- > After-School Programs: Enhance after-school programs, including the journalism program for ELs, to serve as platforms for enrichment and empowerment. Emphasize initiatives like the Latino Literacy Project, which incorporates a parental component to promote family involvement in their children's education. (Goal 1: Action 1.22 and Action 1.23; Goal 5: Action 5.5)
- > Transitional Support: Continue and expand the Summer Bridge program for eighth-grade students to facilitate a smooth transition to high school. (Goal 1: Action 1.24)
- > Class Sizes and Safety: Maintain low class sizes for K-2 students to provide individualized attention during critical developmental years. Ensure a safe learning environment through intensive training for new plant managers and workers, increased school security surveillance, and measures to prevent trespassing and break-ins. (Goal 2: Action 2.3 and Action 2.13)
- > Access to Learning Resources: Continue the one-to-one device initiative and provide internet connectivity and hot spots to ensure equitable access to learning resources for all students. (Goal 2: Action 2.8)
- > Career Insights: Invite guest speakers from various professions to enrich students' educational experiences by providing insights into different career paths and real-world experiences. (Goal 3: Action 3.12 and Action 3.13)
- > Foster a culture of collaboration, engagement, and support to create a learning environment where every student can thrive (Goal 1: Action 1.4 and Goal 4: Action 4.8).
- > Parent Engagement: Increase outreach efforts to involve African American parents in advisory committees and emphasize the importance of parent involvement in shaping educational initiatives. Implement strategies to encourage parent participation and educate parents about the needs of ELs, starting from the enrollment center. (Goal 4: Action 4.12, Action 4.13, Goal 5: Action 5.9)
- > Parent Outreach and Legal Requirements: Prioritize outreach to parents to ensure they understand the legal requirements for student attendance. (Goal 4: Action 4.1 and Action 4.12)

--> Mentorship Programs: Develop mentorship programs for African American students to provide guidance and support for their academic and personal growth. (Goal 5: Action 5.15)

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

This committee recommended the following initiatives to enhance academic support, student well-being, and family engagement:

--> Tutoring and Interventions: Continue tutoring sessions and interventions provided by tutors and/or bilingual assistants, especially at the beginning of the school year. (Goal 1: Action 1.8, Action 1.9, Action 1.10, Action 1.11, Action 1.15, Action 1.17)

--> STEM Initiatives: Maintain STEM initiatives, including engineering, robotics, and drones, to motivate students and promote gender diversity in STEM classes. Continue educational outings and small class sizes in K-2 to enrich students' learning experiences. (Goal 1: Action 1.12)

--> Foster and Homeless Students: Develop individualized intervention plans for students in foster care or experiencing homelessness (Goal 1: Action 1.14, Action 1.15 and Action 1.16).

--> Technology Access. Address issues related to technology access by communicating with families who have requested hotspots or iPads but have not received them. (Goal 2: Action 2.8)

--> Facility Management: Prioritize daily maintenance to ensure clean and safe learning environments. (Goal 2: Action 2.12)

--> Safety. Discuss policies in high schools to enhance safety during emergencies. (Goal 2: Action 2.13)

--> College & Career Information: Promote university visits for elementary students and organize workshops for parents to learn about college options, scholarships, and grants. (Goal 3: Action 3.3 and Action 3.4)

--> CTE: Continue CTE education for students not pursuing traditional college paths. (Goal 3: Action 3.8, Action 3.10, Action 3.11, Action 3.13 and Action 3.14)

--> Monitor student attendance and recognize good attendance through assemblies and certificates. (Goal 4: Action 4.1 and Action 4.2)

--> Counseling and Motivational Support: Enhance counseling services for high school students and provide motivational talks for elementary and secondary students. (Goal 4: Action 4.5 and Action 4.15)

--> Parent Engagement: Improve parent engagement by fostering positive attitudes among staff and addressing concerns through appropriate channels. Organize parent workshops on topics like anti-bullying. (Goal 4: Action 4.12 and Action 4.13)

--> Mentorship Programs: Expand mentoring programs for students. (Goal 5: Action 5.15 and Action 5.17)

#### DISTRICT BLACK PARENT ADVISORY COMMITTEE (DBPAC)

This committee suggested a variety of services and actions to address the diverse needs of students through the following recommendations:

--> Academic Support: Introduce before-school tutoring sessions and enhance summer school enrichment programs with a focus on direct instruction and targeted intervention in ELA and Mathematics. Implement tutor monitoring and recruit additional intervention teachers to provide direct instruction. (Goal 1: Actions 1.8, Action 1.9, Action 1.15, Action 1.16, Action 1.19 and Action 1.24)

--> Student Safety: Enhance safety measures by opening gates earlier, increasing supervision, installing cameras, and deploying additional security personnel to K-8 schools. (Goal 2: Action 2.13)

--> Educational Opportunities: Enrich the curriculum with more trades and CTE offerings. Actively recruit students for advanced courses and internships with local businesses

and the city. Inform parents about various educational options available. (Goal 3: Action 3.1, Action 3.8, Action 3.10, and 3.11, Action 3.12 and Action 3.13)

--> Family Engagement and Support: Streamline the parent volunteer process, promote parent visits to schools, and make schools more parent-friendly by offering additional support services. (Goal 4: Action 4.12)

--> Social Emotional Learning and Wraparound Services: Provide additional SEL support, mentors, and attendance counselors to address the holistic needs of students and families. (Goal 4: Action 4.1, Action 4.6, Action 4.8. Goal 5: Action 5.15 and Action 5.17)

--> Student Attendance and Engagement: Provide assistance with transportation for students in need. (Goal 4: Action 4.1)

--> Specialized Support: Offer additional support for newcomers and African-American students through targeted tutoring, mentorship, and monitoring of program implementation. Consider creating an HBCU model for K-12 students to provide a culturally responsive and supportive learning environment. (Goal 5: Action 5.4 and Action 5.13)

## BARGAINING UNITS

Bargaining unit members proposed several actions and services to enhance the educational experience for all learners within the district. Their recommendations include:

--> Meticulous Planning and Organization: Establish clear timelines and identify responsible parties well in advance. Proactively inform teachers to ensure smooth implementation of the district's goals and services. Additionally, establish effective communication and feedback mechanisms, such as access to Monitoring Reports (MRs), to facilitate ongoing dialogue and improvement among educators. (Goal 1: Action 1.2, Action 1.4 and Action 1.5)

--> Supplementary Materials and Resources: Ensure that supplementary materials, strategies, and resources are readily available and effectively utilized by all learners, not just English Language Learners (ELs). Emphasize inclusivity to create an enriched learning environment where every student can thrive, irrespective of their background or proficiency level. (Goal 2: Action 2.9. Goal 4: Action 4.16 and Action 4.17)

--> Integration of Career and Technical Education (CTE): Integrate CTE within the curriculum, ensuring consistent staffing and providing educational opportunities, including internships, to high school students. Additionally, translate services within CTE programs to accommodate diverse learners, such as apprentices seeking to enter vocational fields. (Goal 3: Action 3.8, Action 3.11 and Action 3.13)

--> Community Involvement: Foster community involvement by establishing a district steering committee for Community Schools. Provide targeted support for students at Tier II and III levels to address both academic and behavioral challenges. Engage parents as noon duty aides to foster a collaborative relationship between schools and families, ensuring a safe and nurturing school environment. (Goal 4: Action 4.4, Action 4.8 and Action 4.12)

## PRINCIPALS' MEETING

Principals recommend incorporating the following strategic actions into the LCAP:

--> Academic Support: Maintain virtual tutoring sessions and interventions facilitated by tutors and bilingual assistants. Ensure intervention teachers follow planned lessons and provide consistent support. Initiate individualized intervention plans for students in foster care or experiencing homelessness. (Goal 1: Action 1.4, Action 1.9, Action 1.10, Action 1.15, Action 1.16 and Action 1.23)

-->Professional Development: Prioritize professional development for teachers, substitute teachers, and instructional assistants. Extend PD opportunities by adding more workshop days and providing tiered training for all staff. (Goal 1: Action 1.2, 1.3; Goal 3: Action 3.9; Goal 5: Action 5.1, 5.2)

-->STEM: Continue to Enhance STEM education through initiatives like Project Lead The Way (PLTW) (Goal 1: Action 1.2 and Action 1.3)

-->Student Safety: Modify monitoring systems for effective implementation and enforce safety protocols like the Raptor system. Invest in PD to support high-needs students, incentivize attendance, and offer subgroup training. (Goal 2: Action 2.13)

-->College and Career Readiness: Continue to expand access to rigorous courses and provide college and career support staff. Promote a college and career culture through events and enhance CTE programs with work-based learning opportunities. (Goal 3: Action 3.1, Action 3.2, Action 3.3, Action 3.4, Action 3.8 and Action 3.13)

-->Family Engagement: Promote college tours, develop foster youth advisory boards, and offer support for wellness centers. Enhance communication with parents through platforms like ParentSquare. (Goal 3: Action 3.4. Goal: 4, Action 4.6)

-->Behavior Support: Provide behavior support services for students at risk. (Goal 4: Action 4.5, Action 4.6, Action 4.8)

## ELEMENTARY SCHOOLS

Elementary school communities suggest the following to support student success and development:

--> Academic Support: Prioritize academic in-class support for behavior and academics, monthly PD for Amplify Science, and academic challenges like math fact challenges and spelling bees. (Goal 1: Action 1.3, Action 1.9, Action 1.10 and Action 1.23)

--> Professional Development and Collaboration: Provide ongoing professional development and collaboration time for teachers to facilitate curriculum planning and assessment development. (Goal 1: Action 1.4)

--> Enrichment Opportunities: Offer field trips, homework assistance centers, and structured support for teachers transitioning to new grade levels. Hire a STEAM lab teacher and provide transportation for summer enrichment programs. (Goal 1: Action 1.12, Action 1.21, Action 1.22 and Action 1.23)

--> Specialized Support and Resources: Provide tailored intervention support for students in grades 3-8, focusing on ELA and Mathematics. Offer access to onsite counselors, instructional support, and GATE activities. (Goal 1: Action 1.9, Action 1.10, Action 1.14, Action 1.15, Action 1.16, Action 1.19 and Action 1.23)

--> Technology Integration: Invest in updated ELA materials, computer apps for TK students, and additional Wi-Fi infrastructure. Support blended learning with teacher assistants. (Goal 1: Action 1.6, Action 1.8. Goal 2: Action 2.8)

--> Facilities Maintenance and Safety: Maintain safe campuses through hiring night supervisors, upgrading facilities, and investing in security measures. (Goal 2, Action 2.12 and Action 2.13)

## SECONDARY SCHOOLS

Secondary school communities recommend the following strategies to support student success:

--> Academic Support: Implement intervention strategies for ELA, Math, and Science. Use individualized learning plans and teacher coaching programs to provide intensive support.

--> Enrichment: Expand opportunities for student enrichment that will build confidence, encourage teamwork, and foster heightened academic engagement among our high-need, low-income students. (Goal 1: Action 1.21)

--> Class Size and Facilities Maintenance: Maintain optimal class sizes and prioritize urgent repairs and facility upgrades. (Goal 2: Action 2.3 and Action 2.12)

--> College and Career Readiness: Foster a college and career-ready culture through personalized guidance, college tours, career exploration initiatives, and early warning systems. (Goal 3: Action 3.4)

--> Supportive and Inclusive Environment: Recognize student achievements, monitor attendance, and maintain open communication channels. Provide cultural competence training and SEL programs. (Goal 4: Action 4.1, Action 4.2, Action 4.8, Action 4.10).

--> Partnerships and Support for English Learners and African-American Students: Develop partnerships with external organizations for tutoring and support services. Provide tailored interventions for African American standard English learners. (Goal 1: Action 1.9, Action 1.10; Goal 5: Action 5.4, Action 5.5 and Action 5.15)

--> Support for Learners: provide materials for English Learners, and culturally relevant curriculum for all students, including African-American. (Goal 5: Action 5.3, Action 5.13)

## EQUITY MULTIPLIER EDUCATIONAL PARTNERS

### (1) Cesar Chavez Continuation High School

- > Provide academic enrichment, homework help, and extracurricular activities through extended school day programs. (Goal 6: Action 6.1)
- > Enhance college counseling services to better prepare students for post-secondary education. (Goal 6: Action 6.2)
- > Organize college trips, establish partnerships with local universities, and invite trade school speakers for field trips. (Goal 6: Action 6.2)
- > Provide ongoing training for teachers on effective English Learner (EL) strategies and culturally responsive teaching practices. (Goal 6: Action 6.3)
- > Offer workshops to help parents support their children's education, navigate the school system, and access community resources. (Goal 6: Action 6.4)
- > Integrate social-emotional learning (SEL) opportunities during the school day and after-school hours. (Goal 6: Action 6.6)
- > Implement attendance recovery efforts through an attendance task force. (Goal 6: Action 6.5)

### (2) Thurgood Marshall

- > Provide individualized tutoring sessions and support for students in different curricular areas including English, Math, writing across the curriculum and ELPAC preparation. (Goal 6: Action 6.7)
- > Parent workshops, parent engagement, and home visitation (Goal 6: Action 6.10)
- > Professional development for teachers (Goal 6: Action 6.9)
- > Improving college counseling, college culture, and more involvement in the college and career centers (Goal 6: Action 6.8).

### (4) Virtual Academy

- > Individualized tutorials for students and take-home supplementary resources and materials (Goal 6: Action 6.11)
- > Workshop for parents so that they can better support their students in a virtual setting and track their progress (Goal 6: Action 6.12)
- > Opportunities for teacher(s) to plan with other virtual academy teachers as well as regular content area teachers (Goal 6: Action 6.13)
- > Enrichment opportunities for students in the virtual academy, including participation in fieldstrips (Goal 6: Action 6.14)

### (3) Compton STEP

- > Focus on counseling services for students and access to wellness services and resources (e.g. resources for calming room) (Goal 6: Action 6.16)
- > Workshop for parents on how to better support their students both in the areas of academics, behavior and socioemotional learning (Goal 6: Action 6.17)
- > Professional development for teachers in the areas of academics and behavior management (Goal 6: Action 6.18)

The feedback from our educational partners has been invaluable in shaping the CUSD LCAP, ensuring that our goals and actions are tailored to meet the diverse needs of our students. By incorporating these insights, we aim to provide enriched educational experiences, enhance student support systems, and foster stronger community engagement. Our commitment to continuous collaboration and improvement will drive us towards creating a more equitable and inclusive learning environment where every student can thrive.

## Goals and Actions

### Goal

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

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

By integrating these actions and metrics, we will create a cohesive strategy that addresses the diverse needs of our student population, fostering an environment where all students can achieve academic excellence and meet or exceed state standards. This holistic approach aligns with State Priorities 2, 4, 7, and 8, ensuring that our educational practices are focused on continuous improvement and student success.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Goal 1, Metric # 1  Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the ELA CAASPP Assessment  Data Source: CAASPP	All Students: 40.57% SED: 39.96% AA: 32.62% Hispanics: 41.99% LEP: 8.25% LTELs: 5.6% Newcomers: 5.5% SWD: 11.3% FY: 27.27%  Homeless: 26.02%  (2023 CAASPP data)			All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 15% LTEL: 15% Newcomers: 15% SWD: 20% FY: 40% Homeless: 40%	
2	Goal 1, Metric # 2  Percent of students in grades 3 – 8 & 11 who meet or exceed standards on the Math CAASPP Assessment  Data Source: CAASPP	All Students: 31.74% SED: 31.3% AA: 23.55% Hispanics: 33.05% LEP: 12.4% LTELs: 2.6% Newcomers: 10.99% SWD: 12.25% FY: 18.6% Homeless: 16.94%  (2023 CAASPP data)			All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 15% LTEL: 15% Newcomers: 20% SWD: 20% FY: 30% Homeless: 30%	



3	<p>Goal 1, Metric #3</p> <p>Percent of students in grade 11 who meet or exceed standards on the ELA/Math CAASPP Assessment (EAP 11th Grade CAASPP - ELA/Math)</p> <p>Data source: CAASPP</p>	<p>ENGLISH LANGUAGE ARTS (ELA)</p> <p>ALL students: 41.52%</p> <p>SED: 41.06%</p> <p>AA: 26.15%</p> <p>Hispanics: 43.90%</p> <p>LEP: 4.27%</p> <p>LTEs: 7.41%</p> <p>Newcomers: 0%</p> <p>SWD: 5.60%</p> <p>FY: Not reported</p> <p>Homeless: Not reported</p> <p>MATHEMATICS</p> <p>Math: 16.76%</p> <p>SED: 16.41%</p> <p>AA: 7.85%</p> <p>Hispanics: 18.30%</p> <p>LEP: 0%</p> <p>LTEs: 0%</p> <p>Newcomers: 0%</p> <p>SWD: 3.31%</p> <p>FY: Not reported</p> <p>Homeless: Not reported</p> <p>(Dashboard 2023)</p>			<p>ENGLISH LANGUAGE ARTS (ELA)</p> <p>ALL students: 60%</p> <p>SED: 60%</p> <p>AA: 60%</p> <p>Hispanics: 60%</p> <p>LEP: 15%</p> <p>LTEs: 25%</p> <p>Newcomers: 10%</p> <p>SWD: 20%</p> <p>FY: 60%</p> <p>Homeless: 60%</p> <p>MATHEMATICS</p> <p>Math: 40%</p> <p>SED: 40%</p> <p>AA: 40%</p> <p>Hispanics: 40%</p> <p>LEP: 20%</p> <p>LTEs: 20%</p> <p>Newcomers: 10%</p> <p>SWD: 20%</p> <p>FY: 40%</p> <p>Homeless: 40%</p>	
4	<p>Goal 1. Metric #4</p> <p>District Academic Performance Level in ELA</p> <p>Data Source: California Dashboard</p>	<p>All Students: Yellow</p> <p>SED: Yellow</p> <p>AA: Yellow</p> <p>Hispanics: Yellow</p> <p>LEP: Orange</p> <p>SWD: Red</p> <p>FY: Orange</p> <p>Homeless: Orange</p> <p>(Dashboard 2023)</p>			<p>All Students: Green</p> <p>SED: Green</p> <p>AA: Green</p> <p>Hispanics: Green</p> <p>Pac. Islander: Green</p> <p>LEP: Green</p> <p>SWD: Green</p> <p>FY: Green</p> <p>Homeless: Green</p>	

5	<p>Goal 1, Metric # 5</p> <p>District Academic Performance Level in Math</p> <p>Data Source: California Dashboard</p>	<p>All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Orange Homeless: Orange</p> <p>(Dashboard 2023)</p>			<p>All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islander: Green LEP: Green SWD: Green FY: Green Homeless: Green</p>	
6	<p>Goal 1, Metric # 6</p> <p>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</p> <p>Data Source: Local Indicators and Internal Data</p>	<p>English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 5 History/Social Science: 3 Next Generation Science Standards (NGSS): 4 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 3</p> <p>(Local Indicators and Internal Data for 2023).</p>			<p>Progress implementing each of the following academic standards adopted by the State Board of Education for all students.</p> <p>English Language Arts: 5 English Language Development (ELD): 5 Mathematics: 5 History/Social Science: 5 Next Generation Science Standards (NGSS): 5 Career Technical Education (CTE): 5 Physical Education: 5 World Language: 5 Visual and Performing Arts: 5 Health Education Content Standards: 5</p>	

7	<p>Goal 1, Metric # 7</p> <p>Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment</p> <p>Data Source: CAST</p>	<p>All Students: 17.30% SED: 16.89 % AA: 12.42% Hispanics: 18.19% LEP: 0.36% LTELs: 0.4% SWD: 3.91% (2023)</p>			<p>All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 15% LTELs: 15% SWD: 20%</p>	
8	<p>Goal 1, Metric # 8</p> <p>Percent of students in Tier I (at grade level) in the ELA Fall diagnostic assessment</p> <p>Data Source: STAR 360 Reading and STAR Early Literacy</p>	<p>All Students: 26.5% SED: 25.8% AA: 24.5% Hispanics: 26.8% LEP: 7.2% LTELs: 0.7% SWD: 10.1% FY: 20.0% Homeless: 12.6%</p> <p>(2023-2024. STAR 360 Reading) =====</p> <p>K &amp; PreSch: 90.91% K no PreSch: 72.73% K &amp; TK: 100% K no TK: 72.73%</p> <p>(STAR Early Literacy Fall 2023-2024)</p>			<p>All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 10% LTELs: 10% SWD: 10% FY: 20% Homeless: 20%</p> <p>(STAR 360 Reading Fall)</p> <p>=====</p> <p>K &amp; PreSch: 100% K no PreSch: 80% K &amp; TK: 100% K no TK: 80%</p> <p>(STAR Early Literacy Fall)</p>	

9	<p>Goal 1, Metric # 9</p> <p>Percent of students in Tier I (at grade level) in the ELA winter diagnostic assessment</p> <p>Data Source: ELA STAR 360</p>	<p>All Students: 26.7% SED: 26.0% AA: 24.3% Hispanics: 27.0% LEP: 7.5% LTELs: 1.0% SWD: 11.3% FY: 18.7% Homeless: 13.6%</p> <p>(2023-2024)</p>			<p>All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 15% LTELs: 15% SWD: 15% FY: 25% Homeless: 25%</p>	
10	<p>Goal 1, Metric # 10</p> <p>Percent of students in Tier I (at grade level) in the ELA spring diagnostic assessment</p> <p>Data Source: Reading STAR 360</p>	<p>All Students: 30.6% SED: 29.6% AA: 29.1% Hispanics: 30.8% LEP: 11.2% LTELs: 3.4% SWD: 14.3% FY: 18.6% Homeless: 15.9%</p> <p>(2023-2024)</p>			<p>All Students: 45% SED: 45% AA: 45% Hispanics: 45% LEP: 20% LTEL: 20% SWD: 20% FY: 30% Homeless: 30%</p>	

11	<p>Goal 1, Metric # 11</p> <p>Percent of students in Tier I (at grade level) in the Math Fall diagnostic assessment</p> <p>Data Source: Math STAR 360 and STAR Early Numeracy</p>	<p>All Students: 44.0% SED: 43.3% AA: 34.9% Hispanics: 45.4% LEP: 23.8% LTELs: 6.2% SWD: 21.2% FY: 23.4% Homeless: 23.9%</p> <p>(2023-2024. Math STAR 360 Fall )</p> <p>=====</p> <p>K &amp; PreSch: 60.48% K no PreSch: 53.85% K &amp; TK: 80.00% K no TK: 53.85%</p> <p>(2023-2024. STAR Early Numeracy Fall)</p>			<p>All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 15% LTEL: 15% SWD: 15% FY: 20% Homeless: 20%</p> <p>(Math STAR 360 Fall )</p> <p>=====</p> <p>K &amp; PreSch: 60.48% K no PreSch: 53.85% K &amp; TK: 80.00% K no TK: 53.85%</p> <p>(STAR Early Numeracy Fall)</p>	
12	<p>Goal 1, Metric # 12</p> <p>Percent of students Tier I (at grade level) in the Math winter diagnostic assessment</p> <p>Data Source: STAR 360</p>	<p>All Students: 45.9% SED: 45.2% AA: 36.5% Hispanics: 47.3% LEP: 25.6% LTELs: 8.1% SWD: 23.5% FY: 35.2% Homeless: 24.0%</p> <p>(2023-2024)</p>			<p>All Students: 35% SED: 35% AA: 35% Hispanics: 25% LEP: 20% SWD: 20 % FY: 25% Homeless: 25%</p>	

13	<p>Goal 1, Metric # 13</p> <p>Percent of students in Tier I (at grade level) in the Math spring diagnostic assessment</p> <p>Data Source: STAR 360</p>	<p>All Students: 47.9%</p> <p>SED: 47.5%</p> <p>AA: 40.0%</p> <p>Hispanics: 49.1%</p> <p>LEP: 27.0%</p> <p>LTELs: 8.2%</p> <p>SWD: 25.4%</p> <p>FY: 34.5%</p> <p>Homeless: 26.2%</p> <p>(2023-2024)</p>			<p>All Students: 40%</p> <p>SED: 40%</p> <p>AA: 40%</p> <p>Hispanics: 40%</p> <p>LEP: 25%</p> <p>LTEL: 25%</p> <p>SWD: 25%</p> <p>FY: 30%</p> <p>Homeless: 30%</p>	
14	<p>Goal 1, Metric #14</p> <p>The District effectively provides support to schools , teachers, and students in the area technology integration. (Agree/Strongly Agree)</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Site Administrators: 80.6%</p> <p>Teachers: 68.1%</p> <p>(2023-2024)</p>			<p>Site Administrators: 80.6%</p> <p>Teachers: 68.1%</p>	

