

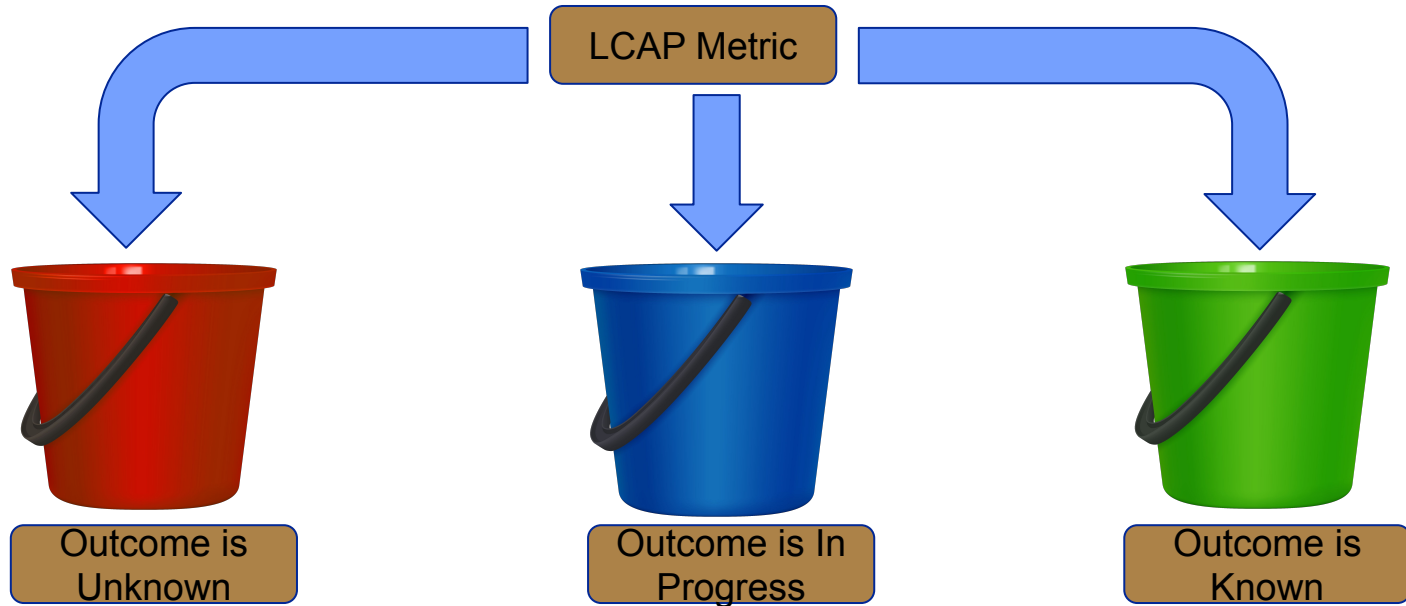
DRAFT 02.02.22

Mid-Year LCAP Update - DAC/

— February 2nd, 2022 —
Educational Services

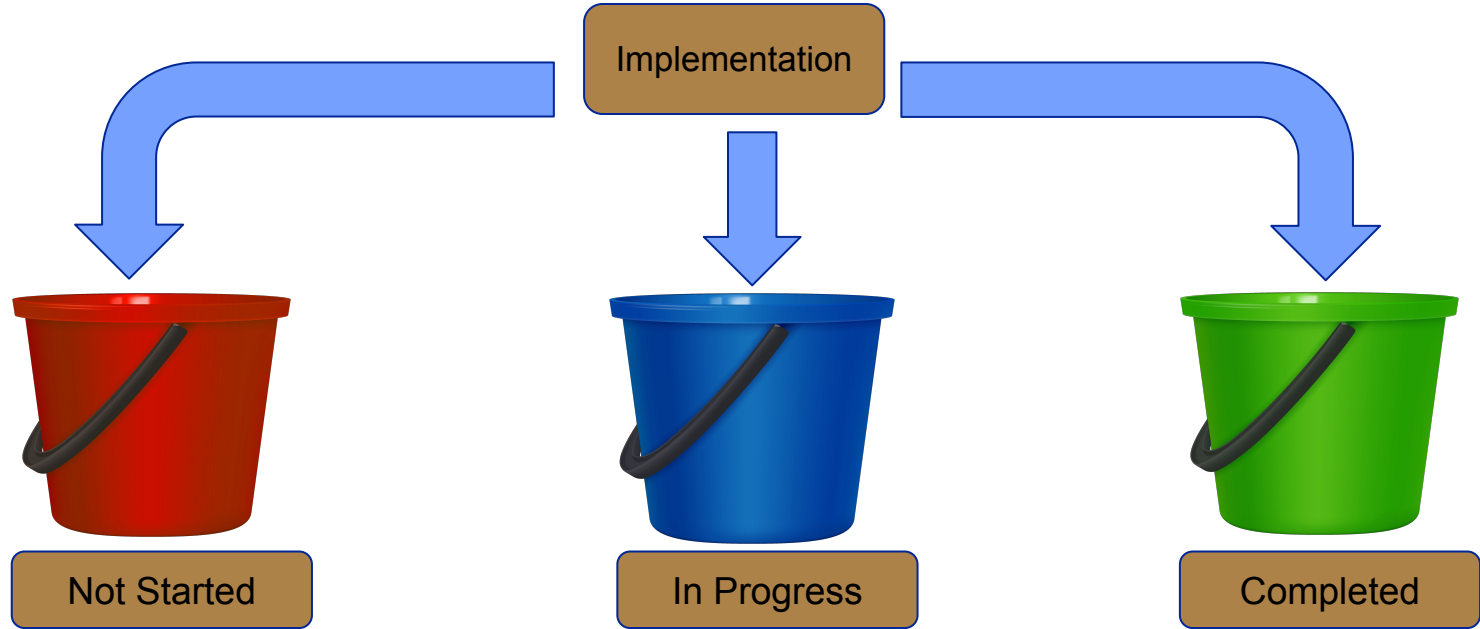
Compton Unified School District

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed.

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Dr. Shannon Soto	Actions: 1, 2 (slide 12)	Actions: 1, 2, 3 (slide 32); 4 (slide 33)			
Mario Marcos	Actions: 3 (slide 12); 4, 5 (slide 13); 5 (slide 14); 6 (Slide 15); 7 (Slide 16); 8 (slide 17); 10, 11 (slide 18); 12, 13 (Slide 19); 14 (Slide 20); 23; 21 (slide 24); 22 (slide 25); 23 (slide 25)	Actions: 5 (slide 33); 6, 7 (slide 34); 8,9 (slide 35); 10, 11 (slide 36)			
Dr. Jennifer Moon	Action: 5 (Slide 14), 6 (Slide 15); 19 (Slide 23), 20, 21 (Slide 24)				
Dr. Shaunte Knox	Actions: 5 (slide 14); 26 (slide 27)			Actions: 11 (slide 62)	Actions: 5 (slide 72); 10 (slide 74)
Dr. Jennifer Graziano	Actions: 5 (slide 14), 6 (Slide 15)			Actions: 10 (slide 62); 11 (slide 62)	Actions 1, 2 (slide 70); 3, 4 (slide 71); 6 (slide 72), 7, 8 (slide 73); 9 (slide 74); 11 (slide 75)
Dr. Jorge Torres			Actions: 1 (slide 45); 2, 3(Slide 46); 4 (Slide 47); 5 (slide 48)		
Dr. Abimbola Ajala			Actions: 9 (slide 51)	Actions: 3 (slide 58); 7 (slide 60); 9 (slide 61)	
JaMaiia Bond				Actions: 5 (slide 59); 6 (slide 60); 8 (slide 61); 12 (slide 63)	
Sal Aquino	Actions: 25 (slide 26)			Actions: 4 (slide 59); 13, 14 (slide 63)	
Kathy Mooneyham					