15	<p>Goal 1, Metric #15</p> <p>Enrichment opportunities at school help increase student engagement, learning, attendance, and school connectedness. (Agree/Strongly Agree)</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Site Administrators: 93.7%</p> <p>Teachers: 91.2%</p> <p>Parents: 90.9%</p> <p>Students: 81.9%</p> <p>(2023-2024)</p>			<p>Site Administrators: 95%</p> <p>Teachers: 95%</p> <p>Parents: 95%</p> <p>Students: 95%</p>	
16	<p>Goal 1, Metric #16</p> <p>School homework centers are effective in providing assistance to students with the completion of homework assignments. (Agree/Strongly Agree)</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Site Administrators: 68.5%</p> <p>Teachers: 73.7%</p> <p>(2023-2024)</p>			<p>Site Administrators: 80%</p> <p>Teachers: 80%</p>	

17	<p>Goal 1, Metric #17</p> <p>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)</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Site Administrators: 93.1% Teachers: 92.9% Students: 65%</p> <p>(2023-2024)</p>			<p>Site Administrators: 95% Teachers: 95% Students: 80%</p>	
18	<p>Goal 1, Metric #18</p> <p>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)</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Site Administrators: 91.3% Teachers: 89.4%</p> <p>(2023-2024)</p>			<p>Site Administrators: 95% Teachers: 95%</p>	



19	Goal 1, Metric #19  CUSD professional development offerings effectively provide teachers with research-based strategies to incorporate as part of their daily instruction. (Agree/Strongly Agree)  Data Source: Effectiveness of Services Survey	Site Administrators: 97% Teachers: 80%  (2023-2024)			Site Administrators: 100% Teachers: 100%	
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20	Goal 1, Metric #20  Curriculum Specialists and Curriculum Administrators effectively provide support to school sites and teachers in the areas of coaching, training, and technology integration. (Agree/Strongly Agree)  Data Source: Effectiveness of Services Survey	Site Administrators: 97.2% Teachers: 79.7%  (2023-2024)			Site Administrators: 100% Teachers: 90%	
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Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive District-wide Assessment System and Progress Monitoring	The Educational Services Department will equip all school sites with a comprehensive online assessment platform, such as Illuminate, to facilitate the creation and administration of regular diagnostic, formative, and summative assessments. This initiative aims to evaluate and address student learning gaps and track academic progress across various content areas. It will ensure inclusive monitoring of all student groups, including African-American, English Learners, Foster Youth, Low-Income, and Students with Disabilities. Our district will implement structured internal processes, including data-guided reflection time (GRT) for teachers and monthly data chats involving Principals and Educational Services staff. This robust system of assessments and reflective practices will not only offer valuable feedback to students, educators, and parents but also enhance the overall effectiveness of our educational strategies and interventions.	\$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.	\$7,939,888.00	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

		<p>levels and will promote ongoing interactions between teachers.</p> <p>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.</p>		
5	Boosting Teacher Efficacy through Instructional Coaching	<p>CUSD will continue to support school sites with dedicated Curriculum Specialists and content-expert Administrators focusing on math and literacy. 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-expert administrators will offer direct interventions and services to these students throughout the school year through both push-in and pull-out models.</p> <p>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.</p>	\$3,575,363.00	Yes
6	Enhancing Learning with Instructional Technology Support	<p>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.</p> <p>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.</p>	\$2,364,305.00	Yes
7	Special Education Inclusion Training	<p>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.</p> <p>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.</p>	\$40,313.00	No

		<p>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.</p> <p>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.</p>		
8	Targeted Classroom Interventions for Low-Income Students	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.	\$1,766,704.00	Yes
9	Addressing the Gaps in Literacy Skills for Unduplicated Students	<p>College tutors will collaborate closely with classroom teachers to address the gaps in literacy of our unduplicated students. Their primary focus will be to enhance daily small-group reading instruction in K-2 classrooms, targeting key areas such as concepts of print, fluency, phonemic awareness, and comprehension strategies. Additionally, some tutors will receive training from Curriculum Specialists and Educational Services on grade-specific power standards, enabling them to provide support to students in upper elementary, middle, and high school grades.</p> <p>These interventions will take place within the classroom setting, with tutors working under the direct supervision of classroom teachers. This collaborative approach aims to provide targeted support and personalized instruction to students, ultimately helping to bridge the literacy gap and promote academic success.</p>	\$2,279,443.00	Yes
10	Math Intervention and Supports for Unduplicated Students	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.	\$1,500,000.00	Yes
11	Targeted Math Support for High Needs Schools	Compton Unified School District (CUSD) is committed to improving mathematics outcomes for all schools or student groups within a school identified as "red" on the 2023 California School Dashboard. This initiative provides tailored math support aimed at specific student cohorts facing challenges in mathematics proficiency. Through personalized interventions, tutoring, and instructional resources, the program targets the unique needs of these student groups within schools. Additionally, professional development opportunities will be offered to educators to strengthen their instructional practices and capacity to support students in mathematics. By	\$1,200,000.00	No

		prioritizing these interventions, CUSD endeavors to elevate math proficiency levels and narrow achievement disparities, ensuring equitable learning opportunities for all students within high-needs schools.		
12	Bridging STEM Gap for Low-Income Students	All school sites will provide STEM-related activities and programs (e.g., Project Lead the Way, robotics, gaming, coding etc.) for our low-income, minority students, who are often underrepresented in STEM. Our low-income students often lack the resources, appropriate devices, and good internet connectivity. These programs will be offered before, during, and after school, and will contribute to mitigate gaps in homework quality, digital inequality, and developmental disparities that often lead to fewer postsecondary graduates from low-income households, especially in STEM programs. STEM opportunities will also help increase student engagement and connectedness to school, while creating critical thinkers, increasing science literacy, and enabling our next generation of innovators.	\$2,960,995.00	Yes
13	Before/After School Extended Learning Opportunities for Low-Income Students	Our schools will implement extended learning opportunities for Low-Income students including after-school and Saturday interventions focused on math, literacy, and other core subjects, as well as credit recovery classes where necessary. Moreover, high school students will gain access to the Edgenuity online curriculum to bolster their academic progress.  By extending academic opportunities beyond the traditional school day, our aim is to enhance the academic success and sense of belonging for our low-income students. These extended learning opportunities not only target immediate academic needs but also cultivate a deeper connection to school, laying a foundation for future success among our underserved student populations.	\$2,000,000.00	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	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.	\$1,872,910.00	Yes
16	Supporting Academic Achievement for Students Facing Housing Insecurity	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	\$250,000.00	No

		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.		
17	Enhance Literacy and Math Support for Students with Disabilities	<p>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. 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.</p> <p>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.</p>	\$140,000.00	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
19	Services for Gifted and Talented Students (GATE)	<p>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.</p> <p>Once identified as students who qualify 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.</p> <p>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.</p> <p>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.</p>	\$374,654.00	No

20	Expanding Physical Fitness Opportunities	CUSD will collaborate with various community partners to provide diverse physical fitness opportunities for low-income students. These opportunities may include organized sports activities, outdoor recreation programs, and fitness workshops tailored to students' interests and abilities. By offering a range of engaging activities, CUSD aims to promote physical activity, 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, Spelling Bee, 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	<p>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.</p> <p>The ASES and ASSETs programs are designed to create a nurturing environment where students can thrive beyond regular school hours. Think Together's dedicated staff members ensure that students have the resources and assistance they need to excel academically, including allocated time to complete homework assignments. This additional support helps students reinforce their classroom learning and develop essential study habits. Moreover, the programs offer a diverse range of enrichment opportunities, from STEM activities to arts and recreation, allowing students to explore their interests and talents in a supportive setting.</p> <p>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.</p>	\$1,737,757.00	No
23	After-School Homework Support	Qualified teachers and/or tutors will be available to work with low-income students on a one-on-one basis or in small groups, offering support in areas such as homework completion, math, reading, and academic projects. Additionally, during program sessions, teachers and tutors will organize quiet educational games and activities to engage students who have completed their assignments, fostering a positive and enriching after-school experience. By expanding after-school homework support, CUSD aims to ensure that low-income students have the resources and assistance they need to succeed academically and thrive in their educational journey.	\$1,875,512.00	Yes
24	Summer School Program	Compton Unified School District (CUSD) will implement a targeted Summer School program designed to support the academic and socio-emotional needs of our low-income students and other unduplicated student groups. This intensive program (K-7, Grade 8 Summer Bridge, and High School) will offer extended learning opportunities during the summer months, focusing on enhancing students' proficiency in core subjects such as math and literacy, as well as providing	\$275,000.00	Yes



	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.	
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# Goal

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

State priorities address by this goal.

1, 2
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An explanation of why the LEA has developed this goal.

<p>We identified this goal because we understand that creating optimal learning conditions is essential for fostering student success and achievement. By ensuring that students have access to well-qualified teachers, comprehensive instructional materials aligned with academic standards, and properly maintained facilities, we aim to provide equal opportunities for learning and promote equity and access in education. Additionally, maintaining facilities contributes to a safe and supportive learning environment, enhancing student well-being and engagement. Through this goal, we are committed to creating an environment where all students can thrive academically and personally, aligning with State Priorities 1 and 2 as outlined in our LCAP.</p> <p>Our actions and metrics work together to achieve this goal by focusing on several key areas. First, we ensure that school facilities are safe, well-maintained, and conducive to learning. Regular assessments and compliance ratings help us monitor and uphold high standards for our physical learning environments.</p> <p>Second, we prioritize the quality and effectiveness of our teaching staff. By tracking the credentialing and appropriate assignment of teachers, supporting new teachers through induction programs, and providing ongoing professional development through the Peer Assistance and Review Program, we ensure that students are taught by well-qualified and continually improving educators.</p> <p>Third, we guarantee that all students have access to up-to-date, standards-aligned instructional materials. This includes conducting regular audits and ensuring digital equity by providing internet access and electronic devices to students, thereby enabling them to engage fully with their coursework.</p> <p>Lastly, we maintain robust systems for identifying and addressing any issues related to instructional materials, facilities, and teacher assignments. This allows us to respond promptly to any gaps or concerns, ensuring continuous improvement in our educational environment.</p> <p>By integrating these actions and metrics, we create a comprehensive strategy that supports academic excellence and student well-being, ensuring that all students have the resources and support they need to succeed.</p>
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## 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	<p>Goal 2, Metric #1</p> <p>Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities</p> <p>Data Source: Facility Inspection Tool (FIT)</p>	<p>100%</p> <p>(2023-2024)</p>			100%	
2	<p>Goal 2, Metric #2</p> <p>Well-Maintained School Facilities and Properties</p> <p>Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey</p>	<p>Grade 5: 49%</p> <p>Grade 7: 24%</p> <p>Grade 9: 21%</p> <p>Grade 11: 14%</p> <p>Staff: 65%</p> <p>Parents: 74%</p> <p>(2023-2024)</p>			<p>Grade 5: ≥80%</p> <p>Grade 7: ≥80%</p> <p>Grade 9: ≥80%</p> <p>Grade 11: ≥80%</p> <p>Staff: ≥80%</p> <p>Parents: ≥80%</p>	

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

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

8	<p>Goal 2, Metric #8</p> <p>Percentage of students with access to internet and electronic devices enabling access to standards-aligned Instructional materials</p> <p>Data Source: ITD Technology Survey and Communication with Families</p>	<p>100%</p> <p>(2023-2024)</p>			100%	
9	<p>Goal 2, Metric #9</p> <p>Number of Uniform Complaint Forms submitted for (a) Textbooks and Instructional Materials, (b) Facility Conditions, and/or (c) Teacher Vacancy or Misassignments</p> <p>Data Sources: Human Resources Records</p>	<p>(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions: 2 (c) Teacher Vacancy or Misassignments: 1</p> <p>(2023-2024)</p>			<p>(a) Textbooks and Instructional Materials: ≤3 (b) Facility Conditions: ≤3 (c) Teacher Vacancy or Misassignments: ≤3</p>	

# Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Services	Compton Unified School District (CUSD) will sustain the delivery of essential services using Base Grant funds, covering salaries, benefits for certificated and classified staff, and operational expenses across various departments including the Business and Administrative Services Division (Student Nutrition Services, Risk Management, Instructional Technology, Fiscal Services, Payroll/Risk Management, Warehouse, Purchasing/Contracts, Reprographics, Facilities/Maintenance) Educational Services, Human Resources, Pupil Services, Personnel Commission, Office of Communications, School Police, and Special Education. This commitment ensures the efficient operation of the district, supporting its mission to provide quality education and services to students and the community.	\$46,779,005.00	No

2	Professional Development for Department Teams	Compton Unified School District (CUSD) is committed to providing comprehensive professional development tailored to meet the evolving needs of individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Educational Services, ITD Department, and more. Professional development offerings will be aligned with job requirements, retraining needs, and State and Federal mandates. Through targeted training sessions and workshops, CUSD aims to enhance the skills, knowledge, and competencies of staff members across departments, ensuring their effectiveness in fulfilling their roles and responsibilities within the district. This commitment to ongoing professional development reflects CUSD's dedication to continuous improvement and the provision of high-quality services to the school community.	\$482,954.00	No
3	Maintain Class Size in TK-3	CUSD has continued to implement Grade Span Reduction (GSR) in grades TK-3 (K-1 25:1 & Grades 2-3 26:1) as allowable through funding and State Education Code to increase instructional time, and to support student learning by differentiating instruction to support students' learning needs.	\$7,048,391.00	Yes
4	Maintain Instructional Days (183)	Compton Unified is fully aware of the many difficulties that our low-income students face and the impact these challenges have on their learning. Therefore, all of our schools will continue to provide 183 instructional days (instead of 180) and 18 early-release Wednesdays (instead of 36) to maintain increased instructional time, enrichment opportunities, and interventions for our low-income students. By maintaining more instructional days, teachers will have more time to plan and collaborate, conduct data analysis, and reflect on the best ways to close the achievement gap for these students.	\$5,701,674.00	Yes
5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	In a proactive measure to enhance educational equity and readiness, the district will implement Early Childhood programs at selected CUSD school sites. These programs are meticulously designed to cater to preschool students who meet State and Federal guidelines for services, ensuring a higher degree of Kindergarten readiness among our youngest learners. By targeting this critical developmental stage, we aim to bridge early learning gaps and provide a solid foundation for academic success.	\$1,625,716.00	Yes
6	Full Day Kindergarten	Our full-day kindergarten program is designed to provide additional support and early intervention for our unduplicated students across all nine elementary school sites within the Compton Unified School District. This voluntary program offers low-income students, foster youth, and English Learners with developmentally appropriate early childhood education, aiming to narrow the achievement gap from the outset of their educational journey. With the allocation of our Kindergarten Full-Time Equivalents (FTEs), we extend the school day beyond the required instructional minutes outlined in EdCode, ensuring that our students receive ample instructional time. Through this comprehensive program, we prioritize the needs of our socioeconomically disadvantaged, English Learners, and Foster Youth students, providing targeted small group interventions focused on foundational reading skills. By offering extended services and personalized support, we are committed to closing the achievement gap and fostering a strong academic foundation for all students.	\$1,170,000.00	Yes
7	Access to Core Textbooks in all Content areas	Compton Unified School District (CUSD) is committed to ensuring that all students have access to the necessary core standards-aligned instructional materials across all content areas. By providing these resources, students will be equipped with the tools and materials needed to develop critical skills and knowledge essential for meeting grade-level learning goals. Additionally, CUSD will ensure that all schools have access to the Destiny Resource Management Program for efficient district textbook inventory maintenance, facilitating the seamless distribution and tracking of instructional materials. Through these efforts, CUSD aims to promote equitable access to high-quality educational resources, supporting student success and academic achievement across all	\$3,935,616.00	No



		content areas.		
8	Access to Devices	<p>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.</p> <p>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.</p> <p>This concerted effort will enable low-income students to seamlessly access online learning resources, digital programs, instructional materials, and supplementary resources from home, free from the frustration of unreliable connectivity.</p>	\$4,282,830.00	Yes
9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Multiple parent groups and other educational partners in our district have indicated that low-income students experience unique challenges that can create a huge barrier to succeed in school. Many of them, for example, do not have the means to purchase desired school supplies and/or class materials to work from home. Others have limited access to academic support in their households, while others come with limited language proficiency levels. Oftentimes, the core curriculum is too complex, and these students need supplementary materials that will help them build schema and better understand and access complex and rigorous grade-level content. 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.	\$4,649,210.00	Yes
10	Instructional Support Resources for Educators	Educational Services will provide certificated staff members with instructional support resources (e.g., assessment calendar, curriculum guides, pacing guides, standards-aligned interactive lessons across content areas, etc.) to make their practice more effective and increase student achievement.	\$163,797.00	No
11	Enhancing Learning Through Computer-Based Programs and Applications	<p>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, Dreambox, Next Gen Math, My Writing Coach, Khan Academy, 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.</p> <p>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.</p>	\$1,750,000.00	Yes
12	Facilities in Good Repair	The Facilities and Maintenance Department of Compton Unified School District (CUSD) will maintain its provision of essential plant and maintenance services to schools, including building maintenance workers and equipment replacement. Furthermore, the department will conduct routine inspections of school facilities to uphold safety standards for both staff and students. Identified issues and needs will be documented through the work order process and addressed promptly to ensure the continued safety and functionality of school facilities.	\$12,341,239.00	No

13	Safe and Secure Campuses	Compton Unified School District (CUSD) is dedicated to ensuring safe and secure campuses for all students and staff members. To achieve this goal, CUSD will provide the necessary support personnel, including School Police and Campus Security Assistants, at each district campus. These personnel will work collaboratively to implement safety protocols, monitor campus activities, and respond promptly to any security concerns or incidents. By maintaining a visible and proactive presence, CUSD aims to create an environment conducive to teaching, learning, and student success. This commitment to safety underscores CUSD's priority of providing a secure and nurturing learning environment for all members of the school community.	\$8,534,424.00	No
14	Fully-Credentialed, Appropriately Assigned Teachers	Compton Unified School District (CUSD) recognizes the critical importance of recruiting and retaining highly-qualified educators to ensure the delivery of quality education to students. With this in mind, the Human Resources department will dedicate efforts to attract and retain exceptional teaching talent. Additionally, periodic reviews of teacher assignments will be conducted each term or semester, as applicable, to ensure appropriate placement to the best extent feasible. This commitment to suitable teacher assignments is driven by the rights and educational needs of the students, ensuring that they are provided with the best possible learning experience. Through these efforts, CUSD aims to foster a supportive and enriching environment where both educators and students can thrive academically and personally.	\$112,500,000.00	No
15	New Teacher Induction Program and Supports (TIPS)	Educational Services at Compton Unified School District (CUSD) remains committed to the implementation of the Teacher Induction Program and Supports (TIPS) for new teachers. Led by the program administrator and TIPS mentors, emerging teachers will be equipped with essential models and tools necessary for the commencement of their teaching careers. Additionally, specific guidance will be provided to assist them in meeting performance standards effectively. These services aim to enhance the quality of classroom instruction while ensuring that teachers undergo essential training to cultivate positive relationships with students, effectively communicate with hard-to-reach families, and provide targeted support to diverse student populations, including African-American students, English Learners, Special Education students, and others in need. 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
16	Peer Assistance and Review (PAR) Program	Educational Services at Compton Unified School District (CUSD) is committed to the continued implementation of the Peer Assistance and Review (PAR) program. This program aims to provide participating veteran teachers with personalized support, guidance, modeling, direction, and mentoring in various areas, including subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Through the PAR program, participating teachers receive the necessary assistance and support to enhance their teaching practice and become more effective in meeting the academic and social-emotional needs of their students. By leveraging the expertise and guidance provided through PAR, CUSD aims to foster continuous improvement among veteran teachers, ultimately resulting in improved student outcomes and a more enriching learning experience for all students.	\$82,520.00	No

# Goal

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

State priorities address by this goal.

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An explanation of why the LEA has developed this goal.

<p>Compton Unified selected the goal of providing comprehensive academic counseling and support services to ensure all students develop personalized pathways towards college and career readiness. The district recognizes the importance of equitable access to higher education and meaningful career opportunities for all students. By prioritizing personalized pathways, the district aims to address disparities in college and career readiness and empower students to pursue their aspirations. This focus aligns with broader educational goals of preparing students for success in the workforce and promoting socio-economic mobility within the community. Through targeted support services and guidance, the district aims to equip students with the knowledge, skills, and experiences necessary to thrive in higher education and the workforce.</p> <p>The actions and metrics associated with Goal 3 are strategically grouped to create a cohesive framework that addresses various aspects of college and career readiness. Metrics such as the College Career Indicator, A-G Completion Rates, and High School Graduation Rates measure the effectiveness of personalized academic counseling and support services. Advanced Placement metrics and College Course Completion rates assess engagement with rigorous coursework, while FAFSA Completion Rates gauge access to financial aid. College Acceptance and Post-Secondary Enrollment Rates provide insights into students' transitions to higher education. Monitoring D-F Rates and tracking the progress of freshmen and sophomores on track for graduation ensure early identification and support for struggling students. Career and Technical Education (CTE) metrics measure readiness for the workforce through pathway completion rates and participation in work-based learning opportunities. Metrics on the effectiveness of parent workshops ensure parents are equipped to support their children's college and career readiness. By closely monitoring these metrics and implementing data-driven actions, the district ensures comprehensive support and equitable access to higher education and career opportunities for all students.</p>
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## 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  College Career Indicator: College ready rates  Data Source: CA Dashboard	All students: 43.1 SED : 43.2% AA : 28.3% Latinx: 46.1% LEP : 15.8% LTELs: 17.5% SWD : 17.3% FY: 20%  (2023 Dashboard)			All: 60% SED : 60% AA : 60% Latinx: 60% LEP : 60% LTELs: 60% SWD : 60% FY: 60%	
2	Goal 3, Metric #2  A-G completion rates  Data Source: Dataquest	All students: 54% SED: 54% AA: 42% Latino : 57% LEP: 32% LTELs: 30% SWD: 25% FY: 36%  (2022-2023).			All: 75% SED :75% AA : 75% Latinx: 75% LEP : 75% LTELs: 75% SWD : 75% FY: 75%	
3	Goal 3, Metric #3  High school graduation rates  Data Source: CA School Dashboard	All: 89% African American: 89% Latinx: 89% EL: 82% LTELs: 82% Foster Youth: 62% SPED: 73% Socio Disadvantaged: 89% Homeless: 79%  (2023 Dashboard).			All: 92% SED : 92% AA : 92% Latinx: 92% LEP : 92% LTELs: 92% SWD : 92% FY: 92%	

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

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

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

13	Goal 3, Metric #13  Percent of sophomores on track for graduation at the end of their 10th grade year	53%  (Spring 2024)			75%	
14	Goal 3, Metric #14  College/Career Ready (CTE). CTE pathway completion rate. Number of CTE senior completers out of the total number of graduates  Data Source: CALPADS	15%  (2022-2023)			33%	
15	Goal 3, Metric #15  Improve passing rate of district CTE pathway capstone courses  Data Source: Local Data. Aeries	All Students: 86.79% SED: 80% AA: 17% Hispanics: 85% LEP: 51% LTEL: 10.4% SWD: 10% FY: .5% Homeless: 2%  (2022-2023)			All Students: 95% SED: 95% AA: 95% Hispanics: 95% LEP: 95% LTEL: 95% SWD: 95% FY: 95% Homeless: 95%	



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

19	<p>Goal 3, Metric #19</p> <p>Percentage of CTE completers who completed a dual enrollment class</p> <p>Data Source: Aeries</p>	<p>All Students: 32.9% SED: 32.9% AA: 27.8% Hispanics: 33.4% LEP: 9.1% LTEL: 8.1% SWD: 19.0% FY: 0% Homeless: 0%</p> <p>(2023-2024)</p>			<p>All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 50% LTEL: 50% SWD: 50% FY: 50% Homeless: 50%</p>	
20	<p>Goal 3, Metric #20</p> <p>Percentage of graduates who have successfully completed CTE pathways and A-G Requirements</p> <p>Data Source: CA Dashboard</p>	<p>All Students: 17.3% SED: 18.3% AA: 15.1% Hispanics: 17.6% LEP: 5.4% LTEL: 7.8% SWD: 11.8% FY: 0% Homeless: 0%</p> <p>(2022-2023)</p>			<p>All Students: 30% SED: 25% AA: 20% Hispanics: 30% LEP: 40% LTEL: 2% SWD: 15% FY: 2% Homeless: 2%</p>	
21	<p>Goal 3, Metric #21</p> <p>Number of Active Chapters of Career Technical Student Organizations (CTSOs)</p> <p>Data Source: Local Data</p>	<p>2</p> <p>(2023-2024)</p>			12	

22	Goal 3, Metric #22  Number of Registered Pre-apprenticeships  Data Source: Local Data	0  (2023-2024)			6	
23	Goal 3, Metric #23  Number of Low-income, Foster Youth, and English Learner graduates who complete a CTE pathway.  Data Source: Aeries	All Students: 321 SED: 257 AA: 51 Hispanics: 264 LEP: 27 LTEL: 29 SWD: 42 FY: 0 Homeless: 1  (2022/2023)			All Students: 350 SED: 300 AA: 60 Hispanics: 300 LEP: 40 LTEL: 35 SWD: 45 FY: 5 Homeless: 5	
24	Goal 3, Metric #24  Parents who agree/strongly agree that the parent workshops in the area of college and career are effective.  Data Source: Effectiveness of Services Survey	93.9%  (2023-2024)			95%	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Rigorous Courses	The College and Career department will lead a comprehensive initiative to foster a strong college and career culture throughout the district. High schools will play a pivotal role in this endeavor by ensuring that all unduplicated students have access to a rigorous curriculum, pathways, and opportunities designed to enhance their competitiveness and preparedness for college and career advancement. These opportunities may include Early College High School programs/satellites, College Courses, Advanced Placement (AP) classes, extended AP tutorials, Pre-AP, Honor and A-G courses. By providing equitable access to these rigorous educational pathways, high schools aim to empower unduplicated students to excel academically and pursue their aspirations with confidence, thereby contributing to their long-term success in post-secondary education and beyond.	\$2,904,249.00	Yes
2	College and Career Support Staff for Unduplicated Students	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	\$1,295,441.00	Yes

		<p>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.</p>		
3	College and Career Support and Guidance for Families of Unduplicated Students	<p>Our College &amp; Career &amp; 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.</p>	\$1,569,595.00	Yes
4	Promote College and Career Culture for Low-Income Students	<p>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.</p>	\$1,716,883.00	Yes
5	Comprehensive College and Career Readiness Professional Development	<p>The College &amp; Career Department will provide certificated and classified staff with extensive professional development opportunities. These sessions will cover the latest trends in college and career counseling and offer in-depth analyses of student data across academic, career, and personal/social domains. By participating in these initiatives, our staff will maintain highly qualified status and uphold accuracy within our system, aligning with various State and Federal performance metrics related to college and career readiness. Through these efforts, educational partners will gain valuable insights into best practices, empowering them to effectively meet the diverse needs of CUSD students and families.</p>	\$244,990.00	No
6	Targeted Graduation Support Program	<p>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 be 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.</p>	\$50,000.00	No
7	Foster Youth Graduation Support Initiative	<p>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-</p>	\$1,872,662.00	Yes

		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.		
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 remain adept at integrating real-world experiences into their curriculum, thereby better preparing students for success in today's rapidly evolving workforce. Additionally, this program will facilitate networking opportunities and partnerships with industry professionals, enabling teachers to stay abreast of emerging trends and forge valuable connections that enrich the educational experience for students.	\$125,000.00	No
10	Enhancing CTE Program Articulation with Community Colleges	The CTE Department will continue to modernize our programs, aligning them with current industry standards to better serve our students. This effort involves upgrading classrooms, equipment, materials, and facilitating student/teacher certification, licensing, and training opportunities. By meeting industry specifications, our programs become eligible for articulation agreements with local colleges. These agreements offer substantial benefits to district CTE students, including cost savings in post-secondary education and accelerated progress in their chosen fields of study. Through enhanced articulation with community colleges, we aim to provide seamless pathways for students to transition from high school to higher education or the workforce with relevant skills and credentials.	\$302,143.00	No
11	Dual Enrollment for CTE Completers	Recognizing the benefits of early college experiences, we will expand dual enrollment opportunities for CTE completers, enabling high school students to earn college credits and industry certifications while still in school. Dual enrollment programs provide students with a head start on their post-secondary education and career pathways, allowing them to explore college-level coursework in a supportive environment. By partnering with local colleges and universities, we create seamless pathways for students to transition from high school to higher education and the workforce, reducing barriers to access and increasing opportunities for academic and career advancement. Through dual enrollment, students gain exposure to college-level rigor, develop essential skills for success in higher education, and accelerate their progress toward degree attainment and career readiness.	\$1,250,000.00	Yes
12	Expanding Work-Based Learning Opportunities for	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	\$141,000.00	Yes

	CTE Students	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.		
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-century workforce. Additionally, technology upgrades support innovative teaching methods, such as project-based learning and simulation activities, that engage students and foster critical thinking, problem-solving, and creativity. Through strategic investments in technology, we empower students to develop the technical skills and digital literacy they need to succeed in a rapidly evolving global economy.	\$300,000.00	No

# Goal

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

State priorities address by this goal.

3, 5, 6
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An explanation of why the LEA has developed this goal.

<p>Compton Unified has identified the paramount importance of nurturing a positive school environment to support student well-being, academic achievement, and overall school effectiveness. By prioritizing meaningful engagement among students, parents, and staff, the district aims to cultivate a sense of safety, connectedness, and inclusivity within school communities. This goal aligns with State Priority 6 and aims to reduce suspension and expulsion rates while promoting positive relationships and a supportive atmosphere where all members feel valued and respected.</p> <p>To achieve this goal, the district employs a comprehensive approach that combines various actions and metrics to monitor and enhance the school climate. Metrics such as attendance rates, chronic absenteeism, graduation and dropout rates, suspension and expulsion rates, and survey data on students' feelings of safety, connectedness, and academic motivation provide valuable insights into the overall environment. Additionally, parent and staff surveys assess perceptions of school climate, parental involvement, and the effectiveness of workshops and support services.</p> <p>By strategically grouping these actions and metrics, the district ensures a holistic approach to fostering a positive school environment. By analyzing data and feedback, the district can identify areas for improvement, implement targeted interventions, and create an inclusive and supportive atmosphere where every student feels empowered to succeed.</p>
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## 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 4, Metric #1  Attendance rates disaggregated by student group  Data Source: Aeries	All Students: 92.8% SED: 92.9% AA: 91.7% Hispanic: 93.0% LEP: 92.6% LTELs: 89.2% Homeless: 85.5% SWD: 92.3% FY: 93.1% RFEP: 93.6%  (Aries. Spring 2024)			All: 97% AA: 97% Hispanic 97% FY: 97% Homeless: 97% LEP: 97% LTELs: 97% RFEP: 97% SED: 97% SWD: 97%	
2	Goal 4, Metric #2  Chronic absenteeism disaggregated by student group  Data Source: CA Schools Dashboard & Aeries	All Students: 23.6% SED: 24.1% AA: 27% Hispanic: 22.9% LEP: 22.8% Homeless: 53.2% SWD: 30.3% FY: 22.4%  (2023 California Dashboard) =====			All Students: ≤10% SED:≤10% AA: ≤10% Hispanic: ≤10% LEP:≤10% Homeless: ≤10% SWD: ≤10% FY:≤10%  (California Dashboard) =====	
		All Students: 19.9% SED: 19.9% AA: 25.6% Hispanic: 18.8% LEP: 20.9% LTELs: 33.1% Homeless: 39.9% SWD: 24.0% FY: 17.9%  (Aeries. Spring 2024)			All Students: ≤10% SED: ≤10% AA: ≤10% Hispanic: ≤10% LEP: ≤10% LTELs: ≤10% Homeless: ≤10% SWD: ≤10% FY: ≤10%  (Aeries)	

3	<p>Goal 4, Metric #3</p> <p>High school graduation rates disaggregated by student group</p> <p>Data Source: CA Schools Dashboard</p>	<p>All: 89%</p> <p>African American: 89%</p> <p>Hispanic: 89%</p> <p>EL: 82%</p> <p>LTEs: 82%</p> <p>Foster Youth: 62%</p> <p>SWD: 73%</p> <p>SED: 89%</p> <p>Homeless: 79%</p> <p>(2023)</p>			<p>All: 92%-94%</p> <p>African American: 92-94%</p> <p>Hispanic: 92%-94%</p> <p>ELs: 80%-85%</p> <p>LTEs: 80%-85%</p> <p>Foster Youth: 80-85%</p> <p>SWD: 80%-85%</p> <p>SED: 92%-94%</p> <p>Homeless: 80%-85%</p>	
4	<p>Goal 4, Metric #4</p> <p>High school dropout rates disaggregated by student group</p> <p>Data Source: DataQuest</p>	<p>All Students: 11%</p> <p>SED: 11%</p> <p>African American: 11%</p> <p>Hispanic: 11%</p> <p>LEP: 18%</p> <p>LTEs: 18%</p> <p>Foster Youth: 38%</p> <p>SWD: 27%</p> <p>Homeless: 21%</p> <p>(2023)</p>			<p>All Students: ≤5%</p> <p>SED: ≤5%</p> <p>African American: ≤5%</p> <p>Hispanic: ≤5%</p> <p>LEP: ≤5%</p> <p>LTEs :</p> <p>FY: ≤5%</p> <p>SWD: ≤5%</p> <p>Homeless: ≤5%</p>	

5	Goal 4, Metric #5  Suspension rates, disaggregated by student group  Data Source: CA Schools Dashboard & Aries	All Students: 1.7% SED: 1.9% AA: 3.6% Hispanic: 1.3% LEP: 1.4% LTELs: 2.9% SWD: 2.8% FY: 4.4% Homeless: 4.8%  (2023 California Dashboard) =====			All Students: ≤1% SED: ≤1% African American: ≤1% Hispanic: ≤1% LEP: ≤1% LTELs : ≤1% SWD: ≤1% FY: ≤1% Homeless: ≤1%  (California Dashboard)  =====	
		All Students: 1.9% SED: 1.9% AA: 4.5% Hispanic: 1.4% LEP: 1.5% LTELs: 3.9% SWD: 2.5% FY: 3.0% Homeless: 3.9%  (Aeries Data. Spring 2024)			All Students: ≤1% SED: ≤1% African American: ≤1% Hispanic: ≤1% LEP: ≤1% LTELs : ≤1% SWD: ≤1% FY: ≤1% Homeless: ≤1%  (Aeries Data)	

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

8	<p>Goal 4, Metric #8</p> <p>Percentage of students indicating to have caring adult relationships in school</p> <p>Data Source: California Healthy Kids Survey (CHKS)</p>	<p>5th grade: 61%</p> <p>7th grade: 51%</p> <p>9th grade: 42%</p> <p>11th grade: 47%</p> <p>(2023-2024)</p>			<p>5th grade: 90%</p> <p>7th grade: 80%</p> <p>9th grade: 70%</p> <p>11th grade: 70%</p>	
9	<p>Goal 4, Metric #9</p> <p>Schools perceived as very safe or safe</p> <p>Data Source: California Healthy Kids Survey (CHKS)</p>	<p>5th grade: 64%</p> <p>7th grade: 40%</p> <p>9th grade: 36%</p> <p>11th grade: 30%</p> <p>(2023-2024)</p>			<p>5th grade: 90%</p> <p>7th grade: 80%</p> <p>9th grade: 70%</p> <p>11th grade: 70%</p>	
10	<p>Goal 4, Metric #10</p> <p>Students feeling academic motivation</p> <p>Data Source: California Healthy Kids Survey (CHKS)</p>	<p>5th grade: 76%</p> <p>7th grade: 63%</p> <p>9th grade: 59%</p> <p>11th grade: 61%</p> <p>(2023-2024)</p>			<p>5th grade: 90%</p> <p>7th grade: 80%</p> <p>9th grade: 80%</p> <p>11th grade: 80%</p>	

11	<p>Goal 4, Metric #11</p> <p>Parents' sense of school safety (school climate). Parents who agree and strongly agree that school is a safe place for their child</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>All: 84% ES: 88% MS: 85% HS: 73%</p> <p>(2023-2024)</p>			<p>All: 90% ES: 90% MS: 90% HS: 90%</p>	
12	<p>Goal 4, Metric #12</p> <p>Parents agree/strongly agree that school staff takes their concerns seriously</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>All: 79% ES: 81% MS: 84% HS: 71%</p> <p>(2023-2024)</p>			<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p>	

13	<p>Goal 4, Metric #13</p> <p>Parents agree/strongly agree that their school promote parent participation in decision making</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>ALL: 73% ES: 75% MS: 78% HS: 66%</p> <p>(2023-2024)</p>			<p>ALL: 80% ES: 80% MS: 80% HS: 80%</p>	
14	<p>Goal 4, Metric #14</p> <p>Parents' sense of school connectedness (school climate). Percentage of parents who agree or strongly agree that their school encourages them to be an active partner with the school in educating their child</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>All: 85% ES: 87% MS: 86% HS: 78%</p> <p>(2023-2024)</p>			<p>All: 90% ES: 90% MS: 90% HS: 90%</p>	

15	<p>Goal 4, Metric #15</p> <p>Schools have active parent (advisory) groups</p> <p>Data Source: Local data</p>	<p>SSC: 100%</p> <p>ELAC:100% BPAC: 100%</p> <p>(2023-2024)</p>			<p>SSC: 100%</p> <p>ELAC:100% BSA: 100%</p>	
16	<p>Goal 4, Metric #16</p> <p>Parents' sense of school connectedness (school climate). Percentage of parents who agree or strongly agree that they feel welcome to participate in their child 's school</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>All: 81% ES: 82% MS: 85% HS: 75%</p> <p>(2023-2024)</p>			<p>All: 90% ES: 90% MS: 90% HS: 90%</p>	



17	<p>Goal 4, Metric #17</p> <p>Parents who agree/strongly agree that school is a safe place for their children</p> <p>Data Source: California Schools Parent Survey (CSPS)</p>	<p>ALL: 83% ES: 88% MS: 85% HS: 73%</p> <p>(2023-2024)</p>			<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p>	
18	<p>Goal 4, Metric #18</p> <p>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</p> <p>Data Source: California School Staff Survey (CSSS)</p>	<p>ALL: 89% ES: 93% MS: 80% HS: 86%</p> <p>(2023-2024)</p>			<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p>	

19	<p>Goal 4, Metric #19</p> <p>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</p> <p>Data Source: California Schools Staff Survey (CSSS)</p>	<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p> <p>(2023-2024)</p>			<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p>	
20	<p>Goal 4, Metric #20</p> <p>Staff agree/strongly agree that schools provide enough social emotional support for children (CSSS)</p> <p>Data Source: California School Staff Survey (CSSS)</p>	<p>ALL: 91% ES: 94% MS: 88% HS: 89%</p> <p>(2023-2024)</p>			<p>ALL: 95% ES: 95% MS: 95% HS: 95%</p>	

21	<p>Goal 4, Metric #21</p> <p>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.</p> <p>Date source: California Staff School Survey (CSSS)</p>	<p>ALL: 84% ES: 87% MS: 80% HS: 82%</p> <p>(2023-2024)</p>			<p>ALL: 90% ES: 90% MS: 90% HS: 90%</p>	
22	<p>Goal 4, Metric #22</p> <p>Parents who participated in a district/school-organized workshop, parent education class, or conference and found it useful or very useful</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>90.2 %</p> <p>(2023-2024)</p>			95%	

23	Goal 4, Metrix #23  Middle school dropout rates  Data Source: Aeries	Latinx: 1 Pacific Islanders:1 African American: 6  (2022-2023)				
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Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	Attendance Monitoring and Re-engagement Strategies	Compton Unified School District acknowledges the critical need to address chronic absenteeism, particularly among our low-income students and other unduplicated student groups. Recognizing the significance of enhancing student engagement and consistent participation, CUSD will implement tiered attendance monitoring and re-engagement strategies district-wide. Each school site will undertake initiatives aimed at reducing chronic absenteeism among our low-income students through proactive outreach efforts. These efforts will include targeted communication with families about absences, tardiness, and truancy, fostering a culture of attendance, and ensuring every student's consistent participation in learning.	\$439,281.00	Yes
2	Chronic Absenteeism Task Force	This non-contributing action will involve the establishment of an Attendance Task Force at each school site, consisting of administrators, attendance clerks, counselors, teachers, community relations specialists, and other relevant support staff. These multidisciplinary teams will systematically monitor student attendance data, identify barriers to regular attendance, and implement targeted re-engagement strategies for all schools and/or student groups with the lowest performance level (red) on the California Dashboard (Hispanic, African-American, Homeless, Students with Disabilities, Multiple-Race). The Attendance Task Force will convene regularly to analyze attendance trends, develop personalized interventions, and track the effectiveness of these initiatives. By proactively addressing chronic absenteeism among all student groups, CUSD aims to cultivate a culture of attendance and ensure every student's consistent participation in learning. Key metrics for measuring effectiveness will include reduction in chronic absenteeism across all student groups and increased academic progress.	\$325,000.00	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	Compton Unified School District is committed to providing comprehensive counseling and mental health services to support the well-being of all students, including those identified as unduplicated (low-income, English Learners, and Foster Youth). These services aim to promote positive connections between students and adults, fostering a school culture where students feel safe, supported, and empowered to thrive academically and personally.  Through this initiative, the district will offer counseling and mental health therapy to students as necessary, tailoring interventions to meet individual needs and circumstances. Trained counselors and mental health professionals will work collaboratively with students, families, and school staff to address a wide range of social, emotional, and behavioral concerns. By prioritizing the mental health and emotional well-being of all students, CUSD seeks to create a nurturing and inclusive learning environment conducive to academic success and personal growth.	\$272,489.00	No
5	Expansion of Wellness Centers	Children living in poverty are more likely to lack the basics including food, clothing, adequate housing, and parental support with homework. The stress of these challenges can weigh a child down before they even get out of bed in the morning. And, grim statistics predict that under-resourced kids are on the fast track to dropping out of high school. In response to these challenges, we determined that Pupil Services will continue to expand and appropriate resource	\$451,903.00	Yes

		<p>our Wellness Centers (currently at 30 schools). These Wellness Centers will offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups with the ultimate goal to improve student academic achievement and decrease dropout rates. Through these centers, schools will also offer psychological services, basic medical care and other services to help our low-income families navigate trauma and other challenges associated with their life conditions. In addition, the wellness centers will provide the opportunity for mentoring services that will assist these students with the daily rigors of life.</p> <p>The success of this LCAP action will be measured through metrics such as changes in academic achievement, dropout rates, utilization of Wellness Center services, student well-being surveys, and retention rates among low-income students and other unduplicated groups accessing support at the Wellness Centers.</p>		
6	Equity-Centered Trauma-Informed Training	<p>Our district is committed to providing comprehensive trauma-informed training to all staff, including administrators, teachers, and counselors. This training aims to deepen understanding of trauma's effects on students, particularly those from marginalized backgrounds, and equip educators with strategies to effectively support them. By embracing a trauma-informed approach, our schools will undergo a transformative shift, fostering a more empathetic and responsive learning environment for all students.</p> <p>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.</p> <p>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. Goal 4, Metrics #7, #8, and #10.</p>	\$102,573.00	Yes
7	Social-Emotional Development Initiative	<p>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.</p> <p>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 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.</p>	\$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.	\$110,580.00	No

		<p>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.</p> <p>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.</p>		
9	Student Recognition and Incentive Program	<p>Pupil Services, in collaboration with all school sites, will orchestrate a comprehensive system of recognition programs and awards aimed at fostering a culture of achievement and positive behavior. These programs will encompass both site-based and district-wide recognition assemblies, celebrating student accomplishments in academic performance, growth across content areas, and exemplary behavior.</p> <p>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.</p>	\$21,261.00	No
10	Building Effective Intervention Teams for Student Success	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.	\$625,000.00	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, including African American students, English Learners, students with disabilities, foster youth, and	\$49,761.00	No

		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.	\$88,464.00	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.	\$65,863.00	No
15	Disproportionate Discipline Reduction Strategies for African-American Students	Strategies will be implemented to reduce disproportionate discipline rates among African American students. This includes the adoption of restorative justice practices, providing implicit bias training for staff, and establishing positive behavior support systems to create a supportive and equitable school environment. By addressing systemic disparities in disciplinary practices, this initiative seeks to ensure fair and equitable treatment for all students.	\$42,341.00	No
16	Addressing School and Student Group Suspension Disparities	In collaboration with the Department of Pupil Services, we will provide intensive support to schools and specific student groups identified as being "red" on the California Dashboard. This targeted intervention aims to reduce suspension rates among vulnerable student populations across these identified school sites. The Wellness Centers at these schools will play a crucial role in this effort, offering additional support services such as counseling, mental health resources, and academic assistance. By integrating restorative justice practices into disciplinary procedures and offering tailored professional development opportunities, educators will enhance their ability to support these specific student groups effectively. Through community engagement and collaboration, we aim to build a shared responsibility for promoting positive student outcomes and reducing suspension disparities. This concerted effort seeks to create a supportive school climate where every student, especially those in "red" categories, has the opportunity to thrive academically and socio-emotionally.	\$125,000.00	No



# Goal

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

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The district developed this LCAP Goal to address the persistent achievement gaps that disproportionately affect English Learners (ELs), including Newcomer students and Long-Term English Learners, as well as African-American Standard English Learners. These student groups often face unique educational challenges that can hinder their academic progress. By providing targeted support and resources, the district aims to create an equitable learning environment where all students have the opportunity to succeed.

Implementing this goal is essential for fostering inclusivity and ensuring that every student receives the individualized attention they need. Through focused interventions such as specialized instruction, tutoring, mentoring, and professional development for teachers on culturally responsive teaching practices, the district is committed to enhancing the academic achievement of these students. This concerted effort is designed to not only close the achievement gap but also to empower students to reach their full potential and prepare them for future educational and career opportunities.