Michele Dawson	Actions: 9 (slide 17); 15 (slide 21)				
Joanne Davidson	Actions: 16, 17 (Slide 22); 18 (Slide 23)		Actions: 6 (slide 49);	Actions: 1, 2 (Slide 58)	
Thelma Bayona	Actions: 24 (slide 26)				
Silke Bradford			Actions: 7, 8 (Slide 50)		
Greg Ogomaka				Actions: 10 (Slide 62); 11 (slide 62)	

Goal 1 LCAP

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.

Metric	2020-21 Baseline	Desired Outcome 23-24	21-22 Mid Year Update	Status
<p>Percent of students in grades 3–8 & 11 who meet or exceed standards on the ELA CAASPP Assessment</p> <p>Data Source: CAASPP</p>	<p>All Students: 38.21% SED: 38.70% AA: 28.86% Hispanics: 40.09% LEP: 6.39% SWD: 12.51% FY: 24%</p> <p>CAASPP 2019</p>	<p>All Students: 50% SED: 45% AA: 50% Hispanics: 50% LEP: 15% SWD: 20% FY: 35%</p>	<p>To be administered in the spring of 2022</p>	<p>Pending</p>
<p>Percent of students in grades 3–8 & 11 who meet or exceed standards on the Math CAASPP Assessment</p> <p>Data Source: CAASPP</p>	<p>All Students: 31.44% SED: 31.77% AA: 20.66% Hispanics: 33.60% LEP: 9.67% SWD: 11.43% FY: 18%</p> <p>CAASPP 2019</p>	<p>All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 30%</p>	<p>To be administered in the spring of 2022</p>	<p>Pending</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>ELA: 33.28% (+3.28 points) Math: 11.46% (+1.46 points)</p> <p>CAASPP 2019</p>	<p>ELA: 40% Math: 25%</p>	<p>To be administered in the spring of 2022</p>	<p>Pending</p>