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

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

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

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

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

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Goal 5, Metric #1  Percentage of ELs making progress towards English language proficiency (ELPI)	47.6%  (2022-2023)			55.%	
2	Goal 5, Metric #2  EL English language proficiency for summative ELPAC  Data Source: Summative ELPAC	16.15%  (2022-2023)			25%	
3	Goal 5, Metric #3  Newcomers and LTEL English Language Proficiency for Summative ELPAC  Data Source: Summative ELPAC	Newcomers: 11.06% LTELs: 19.8%  (2022-2023)			Newcomers: 20% LTELs: 25%	

4	Goal 5, Metric #4  Proficiency in ELA  Data Source: ELA CAASPP	ELs: 8.62% LTELs: 6.5% AA: 32.62%  (2022-2023)			ELs: 15% LTELs: 15% AA: 50 %	
5	Goal 5, Metric #5  Proficiency in Math  Data Source: Math CAASPP	ELs: 12.4% LTELs: 2.6% AA: 23.55%  (2022-2023)			ELs: 15% LTELs: 15% AA: 40%	
6	Goal 5, Metric #6  Reclassification rate to a level above the state average  Source Data: DataQuest and/or Aeries System	CUSD: 16.62% (2023-Aeries System)  STATE: 6.9% (2020-2021 DataQuest)			CUSD: 15% or higher	
7	Goal 5, Metric #7  Reduce the number of Long Term English Learners (LTELs)  Source Data: DataQuest	10.7% (State Average: 17%).  (2022- 2023)			≤8%	

8	Goal 5, Metric #8  Percent of At-Risk English Learners  Data Source: DataQuest	6.5% (State Average: 7.2%)  (2022-2023)			≤5%	
9	Goal 5, Metric #9  EL graduation rate for English Learners	82%  (2022-2023)			90%	
10	Goal 5, Metric #10  Number of students achieving the State Seal of Biliteracy (Grade 12)  Data Source: DataQuest and Local Data	ALL: 284 Hispanic: 283 African-American: 1 IFEP: 13 RFEP: 249 EO: 19 EL: 3  (2023-2024)			ALL: 325 Hispanic: 305 African-American: 20 IFEP: 13 RFEP: 249 EO: 19 EL: 3	
11	Goal 5, Metric #11  Percentage of grade 8 students on track of completing 1 year of World Language  Data Source: Aeries System	70%  (2024)			80%	

12	<p>Goal 5, Metric #12</p> <p>Effectiveness of the training in cultural proficiency and culturally responsive teaching</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Administrators: 80.6%</p> <p>Teachers: 76.3%</p> <p>(2023-2024)</p>			<p>Administrators: 90%</p> <p>Teachers: 85%</p>	
13	<p>Goal 5, Metric #13</p> <p>Effectiveness of translation and interpretation services provided for families both at school and the district</p> <p>Data Source: Effectiveness of Services Survey</p>	<p>Administrators: 90%</p> <p>Teachers: 90.6%</p> <p>Parents: 93%</p> <p>(2023-2024)</p>			<p>Administrators: 95%</p> <p>Teachers: 95%</p> <p>Parents: 95%</p>	

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

## Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on Research-Based Practices for ELs	To effectively meet the diverse academic and language needs of English Learners (ELs), educators must be equipped with research-based practices in English Language Development (ELD). In response, Compton Unified will provide an provide extended, ongoing, and rigorous professional development for administrators, teachers, and bilingual instructional assistants. Led by ELD Specialists, this professional development will draw from experts such as Kate Kinsella and Robert Marzano, among others, to enhance educators' understanding and implementation of effective strategies for supporting ELs in developing academic English proficiency across various disciplines. This initiative aims to equip educators with the knowledge and tools necessary to address the linguistic and academic needs specific to this student group. By strengthening educators' capacity to implement research-based practices, we are fostering an environment where all English Learners can thrive academically and achieve success in all content areas.	\$1,213,246.00	Yes
2	Professional Development Focused on Long-Term English Learners (LTELs)	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.	\$630,000.00	Yes
3	Culturally Responsive Pedagogy for English Learners	The English Learner Department has identified a critical need for focused and continuous professional development to enhance the effectiveness of educators working with English Learners (ELs). It is evident that there is a pronounced need to prioritize culturally responsive pedagogy for this student group.	\$472,999.00	Yes

		<p>In response, the Department of English Learners will implement targeted professional development sessions aimed at enhancing teachers' cultural competency and equipping them with research-based, linguistically relevant strategies. These sessions will empower educators to improve their teaching practices and better meet the language and academic needs of ELs.</p> <p>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.</p>		
4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	<p>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.</p> <p>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.</p>	\$1,929,727.00	Yes
5	Academic Interventions and Supports for Long-Term English Learners	<p>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.</p> <p>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.</p>	\$750,000.00	Yes
6	Newcomer Services	<p>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.</p>	\$2,227,323.00	Yes
7	Biliteracy/Multiliteracy Programs	<p>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</p>	\$1,055,941.00	Yes



		<p>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.</p> <p>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.</p>		
8	Translation Services	<p>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.</p>	\$334,538.00	Yes
9	Workshops for Parents of English Learners	<p>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.</p>	\$532,003.00	Yes
10	Data Monitoring and Progress Tracking of LTELs	<p>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.</p>	\$315,586.00	Yes
11	Data-Driven Instruction and Monitoring of African-American Students	<p>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</p>	\$125,000.00	No

		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.		
12	Academic Interventions for African-American Students	African-American students within Compton Unified School District face unique academic challenges that require dedicated attention and resources to ensure their educational success. Local assessment data reveals significant disparities in literacy and mathematics proficiency, highlighting the urgent need for targeted interventions. Factors contributing to these challenges include socio-economic barriers, limited access to advanced coursework, and a lack of culturally responsive teaching practices. To address these needs, CUSD will implement focused support strategies, including individualized or small group tutoring provided by college tutors, and small-group interventions after-school and/or on Saturdays. These efforts will aim to enhance proficiency in core subjects, ensuring that African-American students receive the necessary academic support to excel. By prioritizing these interventions, CUSD is committed to promoting equitable educational opportunities and fostering academic success for African-American students.	\$50,000.00	No
13	Culturally Responsive Teaching for African-American Students	To support educators in implementing culturally responsive teaching practices specifically designed for African-American students, Compton Unified School District will offer tailored professional development sessions. These sessions will provide insights into recognizing implicit biases, integrating African-American cultural perspectives into the curriculum, and employing inclusive instructional strategies. By equipping educators with these skills and knowledge, we aim to cultivate learning environments that honor and celebrate the cultural backgrounds of African-American students, fostering greater engagement and academic success. Additionally, through the Culturally and Linguistically Responsive (CLR) program, educators will acquire strategies for creating inclusive classroom environments and engaging African-American students in meaningful learning experiences. The initiative also includes expanding culturally relevant curriculum materials to reflect the diverse experiences and contributions of African Americans, promoting cultural awareness, identity development, and academic achievement among African-American students.	\$20,000.00	No
14	Culturally Relevant Curriculum Expansion for African-American Students	This action aims to enhance the educational experience and academic achievement of African-American students by expanding and integrating culturally relevant curriculum materials into the learning environment. Through this initiative, Compton Unified School District is committed to recognizing, honoring, and affirming the diverse cultural identities and contributions of African-American communities. The curriculum expansion will include the integration of historical perspectives, literature, art, and other subject matter that reflect the experiences, achievements, and resilience of African Americans. By incorporating diverse voices and narratives into the curriculum, we seek to create learning opportunities that resonate with the lived experiences of African-American students, fostering a sense of pride, belonging, and cultural affirmation. This action aligns with our district's commitment to equity, diversity, and inclusivity, and it aims to promote academic excellence, cultural awareness, and identity development among African-American students.	\$155,000.00	No
15	African-American Student Mentorship Program	The BSA (Black Student Achievement) Department will launch a Co-ed Mentorship Program during the 2024-2025 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	\$5,000.00	No

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

# Goal

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

State priorities address by this goal.

3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

We established this goal to directly address and mitigate the disparities in academic achievement experienced by students in equity multiplier schools. These schools serve some of the most vulnerable and underserved student populations in our district, including English Learners, African-American Standard English Learners, and students from low-income families. The achievement gaps faced by these students are significant and require targeted, measurable, and time-bound interventions to ensure equity in educational outcomes.

Across all schools, there was 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, at Cesar Chavez Continuation High School, only 10.3% of students met or exceeded the standard on the ELA CAASPP, while 0% showed proficiency in Mathematics. Thurgood Marshall Independent Studies showed better results in ELA (31.6%) but also had 0% proficiency in Math. Compton STEP had 13.3% proficiency in ELA and 0% in Math. Although Compton Virtual Academy and Home Hospital 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 across our equity multiplier schools, we developed a SMART goal focused on achieving a 10% increase in academic achievement, as measured by state standardized test scores. This goal sets a clear and quantifiable target to help us gauge the effectiveness of our interventions. Comprehensive support strategies, such as after-school tutoring programs, professional development for teachers, and increased community engagement through parent workshops, were identified as evidence-based practices that could help improve student outcomes across all sites.

Having established a goal of a 10% increase in academic achievement across all schools, we also looked at individual schools and specific needs identified either through the California Dashboard or through internal data and discussions with educational partners. At Cesar Chavez Continuation High School, we identified college and career preparedness as a key focus area since the school was in the "red" tier on the California Dashboard. Hispanic, African-American students, English Learners, and Socioeconomically Disadvantaged students scored in the lowest "prepared" level (Level 1). To address these issues, we created several actions (Actions 6.1, 6.2, 6.3, 6.4) aimed at improving academic performance, student outcomes, and ultimately college and career readiness. Additionally, we identified actions to address other areas of concern, including social-emotional support and attendance/chronic absenteeism.

For Thurgood Marshall Independent Studies, we met with all three teachers and the administration. It was determined that, in addition to focusing on increasing academic

performance, it was necessary to address graduation rates and college and career readiness, as these areas were in the lowest tier (red) of the 2023 California Dashboard. Hispanic and Socioeconomically Disadvantaged students require the most attention. Actions 6.7 and 6.8 were specifically created to address these needs. 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 teacher. While the California Dashboard does not identify any areas in "red," multiple areas were identified as requiring attention. In addition to academic performance, for which Actions 6.11 and 6.13 were created, the administration at the school would like to focus on parent engagement and enrichment opportunities for our students who participate in virtual learning. Additionally, the teacher indicated the need for ongoing support and opportunities to collaborate with other teachers to ensure alignment in goals and expectations.

During our meeting with the administration at the STEP program, emphasis on academics and behavioral support seemed to be the areas of biggest concern (Action 6.16), as well as the need to engage parents and support them through the educational process with their children. Finally, the team at Home Hospital (DO students) advocated for comprehensive academic support services, wellness, and planning and collaboration time for teachers to better meet the needs of their students.

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

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

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

At Compton STEP, we will evaluate the percentage of students in grades 3-8 who meet or exceed standards on the ELA and Math CAASPP assessments. Chronic absenteeism and suspension rates will be assessed to understand student engagement and behavioral trends.

For Compton Virtual Academy, we will track the percentage of freshmen and sophomores on track for graduation at the end of their respective years. Additionally, we will monitor chronic absenteeism rates to ensure students are regularly attending and engaging with their coursework.

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

## Measuring and Reporting Results

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

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

5	Goal 6, Metric # 5  Percentage of Students at Cesar Chavez Continuation High School that are College and Career Ready  Data Source: California School Dashboard	All Students: 1.8% SED: 1.8% AA: 0.0% Hispanics: 2.2% LEP: 0.0% LTELs: N/A SWD: 0.0% FY: 0.0% Homeless: 0.0%  N/A: Not enough students in the cohort (2023)			All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%	
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6	Goal 6, Metric # 6  Cesar Chavez Continuation High School Chronic Absenteeism Rates.  Data Source: DataQuest and Aries System.	All Students: 99.8% SED: 99.8% AA: 100%  Hispanics: 99.7% LEP: 99.1% LTELs: NR SWD: 100% FY: 100% Homeless: N/A  N/A: Not enough students in the cohort NR: LTELs not included in Dataquest as a cohort  (2023 Dataquest)  =====			All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 50% LTELs: 50% SWD: 50% FY: 50% Homeless: 50%  (California Dashboard)  =====	
		All Students: 74.5% SED: 76.4% AA: 71.2% Hispanics: 74.9% LEP: 78.6% LTELs: 76.4% SWD: 59.1% FY: 100% Homeless: 0%  (Aeries. Spring 2024)			All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 50% LTELs: 50% SWD: 50% FY: 50% Homeless: 50%  (Aeries)	

7	Goal 6, Metric # 7  Cesar Chavez Continuation High School Suspension Rates  Data Source: California School Dashboard and Aries System	All Students: 3.9% SED: 3.5% AA: 11.7% Hispanics: 2.4% LEP: 2.5% LTELs: N/A SWD: 13.2% FY: 13.3% Homeless: N/A  (2023 Dashboard Data)  N/A: Not enough students in the cohort  =====			All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2.0% LTELs: ≤ 2.0% SWD: ≤ 2% FY: ≤ 2.0% Homeless: ≤ 2.0%  (California Dashboard) =====	
		All Students: 4.4% SED: 4.7% AA: 11.9% Hispanics: 2.3% LEP: 1.0% LTELs: 1.8% SWD: 0% FY: 0% Homeless: 10.0%  (Aeries. Spring 2024)			All Students: ≤ 2.0% SED: ≤ 2.0% AA: ≤ 2.0% Hispanics: ≤ 2.0% LEP: ≤ 2% LTELs: 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2%  (Aeries)	

8	<p>Goal 6, Metric # 8</p> <p>Freshmen On Track for Graduation at the end of their 9th grade year at Marshall Independent Studies</p> <p>Data Source: Aeries</p>	<p>All Students: 33.33%</p> <p>(Spring 2024)</p>			<p>All Students: 80%</p>	
9	<p>Goal 6, Metric # 9</p> <p>Sophomores On Track for Graduation at the end of their 10th grade year at Marshall Independent Studies</p> <p>Data Source: Aeries</p>	<p>All Students: 33.33%</p> <p>(2024)</p>			<p>All Students: 80%</p>	

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

12	Goal 6, Metric # 12  Marshall Independent Studies Graduation Rates  Data Source: California School Dashboard	All Students: 65.1% SED: 66.7% AA: N/A Hispanics: 62.2% LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A  (2023)  N/A: Not enough students in the cohort			All Students: 80% SED: 80% AA: 80% Hispanics: 80% LEP: 80% LTELs: 80% SWD: 80% FY: 80% Homeless: 80%	
13	Goal 6, Metric # 13  Percentage of Students at Marshall Independent Studies that are College and Career Ready  Data Source: California School Dashboard	All Students: 7.3% SED: 7.5% AA: N/A Hispanics: 8.6% LEP: 7.7% LTELs: N/A SWD: N/A FY: N/A Homeless: N/A  (2023)  N/A: Not enough students in the cohort			All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%	

14	<p>Goal 6, Metric # 14</p> <p>Marshall Independent Studies Chronic Absenteeism Rates.</p> <p>Data Source: Dataquest &amp; Aries System.</p>	<p>All Students: 86.3% SED: 86% AA: 94.4% Hispanics: 84.5% LEP: 87% LTELs: N/A SWD: 100% FY:N/A Homeless: N/A</p> <p>N/A: Not enough students in the cohort</p> <p>(2023 Dataquest)</p> <p>=====</p> <p>All Students: 64.2% SED: 63.6% AA: 73.5% Hispanics: 60.2% LEP: 52.4% LTELs: 53.3% SWD: 72.7% FY: 100% Homeless: 57.1%</p> <p>(Aeries. Spring 2024)</p>			<p>All Students: 10% SED: 10% AA: 10% Hispanics: 10% LEP: 10% LTELs: 10% SWD: 10% FY: 10% Homeless: 10%</p> <p>(Aeries)</p>	
15	<p>Goal 6, Metric # 15</p> <p>Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the ELA CAASPP Assessment</p> <p>Data Source: CAASPP</p>	<p>All Students: 13.3% SED: 16.7% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 13.3% FY: N/A Homeless: N/A</p> <p>(2023)</p>			<p>All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: 25% SWD: 25% FY: 25% Homeless: 25%</p>	

16	<p>Goal 6, Metric # 16</p> <p>Percent of students in grades 3-8 at Compton STEP who meet or exceed standards on the Math CAASPP Assessment</p> <p>Data Source: CAASPP</p>	<p>All Students: 0% SED: 0% AA: N/A Hispanics: N/A LEP: N/A LTELs: N/A SWD: 0% FY: N/A Homeless: N/A</p> <p>(2023)</p> <p>N/A: Not enough students in the cohort</p>			<p>All Students: 15% SED: 15% AA: 15% Hispanics: 15% LEP: 15% LTELs: 15% SWD: 15% FY: 15% Homeless: 15%</p>	
17	<p>Goal 6, Metric # 17</p> <p>Compton STEP Chronic Absenteeism Rates.</p> <p>Data Source: DataQuest and Aries System.</p>	<p>All Students: 47.8% SED: 50% AA: 35.7% Hispanics: N/A LEP: N/A LTELs: N/A SWD: 47.8% FY: N/A Homeless: N/A</p> <p>(2023 DataQuest)</p> <p>=====</p> <p>All Students: 50.0% SED: 52.6% AA: 53.3% Hispanics: 40.0% LEP: 50.0% LTELs: N/A SWD: 50.0% FY: 25.0% Homeless: 100.0%</p> <p>(Aries. Spring 2024)</p>			<p>All Students: 25% SED: 25% AA: 25% Hispanics: N/A LEP: N/A LTELs: N/A SWD: 25% FY: N/A Homeless: N/A</p> <p>(Dashboard)</p> <p>=====</p> <p>All Students: 25% SED: 25% AA: 25% Hispanics: 25% LEP: 25% LTELs: N/A SWD: 25% FY: 25.0% Homeless: 25%</p> <p>(Aries)</p>	

18	<p>Goal 6, Metric # 18</p> <p>Compton STEP Suspension Rates</p> <p>Data Sources: California School Dashboard and Aeries System.</p>	<p>All Students: 3.7% SED: N/A AA: 5.9% Hispanics: N/A LEP: N/A LTELs: N/A SWD: N/A FY: N/A Homeless: N/A</p> <p>(2023 Dashboard Data)</p> <p>=====</p> <p>All Students: 3.8% SED: 5.3% AA: 6.7% Hispanics: 0.0% LEP: 0.0% LTELs: N/A SWD: 3.8% FY: 12.5% Homeless: 0%</p> <p>(Aeries as of May 2024)</p>			<p>All Students: ≤ 2% SED: ≤ 2% AA: ≤ 2% Hispanics: ≤ 2% LEP: ≤ 2% LTELs: ≤ 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2%</p> <p>(California School Dashboard)</p> <p>=====</p> <p>==</p> <p>All Students: ≤ 2% SED: ≤ 2% AA: ≤ 2% Hispanics: ≤ 2% LEP: ≤ 2% LTELs: ≤ 2% SWD: ≤ 2% FY: ≤ 2% Homeless: ≤ 2%</p> <p>(Aeries)</p>	
19	<p>Goal 6, Metric # 19</p> <p>Freshmen On Track for Graduation at the end of their 9th grade year at Compton Virtual Academy</p> <p>Data Source: Aries System</p>	<p>All Students: 0%</p> <p>(2023)</p>			<p>All Students: 75%</p>	



20	Goal 6, Metric # 20  Sophomores On Track for Graduation at the end of their 10th grade year at Compton Virtual Academy  Data Source: Aeries System	All Students: 60%  (2023)			All Students: 75%	
21	Goal 6, Metric # 21  Compton Virtual Academy Chronic Absenteeism Rates.  Data Source: Aries System.	All Students: 48.6% SED: 45.5% AA: 50.0% Hispanics: 47.8% LEP: 40.0% LTELs: 50.0% SWD: 66.7% FY: 100.0% Homeless: 0%  (Aeries. Spring 2024)			All Students: 20% SED: 20% AA: 20% Hispanics: 20% LEP: 20% LTELs: 20% SWD: 20% FY: 20% Homeless: 20%	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students	Equity multiplier funding will be utilized to establish a comprehensive tutoring and mentoring program at Cesar Chavez Continuation High School. This program will provide after-school and in-school tutoring and mentoring services, focusing on core subjects such as literacy and mathematics. Staffed by qualified teachers and trained peer tutors, the initiative aims to enhance student understanding and performance in these critical areas.	\$90,000.00	No
2	Enhanced College Counseling Services for Cesar Chavez Students	Compton Unified will allocate equity multiplier funds to enhance college counseling services at Cesar Chavez Continuation High School. These services will offer personalized guidance to students, helping them explore post-secondary education opportunities, complete college applications, and secure financial aid. College counselors will provide one-on-one support, host workshops, and organize college visits to expose students to a variety of higher education options. The goal is to increase college enrollment and readiness among students by creating a strong college-going culture within the school. This college-going culture will be fostered through regular informational sessions on college requirements, application deadlines, and scholarship opportunities. Additionally, students will participate in college field trips, allowing them to experience college campuses firsthand and gain a better understanding of college life. By integrating these elements into the school environment, Cesar Chavez Continuation High School aims to build students' confidence and motivation to pursue higher education, ultimately increasing the number of students who are prepared and eager to attend college.	\$110,000.00	No
3	Professional Development for Educators at Cesar Chavez Continuation High School	Compton Unified will allocate funds to provide ongoing professional development for teachers at Cesar Chavez Continuation High School. This training will focus on effective instructional strategies, culturally responsive teaching practices, and methods to support the unique needs of the continuation high school population. Teachers will engage in workshops, seminars, and collaborative learning sessions to enhance their skills in differentiated instruction, classroom management, and student engagement. The professional development will also include training on trauma-informed practices and social-emotional learning to better address the holistic needs of students who may face various personal and academic challenges. By equipping teachers with these advanced skills and knowledge, the school aims to improve student outcomes, foster a supportive and inclusive classroom environment, and ensure that all students receive high-quality, individualized instruction tailored to their specific needs. Additionally, this ongoing professional	\$60,000.00	No

		development will encourage a culture of continuous improvement and professional growth among the teaching staff, ultimately benefiting the entire school community.		
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' academic performance and overall engagement.	\$137,359.00	No
6	Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School	Compton Unified will allocate funding to implement a comprehensive program addressing social-emotional learning (SEL), trauma support, and behavioral interventions tailored to the unique needs of students at Cesar Chavez Continuation High School. This program will encompass targeted interventions, counseling services, and resources aimed at fostering essential socio-emotional skills, managing stress, and addressing behavioral challenges. Trained counselors and mental health professionals will collaborate closely with teachers to integrate SEL practices into the curriculum, provide individualized support to students, and implement evidence-based behavioral interventions. Workshops and training sessions will be offered to staff and parents to enhance awareness and understanding of trauma-informed practices, promoting a holistic approach to student support and cultivating a positive school climate conducive to academic success and personal growth.	\$50,000.00	No
7	Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thurgood 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 engage in independent learning activities at home.	\$25,000.00	No
12	Engaging Parents in a Virtual Setting	Compton Virtual Academy (K-8) will organize and host a series of parent workshops designed to empower families with the knowledge and skills to support their children's academic success in the virtual learning environment. These workshops will cover topics such as effective parental involvement strategies, navigating online learning platforms, facilitating at-home learning routines, and accessing educational resources and support services available through the virtual academy. By equipping parents with the necessary tools and resources, these workshops aim to strengthen the home-school partnership and foster a supportive learning environment that promotes student achievement and engagement in virtual education.	\$5,000.00	No
13	Virtual Academy Teacher Planning, Collaboration, and Professional Development	Compton Virtual Academy (K-8) will allocate funds to support teacher planning and collaboration sessions, providing educators with dedicated time and resources to develop high-quality instructional materials and curriculum tailored for the virtual learning context. These collaborative sessions will facilitate the sharing of best practices, lesson planning, and curriculum alignment to ensure coherence and consistency across virtual classrooms. Additionally, resources will be allocated for teacher conferences and professional development opportunities focused on effective online teaching strategies, technology integration, student engagement techniques, and virtual classroom management skills. By investing in ongoing professional development for educators, the virtual academy aims to enhance teaching effectiveness and student learning outcomes in the virtual learning environment.	\$10,000.00	No
14	Enrichment Opportunities for Virtual Academy Students	Compton Virtual Academy (K-8) will organize and fund educational field trips to provide students with enriching learning experiences outside of the virtual classroom setting. These field trips will offer students the opportunity to explore local museums, cultural landmarks, science centers, and other educational sites that complement and extend their virtual learning curriculum. Field trips will be carefully curated to align with academic standards and learning objectives, providing students with hands-on learning opportunities, real-world connections, and social interaction with peers in a safe and supportive environment. By participating in educational field trips, students will gain valuable insights, deepen their understanding of academic concepts, and develop a broader perspective of the world around them, enhancing their overall learning experience in the virtual	\$10,000.00	No

		academy.		
15	Enhanced Individualized Behavioral and Academic Support for Compton STEP Students	Compton Unified will allocate funding to provide enhanced individualized tutoring and mentoring services tailored to the specific academic and behavioral needs of students enrolled in the Compton STEP program. This action aims to bolster student success by offering personalized academic assistance and targeted behavioral interventions, fostering a supportive learning environment conducive to academic growth and socio-emotional development. Trained intervention teachers will work closely with students to reinforce foundational academic skills, provide homework support, and offer guidance on effective study habits and organizational strategies. Additionally, these teacher mentors will serve as positive role models, offering encouragement, motivation, and constructive feedback to help students overcome challenges and achieve their full potential.	\$20,000.00	No
16	Expanded Counseling and Wellness Services for Compton STEP Students	Compton Unified will allocate funding to expand counseling and wellness services for students enrolled in the Compton STEP program, ensuring comprehensive support for their socio-emotional well-being and behavioral health needs. Trained counselors and mental health professionals will provide individual and group counseling sessions, crisis intervention services, and trauma-informed care to help students navigate personal challenges, manage stress, and develop essential coping skills. Additionally, the calming room will be resourced accordingly, providing students with the necessary tools and materials to help them manage their emotions and improve their behavior. This includes sensory items, comfortable seating, mindfulness activities, and other supportive resources designed to create a soothing and therapeutic environment. Wellness workshops will be offered to promote mindfulness, resilience, and self-regulation, empowering students to cultivate positive relationships, make responsible decisions, and thrive in both academic and social settings.	\$15,000.00	No
17	Empowering Parent Engagement through Workshops and Resources for Compton STEP Families	Compton Unified will allocate funding to organize and facilitate parent workshops and resources specifically designed to empower and support families of students enrolled in the Compton STEP program. These workshops will provide parents with valuable information, resources, and strategies to enhance their understanding of their child's unique needs, navigate the special education process, and effectively advocate for their child's academic and behavioral success. Topics may include positive behavior management techniques, conflict resolution strategies, accessing community resources, and fostering positive parent-child relationships. By fostering meaningful partnerships between home and school, this action aims to strengthen the support network surrounding Compton STEP students and promote their holistic development and academic achievement.	\$5,000.00	No
18	Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators	Compton Unified will allocate funding to facilitate teacher planning, collaboration, and professional development opportunities for educators serving students in the Compton STEP program. This action aims to enhance teacher effectiveness and capacity to meet the diverse academic and behavioral needs of students with significant behavioral challenges. Through collaborative planning sessions, educators will share best practices, develop targeted intervention strategies, and align instructional approaches to support student success. Additionally, professional	\$10,000.00	No