Metric	2020-2021 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>School Academic Performance Level in ELA</p> <p>Data Source: California Dashboard</p>	<p>All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow</p> <p>Based on 2019</p>	<p>All Students: Green SED: Green AA: Green Hispanics: Green LEP: Green SWD: Yellow FY: Green Homeless: Green</p>	<p>In July 2021, after the LCAP was approved, the Governor signed Assembly Bill (AB 130). Section 123 of AB130 states that the CDE shall suspend the publication of the 2021 Dashboard.</p> <p>No mid-year update available</p>	<p>Pending until fall 2022</p>
<p>School Academic Performance Level in Math</p> <p>Data Source: California Dashboard</p>	<p>All Students: Yellow SED: Yellow AA: Yellow Hispanics: Yellow Pac. Islandder: Green LEP: Yellow SWD: Orange FY: Yellow Homeless: Yellow</p> <p>Based on 20219</p>	<p>All Students: Green SED: Green AA: Green Hispanics: Green Pac. Islandder: Green LEP: Green SWD: Yellow FY: Green Homeless: Green</p>	<p>In July 2021, after the LCAP was approved, the Governor signed Assembly Bill (AB 130). Section 123 of AB130 states that the CDE shall suspend the publication of the 2021 Dashboard.</p> <p>No mid-year update available</p>	<p>Pending until fall 2022</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Implementing academic standards adopted by the State Board of Education for all students.</p> <p>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</p>	<p>English Language Arts: 5</p> <p>English Language Development (ELD): 5</p> <p>Math: 5</p> <p>History/Social Science: 3</p> <p>Next Generation Science Standards (NGSS): 3</p> <p>Career Technical Education (CTE): 5</p> <p>Physical Education: 5</p> <p>World Language: 5</p> <p>Visual and Performing Arts: 4</p>	<p>English Language Arts: 5</p> <p>English Language Development (ELD): 5</p> <p>Math: 5</p> <p>History/Social Science: 5</p> <p>Next Generation Science Standards (NGSS): 5</p> <p>Career Technical Education (CTE): 5</p> <p>Physical Education: 5</p> <p>World Language: 5</p> <p>Visual and Performing Arts: 5</p>	<p>English Language Arts: 5</p> <p>English Language Development (ELD): 5</p> <p>Math: 5</p> <p>History/Social Science: 4</p> <p>Next Generation Science Standards (NGSS): 3</p> <p>Career Technical Education (CTE): 5</p> <p>Physical Education: 5</p> <p>World Language: 5</p> <p>Visual and Performing Arts: 4</p> <p>2021 Dashboard</p>	

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p><i>Percent of students in grades 3, 8 and high school who meet or exceed standards on the Science CAST Assessment</i></p> <p><i>Data Source: CAST</i></p>	<p><i>All Students: 14.46%</i> <i>SED: 14.20%</i> <i>AA: 7.60%</i> <i>Hispanics: 15.87%</i> <i>LEP: 0.50%</i> <i>SWD: 2.11%</i></p> <p><i>Based on 2019</i></p>	<p><i>All Students: 30%</i> <i>SED: 30%</i> <i>AA: 30%</i> <i>Hispanics: 30%</i> <i>LEP: 20%</i> <i>SWD: 20%</i></p>	<p>To be administered in the spring of 2022</p>	<p>Not Started</p>
<p><i>Percent of students getting a D or F in their core classes</i></p> <p><i>Data Source: Most Recent Grade Report Card. 5LABS</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p>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.</p>	<p>Final</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Percent of students in Tier I (at grade level) in the fall diagnostic Assessment</p> <p>Data Source: i-Ready Reading</p>	<p>All Students: 25% SED: 24% AA: 25% Hispanics: 25% LEP: 10% SWD: 12% FY: 10% Homeless: 22%</p>	<p>All Students: 35% SED: 35% AA: 35% Hispanics: 35% LEP: 20% SWD: 22% FY: 25% Homeless: 25%</p>	<p>All Students: 14% SED: 14% AA: 12% Hispanics: 14% LEP: 7% SWD: 14% FY: 7% Homeless: 11%</p>	<p>Final</p>
<p>Percent of students in Tier I (at grade level) in the winter diagnostic Assessment</p> <p>Data Source: i-Ready Reading</p>	<p>All Students: 33% SED: 31% AA: 31% Hispanics: 33% LEP: 16% SWD: 17% FY: 14% Homeless: 25%</p>	<p>All Students: 48% SED: 48% AA: 48% Hispanics: 48% LEP: 31% SWD: 32% FY: 35% Homeless: 35%</p>	<p>To be completed by January 31</p>	<p>In progress</p>
<p>Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic Assessment</p> <p>Data Source: i-Ready Reading</p>	<p>All Students: 36% SED: 35% AA: 33% Hispanics: 36% LEP: 20% SWD: 17% FY: 16% Homeless: 31%</p>	<p>All Students: 50% SED: 50% AA: 50% Hispanics: 50% LEP: 35% SWD: 32% FY: 40% Homeless: 40%</p>	<p>To be completed by May 31</p>	<p>Not started</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Percent of students in Tier I (at grade level) in the fall diagnostic Assessment</p> <p>Data Source: i-Ready Math</p>	<p>All Students: 19% SED: 19% AA: 15% Hispanics: 20% LEP: 7% SWD: 11% FY: 9% Homeless: 14%</p>	<p>All Students: 30% SED: 30% AA: 30% Hispanics: 30% LEP: 20% SWD: 20% FY: 25% Homeless: 25%</p>	<p>All Students: 8% SED: 8% AA: 4% Hispanics: 8% LEP: 2% SWD: 8% FY: 3% Homeless: 6%</p>	<p>Final</p>
<p>Percent of students in Tier I (at grade level) in the winter diagnostic Assessment</p> <p>Data Source: i-Ready Math</p>	<p>All Students: 27% SED: 26% AA: 22% Hispanics: 28% LEP: 12% SWD: 13% FY: 11% Homeless: 21%</p>	<p>All Students: 40% SED: 40% AA: 40% Hispanics: 40% LEP: 25% SWD: 25% FY: 35% Homeless: 35%</p>	<p>To be completed by January 31</p>	<p>In progress</p>
<p>Percent of students in Tier I (at grade level) in the spring i-Ready diagnostic Assessment</p> <p>Data Source: i-Ready Math</p>	<p>All Students: 31% SED: 31% AA: 26% Hispanics: 33% LEP: 17% SWD: 15% FY: 18% Homeless: 23%</p>	<p>All Students: 45% SED: 45% AA: 45% Hispanics: 45% LEP: 30% SWD: 30% FY: 30% Homeless: 35%</p>	<p>To be completed by May 31</p>	<p>Not started</p>

<p>1</p>	<p>Maintain Class Size in TK-3</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	<p>Completed</p>	<p><i>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.</i></p>
<p>2</p>	<p>Maintain Instructional Days (183) and/or Instructional Minutes</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	<p>Completed</p>	<p><i>All schools in Compton Unified have continued to provide 183 instructional days (instead of 180), and 18 early-release Wednesdays (instead of 36). This has allowed us to increase exposure of students to rigorous instruction so that they have access to increased learning opportunities.</i></p>
<p>3</p>	<p>District-wide System of Assessments and Ongoing Monitoring of Student Progress</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>Completed</p>	<p><i>CUSD has continued to implement its district-wide system of assessments in a conjoined effort between teachers, administrators and district personnel through its curriculum council, using Illuminate as the primary assessment platform. Illuminate also provides academic performance data to monitor student progress, which is later used to construct next steps, including intervention and enrichment opportunities.</i></p>

<p>4</p>	<p>Developing Supplementary Instructional Resources for Educators</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p><i>The Educational Services Department continues to provide instructional support resources to teachers through the curriculum and instruction website to improve instruction. The Ed. services department worked on updating and revising the curriculum guides in different areas, pacing guides, assessment calendars, power standards, and standards-aligned lessons for students in grades K-12</i></p>
<p>5</p>	<p>Content-Specific Staff Professional Development</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p>Professional Development Semester #1:</p> <ul style="list-style-type: none"> ● Summer PD (August 16 and 17) - total of 184 2-hour sessions covering 38 topics for K-12 teachers. ● English Language Arts: Literacy across the Curriculum, Vocabulary Acquisition, and Academic Discourse. ● Math: GO Math Implementation PD for K-8 teachers, for a total of 16 2-hour sessions scheduled between September and December. A total of 108 teachers have participated in the training.