		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.		
19	Comprehensive Academic Support Services for District Office Students	Equity multiplier funds associated with District Office will be utilized to provide comprehensive academic support to students across our Home Hospital program and 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 District Office students across our Home Hospital program and Community Day. Through internal and external service providers we will offer counseling, behavioral interventions, and trauma-informed care tailored to the unique needs of these students. These services will include individual counseling sessions, group therapy, and workshops focused on social skills, emotional regulation, and coping strategies. The goal is to address the mental health and behavioral challenges faced by students, reduce absenteeism and behavioral incidents, and promote a positive, supportive school environment.	\$35,000.00	No
21	Parental Engagement and Support Initiative	We will strengthen parental involvement and support for families of District Office students across our Home Hospital program and 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 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$80,208,562.00	\$10,668,797.00

## 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
44.46%	5.85%	\$11,340,386.28	50.31%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3. Summer Professional Development Bootcamp	<p>Our low-income students, English Learners, and Foster Youth show a significant disparity in academic outcomes compared to their non-socioeconomically disadvantaged peers. In 2023, non-SED students achieved a 52.26% proficiency rate on the ELA CAASPP, while SED students achieved only 39.9%. Additionally, while the overall student proficiency rate was 40.57%, English Learners scored just 8.25%, and Foster Youth scored 27.27%.</p> <p>In Math, the disparity is also evident. Low-income students achieved a 31.30% proficiency rate, compared to 40% for non-socioeconomically disadvantaged students. Similarly, while the overall student proficiency rate in Math was 31.74%, English Learners scored only 12.40%, and Foster Youth scored 18.60%.</p> <p>English Learners often struggle with language barriers that impede their ability to fully access the curriculum. Low-income students frequently deal with limited access to educational resources, unstable living conditions, and additional socio-emotional stressors. Foster Youth face frequent changes in living situations and emotional trauma, leading to inconsistent educational experiences. Therefore, it is important that educators are not only familiarized with these challenges but also equipped with the necessary skills to effectively address these multiple barriers that their unduplicated student group present.</p>	<p>Through enhanced professional development opportunities before the school year begins, educators will deepen their understanding of effective instructional practices, analyze data to inform instructional decisions, and devise targeted strategies to meet the diverse needs of our unduplicated student groups. Educators will learn specialized strategies to enhance the language proficiency and academic skills of English Learners. Additionally, they will become adept at providing equitable learning opportunities for low-income students, and at offering stability, emotional support, and continuity in learning for Foster Youth students.</p> <p>This action is principally designed to meet the specific needs of our Low-Income, English Learners, and Foster Youth students. However, we believe that by providing these professional development days district-wide, all students can benefit. Through an LEA- wide implementation the district aims to foster a culture of continuous improvement and ensure that all educators have the opportunity to enhance their instructional practices and support the diverse needs of our unduplicated students as well as all other student groups in our district.</p>	In order to monitor the effectiveness of this action over time, we will use Goal 1, Metrics # 1, 2, and 3 to track progress in the areas of CAASPP ELA and Math, as well as CAST Science.



<p>Goal 1 Action 4. Supporting Teacher Planning and Collaboration</p>	<p>Standardized assessment data and diagnostic assessments indicate that our Low-Income, English Learners, and Foster Youth students start the school year with significant gaps in academic performance compared to the entire student population and their non-socioeconomically disadvantaged peers.</p> <p>Many of our low-income students face gaps in foundational skills and limited resources, resulting in lower academic performance. English Learners (ELs) enter our classrooms with varying levels of language proficiency and gaps in comprehension, while Foster Youth frequently contend with instability and educational disruptions. These significant challenges impact the academic and socioemotional well-being of these unduplicated student groups. It is no surprise, then, that 87.5% of teachers who completed the Effectiveness of Services Survey this year indicated a need for dedicated collaboration time to plan and support these students' academic and socioemotional needs.</p>	<p>Through enhanced planning and collaboration time, teachers will be able to improve services and better address the specific needs of low-income students, English Learners, and Foster Youth. For low-income students, teachers will share and develop resources that provide additional academic support and differentiated instruction. For English Learners, teachers will create strategies that enhance language development and comprehension across all subjects, ensuring that language barriers do not impede academic progress. For Foster Youth, this collaborative time will allow teachers to discuss and implement socioemotional supports and stability measures critical for students who often face frequent school changes and emotional upheaval.</p> <p>By providing planning and collaboration time for teachers district-wide, we can ensure that best practices and successful strategies are shared uniformly, allowing every school to benefit from collective expertise. This holistic approach ensures that all students, regardless of which school they attend, receive high-quality, targeted instruction and support, thereby promoting overall academic success and well-being across the district.</p>	<p>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.</p>
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Goal 1 Action 5. Instructional Coaching	<p>CAASPP data and STAR360 diagnostic assessments indicate that low-income students, English Learners, and Foster Youth start the school year at lower levels in literacy and mathematics compared to their peers.</p> <p>Low-income students in our district often encounter limited access to resources and support outside of school, resulting in gaps in foundational skills and lower academic performance. English Learners (ELs) require targeted instructional strategies to enhance their language acquisition and comprehension skills, which are critical for overall academic success across all subjects. Foster Youth (FY) frequently contend with instability and trauma, disrupting their educational continuity and leading to socioemotional challenges and inconsistent academic progress. Our educators face the challenge of overcoming these barriers to effectively meet the needs of these students.</p>	<p>In order to meet the needs of each of the student groups, we will provide dedicated ELA and Math Curriculum Specialists and content expert Administrators who will offer targeted training and coaching to teachers and intervention for our unduplicated students. For English Learners (ELs), Curriculum Specialists will equip educators with research-based instructional strategies that specifically enhance language acquisition and academic performance. For Low-Income (LI) students, the specialists will introduce instructional practices that address gaps in foundational skills and provide differentiated support tailored to their unique challenges. For Foster Youth (FY), the specialists will develop strategies that integrate socioemotional learning with academic instruction, ensuring these students receive the stability and support necessary to succeed. Additionally, through both push-in and pull-out models, Curriculum Specialists will provide direct interventions and services to these students, ensuring personalized support to overcome their specific barriers to learning.</p> <p>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.</p>	<p>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.</p> <p>Teachers will provide input regarding the impact of this action through the annual Effectiveness of Services survey that we provide.Goal 1. Metric #20.</p>
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<p>Goal 1 Action 6. Enhancing Learning with Instructional Technology Support</p>	<p>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 level the playing field for our low-income students.</p>	<p>In order to address the specific needs of low-income students, our district will implement a comprehensive support system led by a centralized EdTech Administrator and a team of 21st Century Learning Specialists. These specialists will provide ongoing professional development and coaching for teachers, focusing on various programs, applications, and instructional strategies. By equipping educators with the necessary skills and resources, this initiative will ensure that low-income students have equitable access to rigorous, grade-level curriculum and the essential tools needed to thrive in a digital learning environment. This support will be crucial for bridging the digital divide and enabling low-income students to fully engage in technology-enhanced learning experiences, ultimately leading to improved academic outcomes and increased engagement.</p> <p>While the action is primarily directed towards bridging the digital divide for low-income students, its implementation district-wide is crucial for ensuring that all students benefit from the advancements in technology and 21st-century learning. By equipping teachers with the necessary skills and resources, we empower them to create inclusive and engaging learning experiences that cater to the diverse needs of our student population.</p>	<p>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.</p>
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<p>Goal 1 Action 8. Targeted Classroom Interventions for Low-Income Students</p>	<p>On the 2023 CAASPP assessment, our low-income students showed a 12.36% gap in ELA and an 8.7% gap in Math compared to their non-socioeconomically disadvantaged peers. Additionally, SED students at some schools performed in the lowest tier (Red), particularly at Walton (ELA), Enterprise (Math), and Dominguez High School (Math).</p> <p>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.</p>	<p>To address the identified needs, conditions, and circumstances of our low-income students, we will invest in a dual approach by employing Instructional Assistants and intervention teachers. Research indicates that Teacher Assistants (TAs) can play a crucial role in supporting students, especially in high-poverty districts like Compton Unified. These professionals will closely collaborate with classroom teachers to provide targeted support to small groups or individual students, focusing on improving literacy and math skills. Working under the guidance of the classroom teacher and receiving essential training and ongoing coaching, Instructional Assistants and intervention teachers will effectively address the diverse academic and socio-emotional needs of low-income students, helping them overcome academic challenges and achieve success in their learning journey.</p> <p>While this action is principally directed at addressing the needs of low-income students, it will be implemented districtwide to ensure equitable access to support services for all students. Extending this support to all students helps foster a more inclusive learning environment and ensures that every student receives the necessary support to succeed academically and socio-emotionally.</p>	<p>We will measure the impact of this action by tracking the progress that low-income students will make both in diagnostic assessments as well as our state CAASPP assessments in English and Mathematics. Goal 1, Metrics # 1, 2, 3.</p>
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<p>Goal 1 Action 9. Addressing the Gaps in Literacy Skills for Unduplicated Students</p>	<p>Low-income students across all grade levels are in need of additional literacy support. Our most recent spring STAR360 diagnostic assessment paints a stark picture: only 29.6% of our low-income students are performing at grade level versus our non-socioeconomically disadvantaged students at 39.0%. Additionally, while 30.6% of all students achieved proficiency, English learners are only at 11.2% and Foster Youth at 18.6%.</p> <p>Through ongoing collaboration with educational partners, we've identified distinct challenges facing our unduplicated student groups. Low-Income students often contend with limited access to resources and unstable living conditions, hindering their literacy development. English Learners face language barriers that impede their comprehension and academic progress, while Foster Youth experience disruptions in education due to frequent changes in living situations and emotional trauma. Targeted literacy support is essential to address these unique needs and bridge the gaps in foundational skills, empowering each group to achieve academic success.</p>	<p>Literacy tutors will provide our unduplicated students with intensive, small-group support on critical literacy skills such as fluency, phonemic awareness, vocabulary development, and comprehension strategies.. For Low-Income students, the program will provide additional academic support and resources that they may lack outside of school, helping to bridge gaps in foundational literacy skills. English Learners will benefit from targeted strategies that enhance language acquisition and comprehension, enabling them to access the curriculum more fully and improve their overall academic performance. Foster Youth will receive consistent and stable support in developing literacy skills, helping to mitigate the impact of educational disruptions and emotional challenges they may face.</p> <p>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.</p>	<p>A key metric to measure the impact of this action will be growth on the STAR 360 Diagnostic Assessments (Goal 1, Metrics #8-13)</p>
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<p>Goal 1 Action 10. Math Intervention and Supports for Unduplicated Students</p>	<p>Many of our unduplicated students in grades 3 through 12 face challenges in mastering foundational math skills. The 2023 CAASPP assessment indicates that while our district average for all students was 31.74%, our LEP students achieved 12.4% and Foster Youth 18.6%. Additionally, our Socioeconomically Disadvantaged students (SED) saw an 8.26 percentage points gap with their Non-Socioeconomically Disadvantaged peers.</p> <p>English learners often struggle with the specific language of math, making it difficult to understand instructions and word problems. Foster youth frequently deal with instability and trauma, leading to inconsistent schooling and gaps in their education. Students from socioeconomically disadvantaged backgrounds often lack access to resources like math tutoring, technology, and a supportive home environment for studying. These conditions create substantial barriers to mastering foundational math skills, contributing to their underperformance.</p>	<p>Through this action we plan to implement a collaborative intervention program that brings together interventionists and classroom teachers to deliver targeted small-group math instruction. For English learners, the program will incorporate strategies to bridge language gaps in math, using visual aids and bilingual resources to enhance comprehension. Foster youth will benefit from the stability and consistency of regular, small-group sessions with familiar instructors, providing them with a supportive learning environment. Low-income students will receive personalized attention to address gaps in foundational skills, with additional resources and tools made available to them. By emphasizing key areas such as conceptual understanding, problem-solving strategies, and mathematical reasoning, the program aims to meet the unique needs of these groups while benefiting all students.</p> <p>While the action is principally directed to low-income, English Learners, and Foster Youth students, it is implemented districtwide to ensure that all students have access to high-quality math instruction and support. By integrating math interventionists into the classroom setting under the direct supervision of teachers, the program benefits all students by providing additional resources and expertise to enhance their learning experience. Additionally, the specialized training provided to our math tutors or interventionists on grade-specific math standards enables them to provide tailored support across different grade levels, ensuring that all students receive instruction that is aligned with their individual needs and abilities.</p>	<p>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. Goal 1, Metrics # 1, 2.</p>
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Goal 1 Action 12. Bridging STEM Gap for Low-Income Students	<p>When analyzing student performance on the CAST Science assessment, we have noticed that our low-income students are performing at lower rates than their non-socioeconomically disadvantaged counterparts. Thus, only 16.89% of SED students showed mastery of the standards versus 20% of the non-SED students.</p> <p>We know that low-income students are often underrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields due to various factors, including limited access to resources, appropriate devices, and reliable internet connectivity. These students face challenges that hinder their participation in STEM-related activities and programs, leading to gaps in homework quality, digital inequality, and developmental disparities. These disparities can ultimately impact their academic success and postsecondary outcomes, particularly in STEM programs. Therefore, there is a critical need to provide STEM-related activities and programs to our low-income students to address these gaps and provide equitable opportunities for academic and career advancement in STEM fields.</p>	<p>To address the identified need for increased participation and representation of low-income students in STEM fields, all school sites will provide STEM-related activities and programs. These programs, such as Project Lead the Way, robotics, gaming, and coding, will be offered during and after school, as well as on Saturdays, to accommodate students' schedules and interests. By providing these opportunities, we aim to mitigate gaps in homework quality, digital inequality, and developmental disparities that often hinder students from low-income households, especially in STEM programs. Additionally, STEM opportunities will increase student engagement and connectedness to school, foster critical thinking skills, increase science literacy, and empower our next generation of innovators.</p> <p>While principally directed toward our low-income students, providing STEM-related activities and programs LEA-wide will ensure equitable access for all students, regardless of their grade level or individual circumstances, and will promote a culture of STEM education and innovation throughout our district.</p>	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 Assessment Goal 1, Metrics # 7
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<p>Goal 1 Action 13. Before/After School Extended Learning Opportunities for Low-Income Students</p>	<p>Our most recent diagnostic assessment data underscore persistent academic challenges among our low-income students. In literacy, only 29.6% of our Low-income students (compared to 39% of non-socioeconomically disadvantaged students) performed in Tier I. Similarly, in mathematics, challenges remain, with only 47.9% of Low-income students (compared to 50.7% of non-socioeconomically disadvantaged students) demonstrating proficiency at grade level.</p> <p>Low-income students often face various barriers to academic success, necessitating targeted interventions. These students frequently experience disparities in access to educational opportunities and resources, such as tutoring, books, and technology, which significantly impact their academic performance and foundational skills. Additionally, economic challenges can lead to unstable home environments, increased stress, and limited parental involvement in their education. These factors contribute to gaps in learning and hinder their ability to achieve academic proficiency, underscoring the need for comprehensive support systems to help bridge these gaps and promote equitable educational outcomes.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
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<p>Goal 1 Action 18. Enhancing Visual and Performing Arts Access for Low-Income Students</p>	<p>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 94% of staff members believe Visual and Performing Arts programs are integral to students' educational needs, and 78.3% 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.</p>	<p>Educational Services will 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.</p> <p>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.</p>	<p>One specific metric to monitor the effectiveness of the expanded visual and performing arts offerings will be the improvement in student attendance rates. By tracking attendance rates among students participating in these arts programs, the district will be able to assess whether increased engagement in the arts correlates with improved attendance. Goal 4, Metrics #1 and 2.</p> <p>Another metric that we will use to monitor the effectiveness of this action will be an increase in school connectedness on the California Healthy Kids Survey. Goal 4, Metric #7.</p>
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<p>Goal 1 Action 20. Expanding Physical Fitness Opportunities</p>	<p>According to our Effectiveness of Services Survey, 91.3% of our administrators and 89.4% 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.</p> <p>Educational partners have indicated that children from low-income communities like Compton face numerous challenges in accessing 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 inadequate. These conditions contribute to a lack of physical activity among low-income students, impacting their overall health and well-being.</p>	<p>CUSD will collaborate with various community partners to provide diverse physical fitness opportunities for low-income students. These opportunities may include organized sports activities, outdoor recreation programs, and fitness workshops tailored to students' interests and abilities. By offering a range of engaging activities, CUSD aims to promote physical activity and sports, improve health outcomes, increase school connectedness, and enhance overall well-being among low-income students.</p> <p>While principally directed for low-income students, this action will be provided LEA/school-wide to ensure that all students have access to these opportunities and to foster a culture of health and wellness within the school community.</p>	<p>One metric that we will use to monitor the effectiveness of this action will be an increase in school connectedness. Goal 4, Metric #7.</p> <p>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.</p>
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<p>Goal 1 Action 21. Building Learning Experiences and Enrichment Opportunities for Students</p>	<p>Extensive consultation sessions with educators and parent groups have highlighted the need for comprehensive enrichment opportunities for our K-12 low-income students. These students often face barriers to accessing enrichment activities beyond the school environment, which are crucial for fostering contextualized learning, hands-on exploration, and enhancing academic achievement. Many low-income students may lack exposure to diverse educational experiences due to financial constraints or limited access to cultural and recreational resources.</p>	<p>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, Spelling Bee), 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.</p> <p>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.</p>	<p>One metric that we will use to monitor the effectiveness of these learning experiences and enrichment opportunities for students will be feedback from the California Healthy Kids Survey. School connectedness. Goal 4, Metric #7.</p>
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<p>Goal 1 Action 23. After-School Homework Support</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
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Goal 1 Action 24. Summer School Program	Recent diagnostic and assessment data have unveiled academic challenges among our unduplicated students, spanning low-income backgrounds, English Learners, and Foster Youth. It comes as no surprise that 93% of our site administrators and certificated staff, as indicated in our Effectiveness of Services Survey, advocate for extended learning opportunities tailored to these student groups. Additionally, 91.3% of parents express support for the implementation of a comprehensive summer program for scholars. These students may have encountered learning gaps or difficulties across various subjects, attributable to factors such as limited access to resources, language barriers, or disrupted learning environments. English Learners necessitate additional support to foster language proficiency and academic skills, while low-income students may confront disparities in accessing educational opportunities and resources. Foster Youth often grapple with unique social and emotional challenges that can impede their academic progress.	To address the identified needs of our students, our schools will implement Summer School programs tailored to the needs of our low-income student populations, including English Learners and Foster Youth. These Summer School programs will offer additional instructional time and support during the summer months to help students bridge learning gaps and accelerate their academic progress. The programs may include targeted instruction in core subjects, enrichment activities, and opportunities for credit recovery where needed. By providing Summer School opportunities on a LEA/school-wide basis, we ensure equitable access to academic support for all students, regardless of their socioeconomic status, language background, or individual circumstances. Summer School programs offer an extended learning environment where students can receive personalized instruction and support to address their academic needs and prepare for future success.	One metric to monitor the effectiveness of the K-7 Summer School programs will be academic growth before and after participating in the program (pre/post assessments).  We will also gather feedback from educational regarding the effectiveness of our summer program in providing students the opportunity to fill in gaps in learning, participate in enrichment opportunities, and recover high school credits. Effectiveness of Services Survey. Goal #1, Metric #17
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<p>Goal 2 Action 3. Maintain Class Size in TK-3</p>	<p>Every year, diagnostic assessments and standardized test results in English and Math reveal ongoing academic challenges among our low-income students in both literacy and mathematics, especially when compared to all students and, in particular, to their non-socioeconomically disadvantaged peers.</p> <p>Low-income students, English Learners, and Foster Youth often face unique challenges that can impede their academic progress. Low-income students frequently lack access to educational resources and support outside of school, making individualized attention in the classroom crucial for their academic success. English Learners require targeted instructional strategies and more one-on-one interactions to develop language proficiency and effectively engage with the curriculum. Foster Youth often deal with personal instability and emotional trauma, necessitating a supportive and stable learning environment where teachers can provide personalized socioemotional and academic support. Conversations with our educational partners over the years consistently highlight class size reduction as a priority, as it allows for more individualized attention and tailored support for these students, ultimately enhancing their learning outcomes.</p>	<p>By maintaining lower class sizes in K-3, teachers can provide more individualized attention, which is particularly beneficial for low-income students, English Learners, and Foster Youth. For low-income students, smaller class sizes allow teachers to identify and address gaps in foundational skills and provide additional academic support that these students may lack outside of school. English Learners benefit from increased opportunities for one-on-one and small-group interactions, which are essential for developing language proficiency and improving comprehension. For Foster Youth, smaller class settings offer a stable and nurturing environment where teachers can provide personalized socio-emotional support and consistency, helping to mitigate the effects of trauma and frequent transitions. This personalized approach enhances instructional support, fosters greater student engagement, and cultivates a more inclusive and supportive learning environment conducive to academic success. Moreover, smaller class settings facilitate the delivery of targeted interventions and specialized instruction, effectively addressing the unique academic and socio-emotional needs of each of these disadvantaged student groups.</p> <p>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.</p>	<p>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.</p>
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Goal 2 Action 4. Maintain Instructional Days (183)	<p>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 39.96% in ELA and 31.3% 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 12.36% gap in ELA and an 8.7% gap in Math compared to their non-socioeconomically disadvantaged peers.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	One metric that we will use to monitor the effectiveness of this action will be student academic proficiency in math and literacy as measured by the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3, 7.
Goal 2 Action 5. Supporting Early Childhood Programs (Pre-School and Transitional Kindergarten)	<p>Research consistently shows that access to high-quality preschool programs significantly narrows the achievement gap, particularly for low-income students, by providing them with early exposure to foundational skills and educational experiences crucial for future academic success.</p> <p>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</p>	<p>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.</p> <p>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.</p>	The effectiveness of this action will be measured using Goal 1, Metric #8 and #11. STAR Early Literacy and Numeracy.

Goal 2 Action 6. Full Day Kindergarten	<p>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.</p> <p>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.</p>	<p>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.</p> <p>By offering a full-day program across all elementary school sites within the district, the initiative ensures consistency and equity in access to high-quality education for all students, regardless of their socio-economic status or background. This comprehensive approach not only addresses the immediate needs of our low-income students but also lays a strong foundation for their future academic success and overall well-being.</p>	The effectiveness of this action will be measured using Goal 1, Metric #8 and #11. Percent of students in Tier I (at grade level) in the ELA and Math Fall diagnostic assessment.
Goal 2 Action 8. Access to Devices	<p>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.</p> <p>The absence of devices, such as computers or tablets, among low-income students presents a critical barrier to their educational access and success. Many of these students come from households unable to afford such technology, exacerbating the digital divide and widening educational disparities. Without access to devices, low-income students face challenges in completing homework assignments, accessing online resources, and participating in virtual classrooms, hindering their ability to engage fully in remote learning initiatives. Moreover, the lack of devices limits their exposure to digital literacy skills essential for success in the modern workforce, further perpetuating socioeconomic inequalities.</p>	<p>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.</p> <p>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.</p>	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.