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Content-Specific Staff Professional Development

Mario Marcos
(Ed. Services)

Dr. Jennifer Moon
(Ed. Services)

Dr. Shaunte Knox
(EL Black Student Achievement)

In Progress

- **Science:**
 - ❑ K-5 teachers have attended PD with the Science Project UCLA Center X. 60 of these teachers received training in Mystery Science implementation. 40 teachers were trained on Amplify Science.
 - ❑ 18/21 Middle School science teachers and 20/57 Elementary 6-8 teachers received training in OpenSciEd Curriculum.
 - ❑ High School Biology, Chemistry, and Physics teachers engaged in a Lesson Study with the Science Project at UCLA Center X.
- **EL Department** has provided PD on variety of topics including Blended Learning, Vocabulary Development, Technology Integration, Newcomers, ELs with Learning Disabilities, Newcomers, and Dual Immersion.
- **Department of Black student Achievement** has provided trainings on **Academic English Mastery** three times this year. Each time providing teachers with lessons and activities that can be used PK-12 cross curriculum for SEL's. Additional AEM trainings will follow in the upcoming semester and 2022-2023 school year.
- Additionally, a **Culturally and Linguistically Responsive Teaching & learning** 4 part pd series was provided semester 1. Some of the topics covered included CLR Vocabulary, CLR literature, CLR classroom management, CLR relationship building, CLR classroom environment, CLR cross curriculum academic strategies and more. The CLR professional Development will be offered again second semester and in the 2022-2023 school year.

<p>6</p>	<p>Teacher Planning and Collaboration Time</p> <p>Mario Marcos (Ed. Services)</p> <p>Dr. Jennifer Moon (Ed. Services)</p> <p>Dr. Jennifer Graziano (EL Department)</p>	<p>In Progress</p>	<p>During the first semester of the school year, the Department of Educational Services and the schools have created opportunities for teachers to draw on collective expertise through collaborative teaching and planning, collegial support and team development. This has included horizontal and vertical articulation within and across grade levels, as well as ongoing collaboration between general education and special education teachers.</p> <p>Through the implementation of professional learning communities (PLCs), grade level meetings, and/or participation in the District Curriculum Council, teachers have developed instructional resources, revised pacing guides, and/or common assessments, and analyzed data regarding student performance in order to make informed instructional decisions .</p> <p>Time for teacher planning and collaboration may be provided during the instructional day by providing substitutes for collaborative time, or after school hours.</p>
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7	<p>Improving Learning Through Access to Computer-Based Programs</p> <p>Mario Marcos (Ed. Services)</p>	In Progress	<p><i>CUSD utilizes computer based programs to supplement, facilitate access and assess instruction.</i></p> <ul style="list-style-type: none">● iReady is utilized as a comprehensive assessment and instruction program to identify gaps in both English and Math skills as well as a basis for MTSS.● DreamBox has also been key to bridge the gap in academic skills by providing an instructional and intervention tool that enables educators to monitor student progress.● The NextGen platform is also used for biweekly quick checks to monitor student achievement.● Paper is a tutoring platform that enables students to seek real time assistance with assignments 24 hours a day by means of chat.● MyWriting Coach in K-8 and My Access in high school provide online writing instructional tasks to assist students in the development of their writing skills.
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<p>8</p>	<p>Improving Teacher Efficacy through Instructional Coaching</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p>CUSD employs multiple school-level and district-level curriculum specialists who train and coach teachers in the areas of Mathematics and Literacy. In addition to developing instructional resources and providing coaching sessions, our Curriculum Specialist have modeled lessons, participated in common planning sessions, and helped teachers develop effective lessons for their students. Moreover, Specialists have also provided direct services to our Low-Income, ELs, and Foster Youth students in the form of intervention sessions and push-in/pull-out support.</p>
<p>9</p>	<p>Improving the Learning Process through Instructional Technology</p> <p><i>Michele Dawson (Educational Technology)</i></p>	<p>In Progress</p>	<p>The Ed. Tech Department holds a cohort of centralized staff (6 Specialists and a Senior Director) that has been deployed to the sites with the purpose of offering professional development, one-on-one support with technology related issues, and training for district-wide implementation of Clear Touch panels. The Educational Technology Department has also provided data analytics and procured teacher hardware.</p>

<p>10</p>	<p>Targeted Classroom Interventions for Unduplicated Students</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p><i>During the first semester for the school year, CUSD schools has provided our most at-promise unduplicated students with ongoing support from Instructional Assistants and intervention substitutes in order to improve their literacy and math skills. The number of intervention substitutes or instructional assistants have varied based on the schools' allocation of funding and their needs.</i></p> <p><i>Instructional Assistants and/or intervention subs have been working with small groups and/or individual students in the classroom under the close supervision of a certificated teacher. They have occasionally received the necessary guidance, training and ongoing coaching from teachers, and/or site Curriculum Specialists, and they conduct ongoing progress monitoring of the unduplicated students in their caseloads so that they can identify and address their specific language and academic needs.</i></p>
<p>11</p>	<p>Addressing the Gaps in Foundational Literacy Skills</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p><i>CUSD currently employs 21 Project Reach tutors providing reading intervention through small group instruction from 3rd-8th grade. During the first cycle of intervention, a total of 465 3rd-8th grade students received intervention. Based on pre and post test data, elementary students in the intervention program showed an 11% increase in reading fluency.</i></p>

<p>12</p>	<p>Before/After School Interventions and Saturday School</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p>Many schools provide our low-income and other unduplicated student groups with a variety of supplementary interventions and supports, often inaccessible to inner-city students, to ensure that they are successful in their academic coursework. These services include:</p> <ul style="list-style-type: none"> ● After school/Saturday interventions in math, literacy, and other content areas ● Credit recovery classes ● Access to PAPER tutoring ● Access to the High School Edgenuity online curriculum <p>These extended academic opportunities are aimed to help increase the academic success and school connectedness of our at-risk, unduplicated students.</p>
<p>13</p>	<p>Summer School Program</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>Completed</p>	<p>The CUSD K-7 Summer Academy was developed from June 21st to July 30th from 8:30 am - 2:00 pm in all 21 elementary sites. All middle and high schools also offered summer school. Close to 5,000 students attended the program.</p> <p>Summer School teachers attended professional development with a focus on Reading and Math Instruction. Curriculum resources for K-2 included Wonders and Go Math as well as teacher created materials and Focused Reading Intervention and Focused Math Intervention for 3rd-8th grades. Enrichment opportunities included Journalism and STEAM. At the high school level the focus was on credit recovery.</p>

14	<p>Building Learning Experiences and Enrichment Opportunities for Students</p> <p><i>Mario Marcos (Ed. Services)</i></p>	In Progress	<p><i>Schools have planned to provide our K-12 low-income students with enrichment opportunities. These enrichment opportunities, which are often inaccessible to inner-city, at-risk students outside school, help them extend their educational experiences by contextualizing learning, providing hands-on experiences, and ultimately improving academic achievement.</i></p> <p><i>Some of these enrichment opportunities include, for example, participation in clubs, learning labs, or a variety of field trips (e.g. zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses, amusement parks, science museums, factories, etc.) which contribute to build real world learning, cultural growth, and academic engagement of our high-need, low-income students.</i></p> <p>Unfortunately, many of the field trips planned for this year were put on hold, particularly those taking place in enclosed venues.</p>
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15	<p>Promoting Science, Technology, Engineering, and Math (STEM) Opportunities</p> <p><i>Michele Dawson (Ed. Tech)</i></p>	In Progress	<p>The CUSD Edtech department is deeply committed to increasing the number of students who pursue STEM-related college and career opportunities. As a result, it has focused its efforts to increase student access to STEM opportunities from kindergarten through twelfth grade.</p> <p>We have built the capacity to develop a pipeline in all elementary, middle schools and high schools to ensure that teams receive the coaching and mentorship necessary to run their teams independently, thereby promoting the sustainability of these programs.</p> <p>Some of these programs include: 9 Dots Coding in 12 Elementary schools, Computer Science Expo and an Annual Scratch Coding Competition. In addition to this, Project Lead the Way has expanded its reach from 11 to 17 Elementary schools, and it now features the Vex Challenge, which has expanded to a total of 4 high schools and 3 Middle Schools. The First Tech Challenge has also expanded to a total 8 district teams. Finally, the First LEGO League has also expanded to a total of 22 schools who have this Robotics program after school and the FLL Lego Explore includes six Elementary schools from grades 1st through 3rd.</p>
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<p>16</p>	<p>Support and Monitoring the Needs of Foster Youth</p> <p>Joanne Davidson (CWA)</p>	<p>In Progress</p>	<p>Through its partnership with Cal State Dominguez Hills, Compton Unified has launched its Project SELF (Student Engagement and Learning Facilitators). University students, majoring in either Education, Psychology, or Social Work have been assigned to each of the CUSD school sites to provide support for our Foster Youth students in small groups.</p> <p>Certificated teachers have been hired to provide individual tutoring for our Foster Youth population.</p> <p>During the spring semester, members of the Goals For Life organization through its youth development program, will work with our 6th-8th grade Foster Youth at our K-8 and middle schools.</p> <p>Target gift cards have also been purchased to assist with the purchase of school uniforms, and other necessary school supplies for our Foster Youth.</p>
<p>17</p>	<p>Targeted Interventions for Foster Youth</p> <p>Joanne Davidson (CWA)</p>	<p>In Progress</p>	<p>Through its Project SELF, university tutors provide instruction in ELA or Math, using standards-aligned lessons from the i-Ready program, as well as support with Social-Emotional Learning. Certificated teachers have provided individual tutoring for our Foster Youth population, using virtual instruction due to Covid 19 restrictions.</p>