<p>Goal 2 Action 9. Supplementary Standards-Aligned Materials</p>	<p>In 2023, low-income students in our district exhibited notable academic disparities compared to their non-socioeconomically disadvantaged peers as measured by the CAASPP and CAST standardized assessments.</p> <p>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.</p>	<p>To address these identified needs of low-income students, our district will provide additional resources and standards-aligned instructional materials beyond the core curriculum. These resources include math intervention materials, high-interest, low-level reading materials, access to math manipulatives, supplemental lessons, state test preparation materials, reading and reference books for home, digital libraries, and more. By offering these supplementary materials, we aim to bridge the gap to rigorous coursework and ensure that low-income students have the necessary resources to succeed academically.</p> <p>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.</p>	<p>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.</p>
<p>Goal 2 Action 11. Enhancing Learning Through Computer-Based Programs and Applications</p>	<p>In the critical areas of literacy and math, our low-income students have consistently demonstrated lower proficiency rates on standardized assessments such as the CAASPP. In the academic year 22-23, our low-income students achieved a proficiency of 39.96% in literacy, notably lower than the 52.26% proficiency rate achieved by their non-economically disadvantaged counterparts. Similarly, in math, the proficiency rate among our low-income students was 31.30%, compared to the 40% proficiency rate among their more advantaged peers.</p> <p>Low-income students often encounter significant obstacles in accessing supplemental educational resources due to financial limitations and resource disparities within their homes. These students often lack the financial means to access educational materials, tutoring services, or enrichment programs that could bolster their academic progress outside of the traditional classroom setting. As a result, they face heightened challenges in narrowing the achievement gap and reaching proficiency levels comparable to their more affluent peers.</p>	<p>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, Dreambox, Next Gen Math, My Writing Coach, 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.</p> <p>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.</p>	<p>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.</p> <p>We will also look at the academic growth of these student groups over time on the district diagnostic assessments. Goal 1, Metrics #8-13.</p>

<p>Goal 3 Action 1. Access to Rigorous Courses</p>	<p>It's evident that our unduplicated pupils—comprising low-income students, foster youth, and English Learners—have historically seen low rates of high school, college, and career readiness. Although we have seen improvement for low-income students, their college readiness is still at 43.2%. Success rates are even lower for our English Learners (15.8%) and our Foster Youth (20%), as reflected on the California Dashboard for 2023. 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.</p> <p>In conversations with our educational partners we have learned that Low-income students often encounter barriers accessing rigorous courses, stemming from limited resources and weak support systems. These obstacles impede their engagement in educational programs, leading to disparities in the quality of classwork, access to resources, and overall developmental progress. For English Learners, the journey of language acquisition is intertwined with the challenge of mastering subject-specific content to meet graduation requirements, making them more vulnerable to dropping out as they navigate these dual demands, often in the face of immediate financial pressures. Moreover, foster youth contend with high suspension rates due to factors like housing instability, social-emotional issues, and lack of familial support. Consequently, they are prone to frequent absences, limiting their exposure to rigorous instruction and hindering their prospects for post-secondary education and career advancement.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>We will look at different metrics to measure the impact of this action, including: Goal 3, Metric #5 AP Total Courses, Metric#7 College Courses.</p>
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<p>Goal 3 Action 2. College and Career Support Staff for Unduplicated Students</p>	<p>Recent data from the CA Dashboard reveals persistent disparities in educational outcomes for our unduplicated student groups, indicating a pressing need to address barriers to success. For example, the College and Career Indicator on the California Dashboard shows that English Learners and Foster Youth are amongst the lowest, with 15.8% and 20% respectively, while the Socioeconomically Disadvantaged students lagged significantly lower than our Non-Socioeconomically Disadvantaged students with 43.2%. If we look at graduation rates, our Foster Youth is in "Red" on the California Dashboard. Looking at specific sites, we can see that at Compton High School, all student groups are at the "Orange" level, while at Centennial and Dominguez, English Learners are also at "Orange". English Learners are also at "Orange".</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>A metric of success for this action will be the increase in college and career readiness rates among unduplicated students over time based on the California Dashboard. Goal 3, Metric #1 CCI rates.</p>
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<p>Goal 3 Action 3. College and Career Support and Guidance for Families of Unduplicated Students</p>	<p>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 only half the rate of the overall student population, with a notable 20% compared to 41.3%. Furthermore, English Learners face even greater challenges, with a graduation rate as low as 15.8%. Additionally, a significant gap is evident between socioeconomically disadvantaged (SED) students, at 43.2%, and their non-SED counterparts, who graduate at 41.3%. These discrepancies underscore the urgent need for targeted interventions to address the barriers hindering the college and career readiness of these underserved student groups.</p> <p>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.</p>	<p>By tailoring workshops to cover essential topics such as navigating Aeries, understanding academic requirements, accessing financial aid, and preparing college applications, we seek to empower low-income families with the knowledge, skills, and confidence needed to support their children in overcoming these obstacles and charting a path toward college and career success. The families of English Learners also have the opportunity to access the same information in a language that they can understand, and this offers them the possibility of asking questions and seeking answers. The families that shelter our foster youth can also seek guidance on the services and supports available for their situation, so that they can navigate the process of investing in their future.</p> <p>Expanding these workshops schoolwide ensures equitable access to all families, including low-income, English Learners, and Foster Youth. While primarily targeting these groups, this approach promotes inclusivity and support for every student. By offering essential information and resources, we empower families to navigate academic pathways effectively, fostering a culture of success for all students, regardless of background.</p>	<p>The metrics that we will use to measure the effectiveness of these services are Goal 3, Metric #2 A-G rates and Metric #11 D/F Rates.</p>
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Goal 3 Action 4. Promote College and Career Culture for Low-Income Students	<p>Low-income students frequently encounter numerous obstacles that impede their access to and completion of higher education. These students often lack exposure to college role models and face significant economic challenges, including limited financial aid, high tuition costs, and fears of accruing debt. Additionally, gaps in academic preparation, difficulties with standardized testing, and an absence of robust support systems make the path to college even more daunting. Family responsibilities can also divert attention and resources away from educational pursuits, further diminishing their chances of pursuing higher education. Given these barriers, it is crucial to implement actions that promote a college and career culture specifically designed to support low-income students, providing them with the resources, guidance, and encouragement needed to realize their educational aspirations.</p>	<p>To address the identified needs and circumstances of our low-income students, we will implement a multifaceted approach focused on promoting a college and career culture throughout our school community. This initiative will include various activities such as college and career readiness workshops, guest speaker events featuring professionals from diverse fields, college exploration field trips, and mentorship programs pairing students with college graduates or professionals in their fields of interest. By offering these activities and resources school-wide, we aim to create an inclusive environment where all students feel empowered to pursue post-secondary education and career pathways. This proactive approach aligns with the consensus among parent groups, teachers, and administrators that promoting a college and career mindset from a young age is essential for empowering students to set and achieve ambitious academic goals.</p> <p>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.</p>	Some of the metrics that we will use to measure the impact and effectiveness of this action will be Goal 3, Metric #9 College Acceptance Rates.
Goal 3 Action 8. Expansion of CTE Programs	<p>While over 90% of our students in Compton Unified are low-income, only 15% of them graduated having completed a CTE pathway in the 2022-23 school year.</p> <p>Low-income students face economic barriers that limit their access to quality education and future career opportunities. Data shows that there is a noticeable achievement gap among low-income students compared to their peers, highlighting the need for targeted interventions to support their academic and career success. Furthermore, traditional academic pathways may not adequately prepare these students for the workforce, necessitating the integration of practical, hands-on learning experiences offered by CTE programs.</p>	<p>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.</p> <p>Expanding these offerings schoolwide ensures equitable access to career readiness programs for all students, regardless of their socioeconomic background. While the programs are principally directed towards low-income students, making them available district-wide ensures that all students have the opportunity to explore diverse career pathways and develop essential skills for their future success. This approach fosters inclusivity and diversity within the district, aligning with our commitment to providing equal educational opportunities for all students.</p>	One metric to monitor the effectiveness of this action is the number of low-income students completing CTE pathways. By tracking the CTE completion rates of low-income students, we can assess the extent to which this initiative is successfully addressing the identified need for equitable access to career-related education. Goal 3, Metric #23

<p>Goal 3 Action 11. Dual Enrollment for CTE Completers</p>	<p>In 2023, 32.9% of our CTE completers in Compton Unified graduated having completed a college class. While for SED there did not seem to be a significant gap, the gap was significant for LEP (9.1%) and Foster Youth (0%).</p> <p>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.</p>	<p>Expanding dual enrollment opportunities for CTE completers directly addresses the specific needs of low-income students, foster youth, and English Learners. For low-income students, these opportunities provide access to high-quality education and valuable career preparation that may otherwise be financially out of reach. By participating in dual enrollment programs, low-income students can gain practical skills and experiences that enhance their academic and career prospects, helping to close the achievement gap and increase opportunities for socioeconomic advancement. Similarly, for foster youth, dual enrollment offers a pathway to academic success and career readiness, providing them with a supportive environment to explore their interests, develop essential skills, and pursue their goals confidently. English Learners also benefit from dual enrollment, as it offers them opportunities to enhance their language skills while gaining valuable career-related knowledge and experiences. By participating in dual enrollment programs, English Learners can strengthen their academic abilities and increase their readiness for post-secondary education and career pathways.</p> <p>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.</p>	<p>One metric to monitor the effectiveness of this action is the percentage of low-income, LEP, and Foster Youth CTE completers participating in dual enrollment programs for CTE courses compared to their peers. Goal 3, Metric # 19.</p>
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<p>Goal 3 Action 12. Expanding Work-Based Learning Opportunities for CTE Students</p>	<p>Only 15% of our low income students graduated having completed a CTE pathway in the 2022-23 school year.</p> <p>Many low-income high school CTE students face significant barriers to accessing real-world work experiences and developing essential workability skills, discouraging them from completing their CTE pathways. These students often come from socio-economic backgrounds with limited opportunities for hands-on learning and industry exposure. Without access to work-based learning opportunities, they struggle to translate academic knowledge into practical skills valued in the workforce. Additionally, they lack the professional networks needed to secure internships or apprenticeships, further hindering their career prospects. Persistent calls from our school communities, including suggestions from DBPAC/CAC and bargaining units, highlight the urgent need to provide internships and educational opportunities for these students. Addressing this need is crucial for empowering low-income CTE students to overcome barriers and succeed in their chosen industries.</p>	<p>The CTE Department, in collaboration with industry partners, is committed to enhancing work-based learning opportunities for low-income, high school CTE students. With the support of dedicated CTE teachers, students will have access to a variety of experiences aimed at applying their academic knowledge in real-world settings. These opportunities will include participation in Career Technical Student Organizations, workplace tours, mock interviews, (paid) internships, and potentially pre-apprenticeship and apprenticeship opportunities with our industry partners. By engaging in work-based learning, CTE students will develop valuable workability skills, enhancing their competitiveness as candidates for future careers in their chosen industries. Through these initiatives, we aim to provide our low-income students with practical experiences that complement their classroom learning and help them to be motivated to complete their CTE pathways, preparing them for success in the workforce.</p> <p>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.</p>	<p>An increase in the CTE pathway completion rates of low-income students would indicate the effectiveness of the action in empowering these students to succeed in their chosen industries. Goal 3, Metric #14</p>
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<p>Goal 3 Action 13. CTE Pathway Targeted Outreach and Specialized Support Services</p>	<p>Only 6.5% of English Learners, 2.5% of Foster Youth, and 15% of low income students in Compton Unified School District graduated having completed a CTE pathway in the 2022-23 school year.</p> <p>Students from low-income families face socio-economic barriers that hinder their ability to fully engage in and benefit from CTE opportunities. They lack access to the support services needed to be successful and may struggle to navigate the complexities of CTE coursework. Additionally, English Learners often encounter language barriers and academic challenges that impede their ability to successfully complete CTE pathways. Similarly, Foster Youth lack sufficient support systems and access to information needed to enroll in and be successful in CTE pathways.</p>	<p>Targeted support services will be provided to English Learners through the work of interventionists and bilingual instructional assistants who will help them to overcome language barriers that may hinder their full participation in CTE pathways. Outreach materials will be provided to them in their home language and interpretation will be provided for all CTE informational meetings. Moreover, Foster Youth will benefit from the support services and mentoring provided by interventionists in our CTE classrooms. There will be special outreach and engagement initiatives to connect Foster Youth to the information needed to enroll in CTE pathways. Additionally, low-income students will be provided with career navigation support services to better navigate the complexities of CTE coursework.</p> <p>This action will be implemented schoolwide. By prioritizing equity and inclusivity, we create an environment where all students have equal access to high-quality CTE education and opportunities for success in their chosen career pathways. Providing targeted support services school-wide will foster a culture of inclusivity and support, where every student feels valued, supported, and empowered to pursue their goals with confidence.</p>	<p>One metric to monitor the effectiveness of this action is the number of English Learners, Foster Youth, and students from low-income families who completed a CTE pathway. Goal 3, Metric #23</p>
<p>Goal 4 Action 1. Attendance Monitoring and Re-engagement Strategies.</p>	<p>Chronic absenteeism rates reveal a disparity of almost 10% between low-income students and their non-socioeconomically disadvantaged peers. While only 19.2% of non-socioeconomically disadvantaged students are chronically absent, 29% of socioeconomically disadvantaged (SED) students face the same issue.</p> <p>Low-income students often face challenges with attendance and school engagement due to factors such as family responsibilities, lack of transportation, and varying perceptions of education's value. These disparities affect their school attendance and school connectedness. Therefore, it is crucial to engage with families to foster a culture of re-engagement and to carefully monitor attendance trends to provide necessary supports.</p>	<p>To address the identified need for attendance monitoring and re-engagement strategies directly geared at low-income students, CUSD will implement tiered attendance monitoring and re-engagement strategies that are designed specifically for SED students to be inclusive and comprehensive. These strategies will include proactive outreach efforts tailored to the specific needs of low-income students, such as providing resources and support for transportation under specific circumstances, offering school-based health services (home-hospital), and enhancing communication with families about the importance of attendance. By focusing on improving attendance among low-income students, the district aims to enhance their overall academic performance and engagement with the school community.</p> <p>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.</p>	<p>One metric to monitor the effectiveness of this action will be attendance and chronic absenteeism rates for low-income students. Goal 4, Metric #1 and #2.</p>



Goal 4 Action 3. Positive Behavioral Interventions and Supports.	<p>When looking into suspension rates, we notice that our low-income students are being suspended at higher rates than their non-socioeconomically disadvantaged counterparts. Thus, while only 1.1% of non-SED students were suspended last year, 1.7% of the SED students received at least one suspension.</p> <p>Socioeconomically disadvantaged students often suffer the effects of trauma and hopelessness associated with a culture of poverty. These students may face constant stress from financial instability, unsafe living conditions, and family challenges, which can profoundly impact their emotional and psychological well-being. Consequently, their emotional reactions to everyday occurrences can differ significantly from those of students in more affluent circumstances. This can affect their behavior, engagement, and overall academic performance, highlighting the need for tailored support and understanding from educators.</p>	<p>To address these identified needs for our low-income learners, Compton Unified School District will expand and improve the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, bully-prevention strategies, and related software (BRIM). These services are principally directed to address the behavioral challenges faced by low-income students by creating a safe, positive, and secure learning environment.</p> <p>Providing these interventions LEA/school-wide ensures that every student, regardless of background, has access to a supportive and conducive learning environment. This comprehensive approach will help reduce behavioral issues, thereby decreasing suspensions and referrals to the District Administrative Hearing Panel (DAHP) and the District Guidance Review Committee (DGRC).</p>	To monitor the effectiveness of these actions, the district will track the number of suspensions among low-income students to further support the needs of low-income students and enhance the overall school environment. Goal 4, Metric #5.
Goal 4 Action 5. Expansion of Wellness Centers.	<p>Low-income students often encounter challenges stemming from a culture of poverty, including struggles with emotional regulation, self-confidence, and social-emotional skills. These difficulties can significantly influence their academic performance and behavioral outcomes. English Learners face unique hurdles related to cultural adaptation, which can impact their sense of belonging and overall well-being. Foster Youth, experiencing home instability and a lack of connectedness, may grapple with emotional upheaval and trauma.</p>	<p>Our network of Wellness Centers across 30 schools has been identified as a crucial intervention to address the needs of low-income students, English Learners, and Foster Youth. These Wellness Centers serve as a comprehensive support system, offering basic mental health services, college and career guidance, and personal mentoring specifically tailored to each group's unique challenges. For low-income students, the centers provide psychological support, basic medical care, and mentorship opportunities to help overcome barriers related to poverty. For English Learners, the centers address social-emotional needs arising from cultural adaptation, language barriers, and the need for connectedness. Foster Youth benefit from the stability and support provided by the centers, which help mitigate the impacts of home instability and foster a sense of belonging. By offering a wide array of services, the Wellness Centers play a pivotal role in alleviating the barriers to success faced by these underprivileged groups.</p> <p>While this action is principally directed to meet the needs of low-income students, extending these services LEA/school-wide ensures that all students can benefit from the supportive environment and resources offered by the Wellness Centers, fostering a more inclusive and nurturing educational community.</p>	A key metric to monitor the effectiveness of this LCAP action is the California Healthy Kids Survey. By tracking the responses of student well-being surveys by our students, parents and staff, we can gauge the extent to which these resources are needed to respond to the identified needs of the target population. Goal 4, Metrics #7, #8, #9, #10.

<p>Goal 4, Metric 6. Equity-centered Trauma-Informed Training.</p>	<p>Our suspension rates indicate that disparity exists between SED students, who are suspended at a rate of 1.7% and non-SED students whose suspension rate is 1.1%. As compared to English Learners this disparity persists, with a suspension rate of 1.3%. The widest gap exists between all the students who are suspended at a rate of 1.7% and foster youth, who are suspended at a rate of 4.7%.</p> <p>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.</p>	<p>In response to the urgent need for increased support for our English Learners, foster youth, and low-income students, Compton Unified is committed to providing trauma-informed training to all staff members, including administrators, teachers, and counselors. This comprehensive training aims to deepen educators' understanding of trauma's effects, particularly on marginalized students, and equip them with strategies to effectively support these students. For low-income students, the training will address the impacts of socio-economic disadvantage, providing staff with tools to recognize and mitigate the effects of community pressures and mental health challenges. For foster youth, the training will focus on understanding the trauma of separation and home instability, helping educators build trust and offer consistent support. For newcomer English Learners, the training will emphasize the challenges of cultural adaptation and language barriers, enabling staff to create an inclusive environment that fosters communication and connection. This targeted approach ensures that each group's unique needs are met, promoting their healthy development and academic success within our school communities.</p> <p>By embracing trauma-informed approaches district-wide, our schools will undergo a transformative shift, fostering a more empathetic and responsive learning environment for all students.</p>	<p>Monitoring changes in the frequency of disciplinary actions such as suspensions and expulsions serves as a key metric to evaluate the effectiveness of trauma-informed practices. A decrease in disciplinary incidents indicates that students are receiving more supportive and understanding responses to their needs, leading to a safer and more conducive learning environment. Goal 4, Metrics #5 and #6.</p>
<p>Goal 4 Action 7. Social-emotional Development Initiative.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>A key metric to monitor the effectiveness of this initiative is the California Healthy Kids Survey. Through this survey we can learn information and perceptions from the students in the areas of mental and emotional well being as well as social-emotional learning. Goal 4, Metrics #7, #8, and #9.</p>

<p>Goal 4 Action 11. Parent Engagement Activities.</p>	<p>Low-income, minority students often struggle with chronic absenteeism at a higher rate than their peers, impacting their academic performance and increasing the risk of dropping out. Lack of parental involvement exacerbates this issue, as many parents may face challenges such as work schedules or transportation barriers that hinder their ability to ensure their children attend school regularly. Similarly, English Learners face challenges exacerbated by adapting to a new culture and language, leading to higher dropout rates. Limited parental involvement in language and cultural support can further isolate these students in navigating their academic journey. Additionally, Foster Youth experience severe housing and emotional instability, contributing to lower graduation rates. Lack of consistent parental support, often due to family disruptions or disengagement, compounds the challenges faced by these students.</p>	<p>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.</p> <p>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.</p>	<p>One metric that we will use to measure the effectiveness of this action is the California Schools Parent Survey. This will be tracked under Goal 4, Metric #16.</p>
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<p>Goal 5 Action 1. Professional Development on Research-Based Practices for ELs</p>	<p>In the 2022-23 CAASPP, English Learners demonstrated significantly lower performance compared to their peers, achieving proficiency levels of only 8.25% in English Language Arts and 12.40% in mathematics. Recent dashboard data also highlights concerning trends among English Learners, with fewer students progressing at least one ELPI level, dropping from 51.5% in 2022 to 47.2% in 2023.</p> <p>English Learners (ELs) often contend with multiple challenges that impact their academic performance. Language barriers pose a significant obstacle, hindering their ability to fully comprehend and engage with grade-level content. Additionally, the varying levels of English proficiency among ELs result in disparities in language acquisition and comprehension skills, further exacerbating their academic struggles. Socioeconomic factors and cultural differences may also contribute to their difficulties, affecting their access to resources and support systems both inside and outside the classroom. Furthermore, the absence of targeted interventions tailored to their linguistic needs can impede their progress in mastering academic English skills.</p>	<p>Compton Unified will be implementing an initiative focused on providing extended, ongoing, and rigorous professional development for administrators, teachers, and bilingual instructional assistants. Led by ELD Specialists, this professional development program will draw from renowned experts such as Kate Kinsella and Robert Marzano, among others, to enhance educators' understanding and implementation of effective strategies for supporting ELs. These strategies include language development techniques, content-based language instruction, and differentiated instructional practices tailored to the needs of ELs.</p> <p>Implementing this initiative district-wide will ensure that all educators across the district receive consistent and high-quality training, creating a unified approach to supporting ELs. This comprehensive professional development program aims to equip educators with the tools necessary to effectively support the diverse needs of ELs in every classroom, which will also help with the needs</p>	<p>The effectiveness of this action will be evaluated through the increase in English Language Proficiency as measured by the ELPAC. Goal 5, Metric #3</p> <p>We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3</p>
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<p>Goal 5 Action 2. Professional Development Focused on Long-Term English Learners (LTELs)</p>	<p>In the 2022-2023 school year, only 19.8% of our Long-Term English Learners (LTELs) demonstrated English language proficiency on the summative ELPAC. Moreover, CAASPP results from the same year revealed that merely 6.5% of LTELs exhibited mastery in English, significantly lower than the 40.57% proficiency rate among all students. Additionally, only 2.6% of LTELs demonstrated proficiency in mathematics, compared to 31.74% of all students.</p> <p>We know that Long-Term English Learners (LTELs) often encounter persistent challenges in their educational journey due to prolonged language acquisition struggles. These students face difficulties in fully engaging with grade-level content and may require additional support to develop their English language proficiency. Factors such as limited English exposure at home, insufficient prior schooling, and cultural differences contribute to the complexity of their learning needs. LTELs may also experience socio-emotional challenges stemming from language barriers and feelings of academic frustration.</p>	<p>To address the complex needs of LTELs, CUSD will implement targeted professional development initiatives tailored to educators working with this student population. These initiatives will delve into the specific challenges faced by LTELs, providing educators with strategies to address academic vocabulary gaps, scaffold content instruction to make it accessible, and create supportive learning environments that foster socio-emotional well-being of these students.</p> <p>While principally directed to meet the needs of LTELs, this professional development will be offered for teachers district-wide and all students will be able to benefit from the strategies shared. Also, offering these initiatives district-wide ensures that all educators, regardless of the school they are in, have access to the same level of training and resources. This approach promotes equity and consistency in teaching practices across the district, ensuring that all LTELs receive high-quality instruction and support, regardless of their school or classroom.</p>	<p>The effectiveness of this action will be evaluated through the increase in English Language Proficiency as measured by the ELPAC. Goal 5, Metric #3</p> <p>We will also look at the CAASPP standardized assessments. Goal 1, Metrics # 1, 2, 3</p>
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<p>Goal 5 Action 3. Culturally Responsive Pedagogy for English Learners</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>A metric that we would use would be the Effectiveness of Services Survey, and in particular the percentage of teachers indicating that the training in cultural proficiency and culturally responsive teaching provided by our district has been effective and a step forward in developing their ability to learn and build on the varying cultural and community norms of students and their families in our district. Goal 5, Metric #12</p>
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<p>Goal 5 Action 7. Biliteracy/Multiliteracy Programs</p>	<p>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.</p> <p>Low-income students often face challenges such as limited access to academic resources and a lack of opportunities to develop proficiency in multiple languages. Many low-income students struggle with academic content due to these barriers, leading to lower academic achievement compared to their peers. Additionally, they may experience cultural and linguistic isolation in monolingual educational settings, hindering their socio-emotional development and sense of belonging.</p>	<p>Our Dual Immersion program is designed to address the needs of low-income students by providing a comprehensive approach to language acquisition. By offering instruction in both English and a second language, the program supports students in developing proficiency in multiple languages, promoting bilingualism and biliteracy. This approach enhances their academic competitiveness and broadens their future opportunities. Furthermore, the program fosters cultural competency and inclusivity by incorporating students' diverse linguistic and cultural backgrounds into the curriculum, creating a supportive learning environment where multiple languages are celebrated, boosting students' confidence and engagement in academic pursuits. Additionally, our middle school Spanish world language programs complement this effort by providing students with further opportunities to deepen their understanding and fluency in a second language.</p> <p>Although principally directed to improve the services for our low-income students and close the opportunity gap, we are implementing these programs school-wide to maximize their impact and foster an inclusive, equitable learning environment for all students. By offering dual immersion programs at the elementary level and world language courses at the middle school level to all interested students, we promote diversity, inclusivity, and multicultural understanding throughout the district. This school-wide implementation creates a supportive and thriving academic environment for every student, regardless of their linguistic or cultural background.</p>	<p>A metric that we will use to monitor the impact of this action is Goal 5, Metric #15, which we will use to track the number of students in Dual Immersion attaining the Pathway to Biliteracy.</p>
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Goal 5 Action 8. Translation Services	<p>According to the California Department of Education (Dataquest), 39% of Compton Unified families report Spanish as their native language.</p> <p>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.</p>	<p>Compton Unified will provide translation services to include real-time interpretation, bilingual presentations, and translated materials. By offering these services, the district aims to ensure that Spanish-speaking families are well-informed about their child's academic progress and needs. This initiative seeks to strengthen the connection between home and school, fostering a supportive environment for EL students. Facilitating communication in their native language not only will enhance parental involvement but it will also contribute to the overall success of EL students within the educational system.</p> <p>Offering translation services LEA-wide ensures equitable access to essential communication resources for all families, irrespective of their language background. By providing these services universally, we recognize the linguistic diversity within our district and strive to create an inclusive and supportive environment where all families feel valued and empowered to engage in their child's education.</p>	<p>To monitor the success of this action, we will gather feedback from Spanish-speaking families regarding the effectiveness and accessibility of translation services. Goal 5, Metric #13 based on the Effectiveness of Services Survey.</p>
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### ***Limited Actions***

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.



Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 14. Supporting and Monitoring the Needs of Foster Youth	<p>Academic data from assessments like STAR360 and CAASPP indicate academic underachievement among our foster youth. Additionally, there are concerns regarding graduation rates (62%), dropout rates (38%), and suspension rates (29%).</p> <p>Foster Youth students face significant academic challenges and socioemotional distress, as evidenced by ongoing communication with families. Many exhibit feelings of sadness, helplessness, and hopelessness about their future. These emotional struggles can severely impact their ability to focus on and engage with academic work. Therefore, it is crucial to continuously support and monitor the needs of Foster Youth to ensure they receive the necessary assistance and resources to improve their academic and emotional well-being.</p>	<p>To address these challenges, a dedicated team will closely monitor interventions aimed at fostering academic growth and socioemotional well-being among foster youth. Specific actions include conducting socioemotional check-ins, providing equitable access to academic support and opportunities, and establishing data infrastructure to monitor academic performance, attendance, graduation rates, dropout rates, and suspension/expulsion rates. These interventions aim to improve academic outcomes and address socioemotional needs effectively.</p>	<p>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.</p> <p>Another metric to measure the impact of this action will be growth on the 360 Diagnostic Assessments (Goal 1, Metrics #8-13)</p>

<p>Goal 1 Action 15. Targeted Interventions for Foster Youth</p>	<p>Recent STAR360 data has revealed that over 80% of our Foster Youth students are performing below grade level in reading and almost 70% in mathematics. This is significantly lower than the academic performance of their peers, with about 70% of all students below grade level in English and about 52% below grade level in Math.</p> <p>Foster youth often experience instability and disruptions in their lives, such as frequent relocations, changes in guardianship, and emotional trauma, which can further impact their academic performance and overall well-being. These students may struggle with a lack of continuity in their education, leading to gaps in learning and difficulties in catching up with their peers. Furthermore, foster youth often face socioemotional challenges, such as feelings of isolation, low self-esteem, and difficulty forming trusting relationships, which can hinder their ability to fully engage in the learning process. Addressing both the academic and socioemotional needs of foster youth is crucial to support their overall development and success.</p>	<p>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.</p>	<p>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.</p>
<p>Goal 3 Action 7. Foster Youth Graduation Support Initiative</p>	<p>In analyzing data pertaining to our graduation rate, it is noticeable that our Foster Youth (61%) are trailing behind our overall student population (88.9%) by 27.9 percentage points.</p> <p>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.</p>	<p>To address these pressing challenges, we will implement the Foster Youth Graduation Support Initiative, a comprehensive program aimed at providing foster youth students with the necessary support and resources to navigate their educational journey successfully. This initiative will encompass targeted interventions such as academic counseling, personalized academic plans, tutoring services, mentorship programs, and access to social-emotional support resources. By tailoring support services to meet the unique needs of foster youth students, we aim to mitigate the barriers they face and empower them to overcome obstacles to academic achievement.</p>	<p>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.</p>

Goal 5 Action 4 Interventions for ELs and At-Risk ELs	<p>Through careful examination of local assessment data, Compton Unified School District has identified significant academic challenges faced by Elementary English Learners (ELs) and At-Risk Long-Term English Learners. The most recent CAASPP results from 2022-2023 reveal a troubling trend. For Elementary English Learners, ELA proficiency drops from 15.46% in grade 3 to 11.39% in grade 4, and further to 6.08% in grade 5. In Math, the decline is similar, with proficiency rates falling from 29.78% in grade 3 to 20.73% in grade 4, and down to 8.51% in grade 5. At-Risk Long-Term English Learners exhibit a comparable pattern, with ELA proficiency decreasing from 25.97% in grade 3 to 8.55% in grade 4, and further to 8.28% in grade 5. Their Math proficiency also drops sharply from 40.26% in grade 3 to 15.38% in grade 4, and to 7.10% in grade 5.</p> <p>English Learners and At-Risk English Learners often face persistent language barriers that impede their ability to fully engage with the curriculum. Additionally, socioeconomic challenges may limit their access to supplemental educational resources and support outside of school. The inconsistency in language acquisition support and culturally responsive teaching practices further exacerbates their academic struggles. Furthermore, many of these students may experience instability at home, leading to difficulties in maintaining consistent academic progress.</p>	<p>Recognizing the critical importance of early intervention, CUSD acknowledges the urgent need to address these academic disparities and provide targeted support to ensure the academic success and future prospects of elementary ELs and At-Risk English Learners. To address these challenges, CUSD will implement targeted interventions and support programs specifically tailored to the needs of elementary ELs. These initiatives will include personalized before and after-school interventions in the areas of literacy and mathematics and summer school opportunities. Additionally, bilingual instructional assistants and other interventionists will be deployed to provide comprehensive academic and linguistic support across all subject areas.</p>	<p>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</p> <p>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</p> <p>Finally, we will also look at the percent of at-risk English Learners over time measured by Goal 5, Metric #8.</p>
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Goal 5, Action 5. Academic Interventions and Supports for Long-Term English Learners	<p>LTELs are lagging behind in various indicators, including ELA and Math CAASPP results (5.60% for ELA and 2.61% in Math), College and Career Readiness (17.5%), A-G completion rates (30%), and High School Graduation (82%).</p> <p>Long-Term English Learners (LTELs) face significant challenges that contribute to their lagging academic performance. Persistent language barriers hinder their ability to grasp complex ELA and Math concepts. Socioeconomic conditions often limit access to additional educational resources and support. Frequent relocations and family instability disrupt their learning continuity. Additionally, they may lack culturally responsive instruction, which can affect their engagement and motivation.</p>	<p>In the forthcoming school year, Compton Unified will be dedicated to providing targeted support for Long-Term English Learners (LTELs). This support will encompass a range of interventions, including specialized before and after-school interventions, summer school activities, data chats, and core classroom support. Strategically deploying Bilingual Instructional Assistants and other personnel will offer academic and linguistic support across all content areas. Additionally, Compton Unified will continue with the implementation of the EL Journalism Program, providing an after-school opportunity focused on enhancing reading and writing skills for LTELs.</p>	<p>One metric that we will use to measure the impact of this action will be Goal 5, Metric #7, Reducing the Number of LTELs.</p>
Goal 5 Action 6. Newcomer Services	<p>The 2023 ELPAC Summative assessment shows that only 11.06% of newcomer students showed proficiency (Level 4). In addition, 2023 CAASPP data shows that 0% of English Learners who had been in the country for less than 12 months met or exceeded standards in English Language Arts (ELA), and just 5.56% met or exceeded standards in Math.</p> <p>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.</p>	<p>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.</p>	<p>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</p>

Goal 5, Action 9.  Workshops for Parents of English Learners	<p>Both state standardized assessments as well as our district diagnostic assessments show that our English Learners are performing at lower levels than their peers both in literacy and mathematics. In addition, graduation rates are also lower (82.4% vs. 89%), and they are less college and career ready (15.8% prepared vs. 43.1%).</p> <p>While the role the parents play in their children education is essential, in conversations with our site leaders, teachers, and other educational partners it became evident that many English Learners (ELs) and their families in our community face challenges in navigating the education system due to language barriers and limited familiarity with academic expectations. Many parents of ELs may feel disconnected from the school community and lack the knowledge to support their children's learning effectively.</p>	<p>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.</p>	<p>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</p>
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Goal 5, Action 10.  Data Monitoring and Progress Tracking of LTELs	<p>An analysis of the California Dashboard, CAASPP data, and Aeries reports show that Long-Term English Learners (LTELs) in our district face significant challenges in academic achievement across various subject areas, including ELA and Mathematics. Additionally, they exhibit lower rates of college and career readiness, lower completion rates of A-G requirements, and lower graduation rates. Their attendance rates are lower, they have higher chronic absenteeism rates, and they also have higher dropout rates.</p> <p>Long-Term English Learners (LTELs) t require specialized attention due to their unique academic, linguistic, and socio-emotional needs resulting from prolonged English language learning experiences. Our LTELs often face challenges in academic achievement, language proficiency, and socio-emotional well-being due to their extended period of English language acquisition. These students struggle to keep pace with their peers in content areas, experience frustration with language barriers, and require additional support to fully integrate into the school community. Additionally, LTELs may encounter feelings of isolation or disconnection, impacting their overall sense of belonging and well-being within the educational environment.</p>	<p>To address these needs comprehensively, the district will establish Individualized Support Plans (ISPs) for LTELs, tailored to their specific requirements. This initiative will involve collaborative efforts among administrators, counselors, teachers, and bilingual instructional assistants to monitor academic progress and promote holistic development. SPs will incorporate targeted interventions, differentiated instruction, and progress monitoring, developed collaboratively by educators and support staff based on ongoing assessments. Family engagement will be prioritized to ensure continuous collaboration between school and home, empowering LTELs to navigate their educational journey effectively for long-term success.</p>	<p>The long-term effectiveness of this action will be monitored through LTEL progress on the ELPAC (Goal 5, Metric #3)</p> <p>We will also look at performance on the CAASPP (Metrics #4 and #5)</p> <p>Finally, we will monitor graduation rates (Goal 3, Metric #3)</p>
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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.

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

For Goal 1, we plan to increase support from Curriculum Specialists and content expert Administrators, who will primarily focus on math and literacy. These specialists will train and coach teachers in research-based instructional strategies and provide direct services and interventions to Low-Income, English Learners, and Foster Youth students using both push-in and pull-out models (Action 1.5). Additionally, Instructional Assistants and Intervention Teachers will also provide support for these student groups. Since this is an LEA-wide contributing action, support will also be provided to other student groups including students at risk of homelessness. Furthermore, we will provide schools with support from custodial and security staff after school, on Saturdays, and during summer school to ensure our campuses remain safe and classrooms and restrooms are well-maintained during extended interventions and enrichment opportunities for our Low-Income, English Learners, and Foster Youth students (refer to actions 1.12, 1.15, 1.18, 1.23, 1.24).

For Goal 3, we aim to enhance support systems to ensure students are well-prepared for academic success and personal development. Recognizing the vital role of counseling for our low-income, Foster Youth, and English Learners, we will increase counseling services at the high school level. These counselors will focus on college and career readiness, social-emotional learning, and personal development. They will assist students with the college application process, course selection, and scholarship opportunities, helping them meet A-G requirements for university admission. This is particularly crucial for Low-Income, English Learners, and Foster Youth students who may lack access to such resources. (3.2, 3.3, 3.7)

For Goal 4, we will equip our Wellness Centers with additional social workers to provide direct support for Low-Income, English Learners, and Foster Youth students. These social workers will offer basic mental health services as well as college and career mentoring and personal support for these student groups. We will also provide additional counseling services at various levels, including elementary schools, to help implement Multi-Tiered System of Support interventions and address the social-emotional and behavioral needs of our students (Action 4.5).

For Goal 5, we plan to increase the number of Bilingual Instructional Assistants or college tutors to support the language and academic needs of our various English learner typologies, including newcomers, English Learners, and Long-Term English Learners (Actions 5.4, 5.5, 5.6).

By strategically utilizing the concentration grant add-on funding to increase the number of staff providing direct services, we aim to create a more supportive and effective learning environment for our high-need students. These targeted actions will help address the specific challenges faced by foster youth, English learners, and low-income students, ultimately enhancing their academic success and overall well-being. Through continuous collaboration with our educational partners and data-driven decision-making, we are committed to fostering an inclusive and equitable educational experience for all students in Compton Unified.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	There are no comparable schools	
Staff-to-student ratio of certificated staff providing direct services to students		



# Action Tables

## 2024-2025 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 %)
2024-2025	\$180,416,149.00	\$80,208,562.00	44.46%	5.85%	50.31%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$286,417,298.00	\$0.00	\$0.00	\$0.00	\$286,417,298.00	\$215,818,947.00	\$70,598,351.00

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				2024-2025	\$0	\$162,072	\$162,072	\$0	\$0	\$0	\$162,072	0.00%
1	2	Content-Specific Professional Development for Staff	All	No				2024-2025	\$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	2024-2025	\$6,500,000	\$1,439,888	\$7,939,888	\$0	\$0	\$0	\$7,939,888	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	2024-2025	\$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	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	\$2,250,000	\$1,325,363	\$3,575,363	\$0	\$0	\$0	\$3,575,363	0.00%

1	6	Enhancing Learning with Instructional Technology Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$150,000	\$2,214,305	\$2,364,305	\$0	\$0	\$0	\$2,364,305	0.00%
1	7	Special Education Inclusion Training	Student with Disabilities (SWD)	No				2024-2025	\$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	2024-2025	\$1,000,000	\$766,704	\$1,766,704	\$0	\$0	\$0	\$1,766,704	0.00%
1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-2025	\$1,750,000	\$529,443	\$2,279,443	\$0	\$0	\$0	\$2,279,443	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	2024-2025	\$1,000,000	\$500,000	\$1,500,000	\$0	\$0	\$0	\$1,500,000	0.00%
1	11	Targeted Math Support for High Needs Schools	All	No					\$1,000,000	\$200,000	\$1,200,000	\$0	\$0	\$0	\$1,200,000	0.00%
1	12	Bridging STEM Gap for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$1,750,000	\$1,210,995	\$2,960,995	\$0	\$0	\$0	\$2,960,995	0.00%
1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$1,000,000	\$1,000,000	\$2,000,000	\$0	\$0	\$0	\$2,000,000	0.00%
1	14	Supporting and Monitoring the Needs of Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	2024-2025	\$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	2024-2025	\$1,000,000	\$872,910	\$1,872,910	\$0	\$0	\$0	\$1,872,910	0.00%
1	16	Supporting Academic Achievement for Students Facing Housing Insecurity	Homeless	No				2024-2025	\$0	\$250,000	\$250,000	\$0	\$0	\$0	\$250,000	0.00%
1	17	Enhance Literacy and Math Support for Students with Disabilities	Student with Disabilities (SWD)	No				2024-2025	\$0	\$140,000	\$140,000	\$0	\$0	\$0	\$140,000	0.00%
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$2,250,000	\$2,394,951	\$4,644,951	\$0	\$0	\$0	\$4,644,951	0.00%
1	19	Services for Gifted and Talented Students (GATE)	All	No				2024-2025	\$250,000	\$124,654	\$374,654	\$0	\$0	\$0	\$374,654	0.00%
1	20	Expanding Physical Fitness Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$2,250,000	\$1,342,761	\$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	2024-2025	\$0	\$2,600,000	\$2,600,000	\$0	\$0	\$0	\$2,600,000	0.00%
1	22	After-School ASES and ASSETs Programs	All	No				2024-2025	\$1,000,000	\$737,757	\$1,737,757	\$0	\$0	\$0	\$1,737,757	0.00%
1	23	After-School Homework Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$1,000,000	\$875,512	\$1,875,512	\$0	\$0	\$0	\$1,875,512	0.00%
1	24	Summer School Program	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$275,000	\$0	\$275,000	\$0	\$0	\$0	\$275,000	0.00%
2	1	Core Services	All	No				2024-2025	\$35,000,000	\$11,779,005	\$46,779,005	\$0	\$0	\$0	\$46,779,005	0.00%
2	2	Professional Development for Department Teams	All	No				2024-2025	\$400,000	\$82,954	\$482,954	\$0	\$0	\$0	\$482,954	0.00%
2	3	Maintain Class Size in TK-3	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$7,048,391	\$0	\$7,048,391	\$0	\$0	\$0	\$7,048,391	0.00%
2	4	Maintain Instructional Days (183)	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$5,701,674	\$0	\$5,701,674	\$0	\$0	\$0	\$5,701,674	0.00%

2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Pre-school @ Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington.	2024-2025	\$1,625,716	\$0	\$1,625,716	\$0	\$0	\$0	\$1,625,716	0.00%
2	6	Full Day Kindergarten	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$1,000,000	\$170,000	\$1,170,000	\$0	\$0	\$0	\$1,170,000	0.00%
2	7	Access to Core Textbooks in all Content areas	All	No				2024-2025	\$0	\$3,935,616	\$3,935,616	\$0	\$0	\$0	\$3,935,616	0.00%
2	8	Access to Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0	\$4,282,830	\$4,282,830	\$0	\$0	\$0	\$4,282,830	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0	\$4,649,210	\$4,649,210	\$0	\$0	\$0	\$4,649,210	0.00%
2	10	Instructional Support Resources for Educators	All	No				2024-2025	\$0	\$163,797	\$163,797	\$0	\$0	\$0	\$163,797	0.00%
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0	\$1,750,000	\$1,750,000	\$0	\$0	\$0	\$1,750,000	0.00%
2	12	Facilities in Good Repair	All	No				2024-2025	\$4,500,000	\$7,841,239	\$12,341,239	\$0	\$0	\$0	\$12,341,239	0.00%

2	13	Safe and Secure Campuses	All	No				2024-2025	\$4,500,000	\$4,034,424	\$8,534,424	\$0	\$0	\$0	\$8,534,424	0.00%
2	14	Fully-Credentialed, Appropriately Assigned Teachers	All	No				2024-2025	\$112,500,000	\$0	\$112,500,000	\$0	\$0	\$0	\$112,500,000	0.00%
2	15	New Teacher Induction Program and Supports (TIPS)	All	No				2024-2025	\$60,000	\$32,862	\$92,862	\$0	\$0	\$0	\$92,862	0.00%
2	16	Peer Assistance and Review (PAR) Program	All	No				2024-2025	\$60,000	\$22,520	\$82,520	\$0	\$0	\$0	\$82,520	0.00%
3	1	Access to Rigorous Courses	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Compton High School, Centennial High School, Dominguez High School, Compton Early College, Cesar Chavez Continuation High School, Marshall Independent Studies	2024-2025	\$1,300,000	\$1,604,249	\$2,904,249	\$0	\$0	\$0	\$2,904,249	0.00%
3	2	College and Career Support Staff for Unduplicated Students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2024-2025	\$575,000	\$720,441	\$1,295,441	\$0	\$0	\$0	\$1,295,441	0.00%

3	3	College and Career Support and Guidance for Families of Unduplicated Students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2024-2025	\$1,000,000	\$569,595	\$1,569,595	\$0	\$0	\$0	\$1,569,595	0.00%
3	4	Promote College and Career Culture for Low-Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$575,000	\$1,141,883	\$1,716,883	\$0	\$0	\$0	\$1,716,883	0.00%
3	5	Comprehensive College and Career Readiness Professional Development	All	No				2024-2025	\$200,000	\$44,990	\$244,990	\$0	\$0	\$0	\$244,990	0.00%
3	6	Targeted Graduation Support Program	All	No				2024-2025	\$40,000	\$10,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
3	7	Foster Youth Graduation Support Initiative	Foster Youth	Yes	Limited	Foster Youth	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2024-2025	\$1,000,000	\$872,662	\$1,872,662	\$0	\$0	\$0	\$1,872,662	0.00%

3	8	Expansion of CTE Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2024-2025	\$500,000	\$802,143	\$1,302,143	\$0	\$0	\$0	\$1,302,143	0.00%
3	9	Professional Development for CTE Teachers	All	No				2024-2025	\$100,000	\$25,000	\$125,000	\$0	\$0	\$0	\$125,000	0.00%
3	10	Enhancing CTE Program Articulation with Community Colleges	All	No				2024-2025	\$0	\$302,143	\$302,143	\$0	\$0	\$0	\$302,143	0.00%
3	11	Dual Enrollment for CTE Completers	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2024-2025	\$0	\$1,250,000	\$1,250,000	\$0	\$0	\$0	\$1,250,000	0.00%

3	12	Expanding Work-Based Learning Opportunities for CTE Students	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	2024-2025	\$100,000	\$41,000	\$141,000	\$0	\$0	\$0	\$141,000	0.00%
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	2024-2025	\$750,000	\$0	\$750,000	\$0	\$0	\$0	\$750,000	0.00%
3	14	CTE Technology Upgrades	All	No				2024-2025	\$0	\$300,000	\$300,000	\$0	\$0	\$0	\$300,000	0.00%
4	1	Attendance Monitoring and Re-engagement Strategies	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0	\$439,281	\$439,281	\$0	\$0	\$0	\$439,281	0.00%
4	2	Chronic Absenteeism Task Force	All	No				2024-2025	\$325,000	\$0	\$325,000	\$0	\$0	\$0	\$325,000	0.00%
4	3	Positive Behavioral Interventions and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0	\$619,440	\$619,440	\$0	\$0	\$0	\$619,440	0.00%
4	4	Comprehensive Counseling and Mental Health Services	All	No				2024-2025	\$272,489	\$0	\$272,489	\$0	\$0	\$0	\$272,489	0.00%



4	5	Expansion of Wellness Centers	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$451,903	\$451,903	\$0	\$0	\$0	\$451,903	0.00%
4	6	Equity-Centered Trauma-Informed Training	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$100,000	\$2,573	\$102,573	\$0	\$0	\$0	\$102,573	0.00%
4	7	Social-Emotional Development Initiative	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$700,000	\$12,017	\$712,017	\$0	\$0	\$0	\$712,017	0.00%
4	8	Team Joy and Fun	All	No				2024-2025	\$0	\$110,580	\$110,580	\$0	\$0	\$0	\$110,580	0.00%
4	9	Student Recognition and Incentive Program	All	No				2024-2025	\$0	\$21,261	\$21,261	\$0	\$0	\$0	\$21,261	0.00%
4	10	Building Effective Intervention Teams for Student Success	All	No				2024-2025	\$600,000	\$25,000	\$625,000	\$0	\$0	\$0	\$625,000	0.00%
4	11	Parent Engagement Activities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$250,000	\$170,566	\$420,566	\$0	\$0	\$0	\$420,566	0.00%
4	12	Promoting Parent Voice and Advocacy	All	No				2024-2025	\$0	\$49,761	\$49,761	\$0	\$0	\$0	\$49,761	0.00%
4	13	Compton STEP Program	All	No				2024-2025	\$80,000	\$8,464	\$88,464	\$0	\$0	\$0	\$88,464	0.00%
4	14	Counseling Services for Special Education Students	All	No				2024-2025	\$60,000	\$5,863	\$65,863	\$0	\$0	\$0	\$65,863	0.00%
4	15	Disproportionate Discipline Reduction Strategies for African-American Students	All	No				2024-2025	\$0	\$42,341	\$42,341	\$0	\$0	\$0	\$42,341	0.00%
4	16	Addressing School and Student Group Suspension Disparities	All	No				2024-2025	\$0	\$125,000	\$125,000	\$0	\$0	\$0	\$125,000	0.00%
5	1	Professional Development on Research-Based Practices for ELs	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	\$700,000	\$513,246	\$1,213,246	\$0	\$0	\$0	\$1,213,246	0.00%
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	\$600,000	\$30,000	\$630,000	\$0	\$0	\$0	\$630,000	0.00%
5	3	Culturally Responsive Pedagogy for English Learners	Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	\$450,000	\$22,999	\$472,999	\$0	\$0	\$0	\$472,999	0.00%