18	<p>Targeted Interventions for Students in Transition or At-Risk of Homelessness</p> <p><i>Joanne Davidson (CWA)</i></p>	In Progress	<p>Project SELF tutors work with homeless students in small groups to provide instruction in ELA or Math using standards-aligned lessons from the i-Ready program and Social-Emotional Learning support, using the Social Skills Curriculum by Boys Town Press. Certificated teachers have been hired to provide individual virtual tutoring for our homeless population. To assist our homeless students in the area of attendance, we have provided our homeless families with transportation support by issuing gas cards and bus tokens upon request. We have also provided our homeless families with warm fleece blankets and Target gift cards to assist with the purchase of school uniforms and other school supplies. During the spring semester, members of the Goals For Life organization will work with our 6th-8th grade homeless students in our K-8 and middle schools.</p>
19	<p>Extended Visual and Performing Arts Opportunities</p> <p><i>Dr. Jennifer Moon (Ed. Services)</i></p>	In Progress	<p>Our VAPA offerings are implemented through the 5 year plan Strategic Plan Committee. VAPA features such programs as Meet the Masters, utilized in 90% of the schools, the Young Musicians Foundation, at some school sites, Education Through Music Los Angeles (ETMLA), at five of our sites, and Actors' Gang. Additional resources include Conga Kids and Field trips to Cayton Children's Museum, J. Paul Getty Museum, Los Angeles County Museum of Art, and the Museum of Latin American Art.</p>

<p>20</p>	<p>Extended Health and Fitness Opportunities</p> <p><i>Dr. Jennifer Moon (Ed. Services)</i></p>	<p>In Progress</p>	<p>Anda's Wellness is currently operating at Tibby Elementary School. Anda's Wellness' approach is to provide practical, replicable, solutions and resources to our K-8 students in Compton Unified. They offer a variety of services bringing health and wellness into their curriculum. Noticing the increase in childhood obesity, Anda's Wellness developed a PE curriculum that not only meets the physical education need devoid in schools, but offers mental and nutritional guidance as well. With the guidance of Anda's Wellness, CUSD is able to achieve an integrated approach that address the needs of each student as a whole; mentally, physically, and emotionally.</p> <p>Similar to Anda's Wellness, CF Fitness provides physical education support and advisement for K-8th grade students at Emerson Elementary. They provide regularly scheduled physical education following a trimester map that is consistent with CA State Standards. CF Fitness offers onsite support with grade level lead by certified coach for 6.5 hours daily and prepare our 5th and 8th grade students for their annual physical Fitness Testing.</p>
<p>21</p>	<p>After-School ASES Program</p> <p><i>Dr. Jennifer Moon (Ed. Services)</i></p>	<p>In Progress</p>	<p>Think Together, an experienced After School Learning Program service provider, has developed a comprehensive plan that incorporates each of the required components of ASES and ASSETs grant, including academic enrichment, physical education, and recreation activities. Programs at each of the 31 campuses operate a minimum of three hours per school day.</p>

<p>22</p>	<p>After-School Homework Clubs</p> <p>Mario Marcos (Ed. Services)</p>	<p>Not started</p>	<p>All Compton schools offer homework assistance through the ASES program. Unfortunately, the number of students who benefit from the program is limited, and many of our low income students do not have the opportunity to participate in it.</p> <p>Therefore, CUSD will add additional homework centers to the ASES program for our low-income students so that they can receive the necessary supervision, guidance and assistance with homework. Tutors will work with our low-income students one-on-one or in small groups, assisting students with homework assignments, math and reading, and small academic projects. During program sessions, teachers and/or tutors will also organize quiet educational games and activities for students who have completed all of their homework.</p>
<p>23</p>	<p>Services for Gifted and Talented Students (GATE)</p> <p>Mario Marcos (Ed. Services)</p>	<p>In Progress</p>	<p>Each Elementary and Middle School site in Compton Unified School District has a GATE Coordinator, and he/she submitted a GATE Site Plan outlining enrichment opportunities, student groupings, and PD, etc. to the district GATE Coordinator. This plan outlines enrichment opportunities after school and during Saturday school to be carried through by site leads to benefit the 596 GATE students identified in our district.</p>