5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2025	\$1,250,000	\$679,727	\$1,929,727	\$0	\$0	\$0	\$1,929,727	0.00%
5	5	Academic Interventions and Supports for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	2024-2025	\$575,000	\$175,000	\$750,000	\$0	\$0	\$0	\$750,000	0.00%
5	6	Newcomer Services	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Bunche Middle School and Dominguez High School	2024-2025	\$2,000,000	\$227,323	\$2,227,323	\$0	\$0	\$0	\$2,227,323	0.00%
5	7	Biliteracy/Multiliteracy Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Dual Immersion: Emerson, Dickison, Kennedy Spanish: Middle Schools	2024-2025	\$1,000,000	\$55,941	\$1,055,941	\$0	\$0	\$0	\$1,055,941	0.00%
5	8	Translation Services	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	2024-2025	\$300,000	\$34,538	\$334,538	\$0	\$0	\$0	\$334,538	0.00%
5	9	Workshops for Parents of English Learners	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2025	\$500,000	\$32,003	\$532,003	\$0	\$0	\$0	\$532,003	0.00%
5	10	Data Monitoring and Progress Tracking of LTELs	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	2024-2025	\$275,000	\$40,586	\$315,586	\$0	\$0	\$0	\$315,586	0.00%
5	11	Data-Driven Instruction and Monitoring of African-American Students	African-American	No				2024-2025	\$100,000	\$25,000	\$125,000	\$0	\$0	\$0	\$125,000	0.00%
5	12	Academic Interventions for African-American Students	African-American	No				2024-2025	\$50,000	\$0	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
5	13	Culturally Responsive Teaching for African-American Students	African-American	No				2024-2025	\$15,000	\$5,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%

5	14	Culturally Relevant Curriculum Expansion for African-American Students	African-American	No				2024-2025	\$100,000	\$55,000	\$155,000	\$0	\$0	\$0	\$155,000	0.00%
5	15	African-American Student Mentorship Program	African-American	No				2024-2025	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
5	16	Workshops for Parents of African-American Students	African-American	No				2024-2025	\$275,000	\$116,720	\$391,720	\$0	\$0	\$0	\$391,720	0.00%
6	1	Comprehensive Tutoring and Mentoring Program for Cesar Chavez Students	Low Income, All, Hispanic or Latino	No				2024-2025	\$90,000	\$0	\$90,000	\$0	\$0	\$0	\$90,000	0.00%
6	2	Enhanced College Counseling Services for Cesar Chavez Students	African-American	No				2024-2025	\$100,000	\$10,000	\$110,000	\$0	\$0	\$0	\$110,000	0.00%
6	3	Professional Development for Educators at Cesar Chavez Continuation High School	All	No				2024-2025	\$60,000	\$0	\$60,000	\$0	\$0	\$0	\$60,000	0.00%
6	4	Engaging Parent Workshops for Families at Cesar Chavez Continuation High School	All	No				2024-2025	\$40,000	\$0	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
6	5	Cesar Chavez Attendance Recovery Efforts	All	No					\$0	\$137,359	\$137,359	\$0	\$0	\$0	\$137,359	0.00%
6	6	Comprehensive Social-Emotional Learning and Trauma Support Program at Cesar Chavez Continuation High School	African-American, Student with Disabilities (SWD)	No					\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
6	7	Enhanced Virtual and/or In-person Tutoring and Mentoring Programs at Thurgood Marshall	All	No				2024-2025	\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
6	8	College Counseling Services for Thurgood Marshall Students	Hispanic or Latino, Low Income	No				2024-2025	\$35,000	\$0	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
6	9	Professional Development for Virtual Instruction	All	No				2024-2025	\$20,000	\$0	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
6	10	Workshops for Thurgood Marshall Families	All	No				2024-2025	\$0	\$12,892	\$12,892	\$0	\$0	\$0	\$12,892	0.00%

6	11	Individualized Tutoring and Supplementary Materials for Virtual Academy Scholars	Long-term English learner, English learner (EL), African-American, Student with Disabilities (SWD)	No				2024-2025	\$25,000	\$0	\$25,000	\$0	\$0	\$0	\$25,000	0.00%
6	12	Engaging Parents in a Virtual Setting	All	No				2024-2025	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
6	13	Virtual Academy Teacher Planning, Collaboration, and Professional Development	All	No				2024-2025	\$8,000	\$2,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
6	14	Enrichment Opportunities for Virtual Academy Students	All	No				2024-2025	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
6	15	Enhanced Individualized Behavioral and Academic Support for Compton STEP Students	African-American, Student with Disabilities (SWD)	No				2024-2025	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
6	16	Expanded Counseling and Wellness Services for Compton STEP Students	All	No					\$10,000	\$5,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
6	17	Empowering Parent Engagement through Workshops and Resources for Compton STEP Families	All	No				2024-2025	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
6	18	Teacher Planning, Collaboration, and Professional Development for Compton STEP Educators	All	No				2024-2025	\$8,000	\$2,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
6	19	Comprehensive Academic Support Services for District Office Students	All	No				2024-2025	\$35,000	\$5,000	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
6	20	Holistic Health and Wellness Program	All	No				2024-2025	\$30,000	\$5,000	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
6	21	Parental Engagement and Support Initiative	All	No				2024-2025	\$0	\$32,366	\$32,366	\$0	\$0	\$0	\$32,366	0.00%

# 2024-2025 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
\$180,416,149.00	\$80,208,562.00	44.46%	5.85%	50.31%	\$92,783,179.00	0.00%	51.43%	Total:	\$92,783,179.00
								LEA-wide Total:	\$69,400,473.00
								Limited Total:	\$11,488,621.00
								Schoolwide Total:	\$11,894,085.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Summer Professional Development Bootcamp	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$7,939,888.00	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	Foster Youth, English learner (EL), Low Income	All Schools	\$3,575,363.00	0.00%
1	6	Enhancing Learning with Instructional Technology Support	Yes	LEA-wide	Low Income	All Schools	\$2,364,305.00	0.00%
1	8	Targeted Classroom Interventions for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	\$1,766,704.00	0.00%

1	9	Addressing the Gaps in Literacy Skills for Unduplicated Students	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$2,279,443.00	0.00%
1	10	Math Intervention and Supports for Unduplicated Students	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,500,000.00	0.00%
1	12	Bridging STEM Gap for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	\$2,960,995.00	0.00%
1	13	Before/After School Extended Learning Opportunities for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	\$2,000,000.00	0.00%
1	14	Supporting and Monitoring the Needs of Foster Youth	Yes	Limited	Foster Youth	All Schools	\$1,988,410.00	0.00%
1	15	Targeted Academic Interventions for Foster Youth	Yes	Limited	Foster Youth	All Schools	\$1,872,910.00	0.00%
1	18	Enhancing Visual and Performing Arts Access for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	\$4,644,951.00	0.00%
1	20	Expanding Physical Fitness Opportunities	Yes	LEA-wide	Low Income	All Schools	\$3,592,761.00	0.00%
1	21	Building Learning Experiences and Enrichment Opportunities for Students	Yes	LEA-wide	Low Income	All Schools	\$2,600,000.00	0.00%
1	23	After-School Homework Support	Yes	LEA-wide	Low Income	All Schools	\$1,875,512.00	0.00%
1	24	Summer School Program	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$275,000.00	0.00%
2	3	Maintain Class Size in TK-3	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$7,048,391.00	0.00%
2	4	Maintain Instructional Days (183)	Yes	LEA-wide	Low Income	All Schools	\$5,701,674.00	0.00%

2	5	Supporting Early Childhood Programs (Pre-school and Transitional Kindergarten)	Yes	Schoolwide	Low Income	Specific Schools, Pre-school @ Anderson, Bursch, Carver, Emerson, Foster, Jefferson, Kelly, King, Laurel, Longfellow, Mayo, McKinley, Roosevelt, Rosecrans, Tibby and Washington.  Transitional Kinder @ Anderson, Bursch, Dickison, Emerson, Foster, Kennedy, King, Longfellow, McNair, Roosevelt, Tibby	\$1,625,716.00	0.00%
2	6	Full Day Kindergarten	Yes	LEA-wide	Low Income	All Schools	\$1,170,000.00	0.00%
2	8	Access to Devices	Yes	LEA-wide	Low Income	All Schools	\$4,282,830.00	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	LEA-wide	Low Income	All Schools	\$4,649,210.00	0.00%
2	11	Enhancing Learning Through Computer-Based Programs and Applications	Yes	LEA-wide	Low Income	All Schools	\$1,750,000.00	0.00%
3	1	Access to Rigorous Courses	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Compton High School, Centennial High School, Dominguez High School, Compton Early College, Cesar Chavez Continuation High School, Marshall Independent Studies	\$2,904,249.00	0.00%

3	2	College and Career Support Staff for Unduplicated Students	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	\$1,295,441.00	0.00%
3	3	College and Career Support and Guidance for Families of Unduplicated Students	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	\$1,569,595.00	0.00%
3	4	Promote College and Career Culture for Low-Income Students	Yes	LEA-wide	Low Income	All Schools	\$1,716,883.00	0.00%
3	7	Foster Youth Graduation Support Initiative	Yes	Limited	Foster Youth	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	\$1,872,662.00	0.00%
3	8	Expansion of CTE Programs	Yes	Schoolwide	Low Income	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	\$1,302,143.00	0.00%



3	11	Dual Enrollment for CTE Completers	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	\$1,250,000.00	0.00%
3	12	Expanding Work-Based Learning Opportunities for CTE Students	Yes	Schoolwide	Low Income	Specific Schools, Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies	\$141,000.00	0.00%
3	13	CTE Pathway Targeted Outreach and Specialized Support Services	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All High Schools (Compton HS, Centennial HS, Dominguez HS, Compton Early College, Cesar Chavez Continuation High School, Thurwood Marshall Independent Studies)	\$750,000.00	0.00%
4	1	Attendance Monitoring and Re-engagement Strategies	Yes	LEA-wide	Low Income	All Schools	\$439,281.00	0.00%
4	3	Positive Behavioral Interventions and Supports	Yes	LEA-wide	Low Income	All Schools	\$619,440.00	0.00%
4	5	Expansion of Wellness Centers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$451,903.00	0.00%
4	6	Equity-Centered Trauma-Informed Training	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$102,573.00	0.00%

4	7	Social-Emotional Development Initiative	Yes	LEA-wide	Low Income	All Schools	\$712,017.00	0.00%
4	11	Parent Engagement Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$420,566.00	0.00%
5	1	Professional Development on Research-Based Practices for ELs	Yes	LEA-wide	English learner (EL)	All Schools	\$1,213,246.00	0.00%
5	2	Professional Development Focused on Long-Term English Learners (LTELs)	Yes	LEA-wide	English learner (EL)	All Schools	\$630,000.00	0.00%
5	3	Culturally Responsive Pedagogy for English Learners	Yes	LEA-wide	English learner (EL)	All Schools	\$472,999.00	0.00%
5	4	Academic Interventions and Support Programs for Elementary English Learners and At-Risk English Learners	Yes	Limited	English learner (EL)	All Schools	\$1,929,727.00	0.00%
5	5	Academic Interventions and Supports for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	\$750,000.00	0.00%
5	6	Newcomer Services	Yes	Limited	English learner (EL)	Specific Schools, Bunche Middle School and Dominguez High School	\$2,227,323.00	0.00%
5	7	Biliteracy/Multiliteracy Programs	Yes	Schoolwide	Low Income	Specific Schools, Dual Immersion: Emerson, Dickison, Kennedy Spanish: Middle Schools	\$1,055,941.00	0.00%
5	8	Translation Services	Yes	LEA-wide	English learner (EL)	All Schools	\$334,538.00	0.00%
5	9	Workshops for Parents of English Learners	Yes	Limited	English learner (EL)	All Schools	\$532,003.00	0.00%
5	10	Data Monitoring and Progress Tracking of LTELs	Yes	Limited	English learner (EL)	All Schools	\$315,586.00	0.00%

# 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$280,564,594.00	\$276,400,710.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Maintain Class Size in TK-3	No	\$6,712,753.00	\$7,048,391.00
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Yes	\$11,760,809.00	\$12,701,674.00
1	3	District-wide System of Assessments and Ongoing Monitoring of Student Progress	No	\$163,709.00	\$162,072.00
1	4	Developing Supplementary Instructional Resources for Educators	No	\$167,140.00	\$163,798.00
1	5	Content-Specific Staff Professional Development	No	\$525,440.00	\$509,677.00
1	6	Teacher Planning and Collaboration Time	Yes	\$1,995,880.00	\$1,716,457.00
1	7	Improving Learning Through Access to Computer-Based Programs	Yes	\$1,928,106.00	\$1,908,825.00
1	8	Improving Teacher Efficacy through Instructional Coaching	Yes	\$4,062,913.00	\$3,575,363.00
1	9	Improving the Learning Process through Instructional Technology	Yes	\$5,418,490.00	\$5,364,305.00
1	10	Targeted Classroom Interventions for Unduplicated Students	Yes	\$6,422,810.00	\$5,266,704.00
1	11	Addressing the Gaps in Foundational Literacy Skills	Yes	\$2,561,172.00	\$2,279,443.00
1	12	Before/After School Interventions and Saturday	Yes	\$4,181,218.00	\$4,306,655.00

		School			
1	13	Summer School Program	No	\$8,463,278.00	\$6,939,888.00
1	14	Building Learning Experiences and Enrichment Opportunities for Students	Yes	\$2,511,396.00	\$2,586,738.00
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Yes	\$5,406,926.00	\$5,460,995.00
1	16	Support and Monitoring the Needs of Foster Youth	Yes	\$1,949,422.00	\$1,988,410.00
1	17	Targeted Interventions for Foster Youth	Yes	\$2,058,143.00	\$1,872,910.00
1	18	Targeted Interventions for Students in Transition or At-Risk of Homelessness	No	\$2,176,998.00	\$2,002,838.00
1	19	Extended Visual and Performing Arts Opportunities	Yes	\$4,186,819.00	\$4,144,951.00
1	20	Extended Health and Fitness Opportunities	Yes	\$3,666,083.00	\$3,592,761.00
1	21	After-School ASES Program	No	\$1,755,310.00	\$1,737,757.00
1	22	After-School Homework Clubs	Yes	\$1,511,552.00	\$1,375,512.00
1	23	Services for Gifted and Talented Students (GATE)	No	\$702,765.00	\$674,654.00
1	24	Early Childhood Program	No	\$1,609,620.00	\$1,625,716.00
1	25	Special Education Inclusion Training	No	\$40,720.00	\$40,313.00
1	26	Developing Cultural Proficiency	No	\$189,450.00	\$183,767.00
2	1	Core Services	No	\$75,846,744.00	\$69,779,004.00
2	2	Facilities in Good Repair	No	\$11,642,678.00	\$12,341,239.00
2	3	Safe and Secure Campuses	No	\$8,449,925.00	\$8,534,425.00
2	4	Implement COVID-19 Safety Plan	No	\$6,118,506.00	\$6,240,876.00
2	5	Appropriately Assigned Teachers	No	\$53,937,890.00	\$61,489,195.00
2	6	New Teacher Induction Program and Supports (TIPS)	No	\$93,800.00	\$92,862.00

2	7	Peer Assistance and Review Program (PAR)	No	\$94,850.00	\$82,520.00
2	8	Access to Core Textbooks in all content areas	No	\$6,901,881.00	\$5,935,618.00
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	\$8,916,711.00	\$8,649,210.00
2	10	Access to Internet and/or Devices	Yes	\$8,881,500.00	\$7,282,830.00
2	11	Professional Development for Department Teams	No	\$503,077.00	\$482,954.00
3	1	Access to Rigorous Courses for All Students	Yes	\$1,432,907.00	\$1,404,249.00
3	2	College and Career Support Staff for Unduplicated Students	Yes	\$811,674.00	\$795,441.00
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Yes	\$1,618,139.00	\$1,569,595.00
3	4	Promote College and Career Culture for Unduplicated Students	Yes	\$724,124.00	\$716,883.00
3	5	College and Career Professional Development	No	\$254,885.00	\$244,690.00
3	6	Support for Foster Youth/Homeless	Yes	\$1,559,843.00	\$1,372,662.00
3	7	CTE Program Articulation with Community Colleges.	No	\$311,488.00	\$302,143.00
3	8	Increase Work-Based Learning Opportunities for CTE Students	No	\$145,361.00	\$141,000.00
3	9	Monitoring and Early Warning System for African-American, Low-Income, ELs, Foster Youth and Homeless Students.	No	\$40,525.00	\$39,715.00
4	1	Attendance Monitoring and Re-engagement strategies	Yes	\$448,246.00	\$439,281.00
4	2	Recognition Programs and Awards	No	\$22,380.00	\$21,261.00
4	3	Behavior Management	Yes	\$632,082.00	\$619,440.00

4	4	Counseling Services	No	\$280,916.00	\$272,489.00
4	5	Expansion of Wellness Centers	Yes	\$456,468.00	\$451,903.00
4	6	Trauma Training	Yes	\$117,900.00	\$102,573.00
4	7	Social-Emotional Learning	Yes	\$216,344.00	\$212,017.00
4	8	Team Joy and Fun	No	\$114,000.00	\$110,580.00
4	9	Professional Development on Evidence-Based Behavioral and Attendance Interventions	No	\$234,000.00	\$226,980.00
4	10	Parent Involvement	Yes	\$442,701.00	\$420,566.00
4	11	Promoting Parent Voice and Advocacy	No	\$52,380.00	\$49,761.00
4	12	Wellness Initiative Support Team for African-American Students	No	\$43,650.00	\$42,341.00
4	13	STEPP Program	No	\$93,120.00	\$88,464.00
4	14	Counseling Services for Special Education Students	No	\$67,900.00	\$65,863.00
5	1	Professional Development on Research-Based Practices for ELs	Yes	\$775,267.00	\$713,246.00
5	2	Newcomer Services	Yes	\$1,265,281.00	\$1,227,323.00
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	Yes	\$482,652.00	\$472,999.00
5	4	Specific Interventions and Supports for English Learners	Yes	\$1,790,908.00	\$1,629,727.00
5	5	Academic English Mastery Program for Standard English Learners	No	\$324,340.00	\$288,663.00
5	6	Biliteracy/Multiliteracy Programs	Yes	\$573,135.00	\$555,941.00
5	7	Spanish Club for English Only Students and Parents	No	\$102,000.00	\$89,760.00
5	8	Translation Services	Yes	\$337,917.00	\$334,538.00
5	9	Workshops for Parents of English Learners	Yes	\$548,457.00	\$532,003.00
5	10	Workshops for Parents of	No	\$403,835.00	\$391,720.00

		African-American Students and Other SELs			
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Yes	\$323,285.00	\$313,586.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$83,880,978.00	\$91,787,778.00	\$87,957,715.00	\$3,830,063.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Maintain Instructional Days (183) and/or Instructional Minutes	Yes	\$11,760,809.00	\$12,701,674.00	0.00%	0.00%
1	6	Teacher Planning and Collaboration Time	Yes	\$1,995,880.00	\$1,716,457.00	0.00%	0.00%
1	7	Improving Learning Through Access to Computer-Based Programs	Yes	\$1,928,106.00	\$1,908,825.00	0.00%	0.00%
1	8	Improving Teacher Efficacy through Instructional Coaching	Yes	\$4,062,913.00	\$3,575,363.00	0.00%	0.00%
1	9	Improving the Learning Process through Instructional Technology	Yes	\$5,323,728.00	\$5,364,305.00	0.00%	0.00%
1	10	Targeted Classroom Interventions for Unduplicated Students	Yes	\$6,422,810.00	\$5,266,704.00	0.00%	0.00%

1	11	Addressing the Gaps in Foundational Literacy Skills	Yes	\$2,561,172.00	\$2,279,443.00	0.00%	0.00%
1	12	Before/After School Interventions and Saturday School	Yes	\$4,181,218.00	\$4,306,655.00	0.00%	0.00%
1	14	Building Learning Experiences and Enrichment Opportunities for Students	Yes	\$2,511,396.00	\$2,586,738.00	0.00%	0.00%
1	15	Promoting Science, Technology, Engineering, and Math (STEM) Opportunities	Yes	\$5,406,926.00	\$5,460,995.00	0.00%	0.00%
1	16	Support and Monitoring the Needs of Foster Youth	Yes	\$1,949,422.00	\$1,988,410.00	0.00%	0.00%
1	17	Targeted Interventions for Foster Youth	Yes	\$2,058,143.00	\$1,872,910.00	0.00%	0.00%
1	19	Extended Visual and Performing Arts Opportunities	Yes	\$4,186,819.00	\$4,144,951.00	0.00%	0.00%
1	20	Extended Health and Fitness Opportunities	Yes	\$3,666,083.00	\$3,592,761.00	0.00%	0.00%
1	22	After-School Homework Clubs	Yes	\$1,511,552.00	\$1,375,512.00	0.00%	0.00%
2	9	Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources	Yes	\$8,916,711.00	\$8,649,210.00	0.00%	0.00%
2	10	Access to Internet and/or Devices	Yes	\$8,881,500.00	\$7,282,830.00	0.00%	0.00%
3	1	Access to Rigorous Courses for All Students	Yes	\$1,432,907.00	\$1,404,249.00	0.00%	0.00%
3	2	College and Career Support Staff for Unduplicated Students	Yes	\$811,674.00	\$795,441.00	0.00%	0.00%
3	3	College and Career Support and Guidance for Unduplicated Students and their Families	Yes	\$1,618,139.00	\$1,569,595.00	0.00%	0.00%
3	4	Promote College and Career Culture for Unduplicated Students	Yes	\$661,712.00	\$716,883.00	0.00%	0.00%
3	6	Support for Foster Youth/Homeless	Yes	\$1,559,843.00	\$1,372,662.00	0.00%	0.00%
4	1	Attendance Monitoring and Re-engagement strategies	Yes	\$448,246.00	\$439,281.00	0.00%	0.00%
4	3	Behavior Management	Yes	\$632,082.00	\$619,440.00	0.00%	0.00%



4	5	Expansion of Wellness Centers	Yes	\$456,468.00	\$451,903.00	0.00%	0.00%
4	6	Trauma Training	Yes	\$117,900.00	\$102,573.00	0.00%	0.00%
4	7	Social-Emotional Learning	Yes	\$216,344.00	\$212,017.00	0.00%	0.00%
4	10	Parent Involvement	Yes	\$442,701.00	\$420,566.00	0.00%	0.00%
5	1	Professional Development on Research-Based Practices for ELs	Yes	\$775,267.00	\$713,246.00	0.00%	0.00%
5	2	Newcomer Services	Yes	\$1,265,281.00	\$1,227,323.00	0.00%	0.00%
5	3	Academic Language and Culturally Responsive Pedagogy for English Learners	Yes	\$482,652.00	\$472,999.00	0.00%	0.00%
5	4	Specific Interventions and Supports for English Learners	Yes	\$1,790,908.00	\$1,629,726.00	0.00%	0.00%
5	6	Biliteracy/Multiliteracy Programs	Yes	\$573,135.00	\$555,941.00	0.00%	0.00%
5	8	Translation Services	Yes	\$337,917.00	\$334,538.00	0.00%	0.00%
5	9	Workshops for Parents of English Learners	Yes	\$548,457.00	\$532,003.00	0.00%	0.00%
5	11	Personalization of Academic and Social-Emotional Learning of English Learners	Yes	\$290,957.00	\$313,586.00	0.00%	0.00%

2023-2024 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)
\$193,852,757.00	\$83,880,978.00	7.95%	51.22%	\$87,957,715.00	0.00%	45.37%	\$11,340,386.28	5.85%

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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.

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.

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.
- 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.

### ***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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.
- 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.

## 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).