<p>24</p>	<p>Early Childhood Program</p> <p><i>Thelma Bayona (Dept. of Early Childhood)</i></p>	<p>In Progress</p>	<p>The Department of Early Childhood has been implementing Hatch Early Learning as our online learning platform and has established early intervention services with a certified mental health provider to support children's social-emotional development. We have also provided professional development to certificated and classified staff, covering the following topics: Cultural Relevant STEAM, Developmentally Appropriate Practices and the Five Protective Factors, Trauma Informed Care and we have created a series of trainings for parents during STEAM Family Night and parent cafes through Boeing and Child360.</p> <p>Child 360, our independent assessors, have completed the Fall CLASS and ECERS assessment for our program and we have also completed and submitted the DRDP assessment for the fall term, which will assist our program in developing our Performance and Quality Improvement (PQI) plan to be implemented January-June.</p>
<p>25</p>	<p>Special Education Inclusion Training</p> <p><i>Sal Aquino (SPED Services)</i></p>	<p>Not started</p>	<p>SPED department has reviewed our disproportionality data with administrators, speech providers, and psychologist. We will schedule teachers for possible after school and Saturday training, due to sub shortage. SPED teachers have been trained during professional development days on setting goals and objectives for students.</p>

<p>26</p>	<p>Developing Cultural Proficiency</p> <p><i>Dr. Shaunte Knox (Department of Black Student Achievement)</i></p>	<p>In Progress</p>	<p>The Department of Black Student Achievement provided all CUSD's, K-12 teachers and administrators (site and district level) with Implicit Bias Training on October 20, 2021, led by Dr. Bryant Marks to lay the foundation for Cultural Proficiency. All sites and district offices participated in the training. Session Two (2) of the Implicit Bias Training will be offered on February 3rd, 2022. It will be open to all TK-12 certificated staff.</p> <p>The Department of Black Student Achievement provided an Introduction To Academic English Mastery for the district's Tk-12 teachers on August 16th and 17th.</p> <p>The Department of BSA provided TK-12 teachers with a four session comprehensive Culturally Responsive Teaching and Learning Training series from October to January. This four session series professional development will be repeated twice throughout the year (1 session a month) on a yearly basis to ensure all teachers have the opportunity to benefit from this training.</p>
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LCAP Goal 2

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

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Percentage of schools maintaining a William's Compliance Rating of 90% or higher on facilities</p> <p><i>Data Source: Facility Inspection Tool (FIT)</i></p>	<p><i>100% of schools audited received 90% or higher on the Williams Facility Inspection Tool</i></p>	<p><i>100% of schools will receive 90% or higher on the Williams Facility Inspection Tool</i></p>	<p>As of January 2022 a total of 11 schools have been visited by Williams and 100% have passed successfully.</p>	<p>In progress</p>
<p>Well-Maintained School Facilities and Properties</p> <p><i>Data Source: CA Healthy Kids Survey California School Parent Survey California School Staff Survey</i></p>	<p><i>Grade 5: 72% Grade 7: 56% Grade 9: 33% Grade 11: 24% Staff: 59% Parents: 85%</i></p>	<p><i>Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70% Staff: 70% Parents: 95%</i></p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Percentage of fully credentialed and appropriately assigned teachers, per review of students served and master schedule</p> <p><i>Data Source: Human Resources Records</i></p>	<p><i>100% of Elementary teachers and 98% of Secondary teachers were fully credentialed and appropriately assigned.</i></p>	<p><i>100% of Elementary and Secondary teachers will be fully credentialed and appropriately assigned.</i></p>	<p>As of January 2022 Human Resources has reported that the percentage of appropriately assigned, fully credential teachers within the district is 100 % at elementary; 99.8% at middle school; 99.9 % at high school.</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Percentage of new teachers making progress in Induction Program Data Source: Comprehensive Candidate Report</p>	<p>As of 4/9/2021, 97.3% or 36 of 37 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.</p>	<p>100% of teachers participating in the Teacher Induction Program (TIPS) will make adequate progress towards program completion.</p>	<p>As of 1/20/2022, 100% or 28 of 28 teachers participating in the Teacher Induction Program (TIPS) are making adequate progress towards program completion.</p>	<p>In progress</p>
<p>Percentage of teachers making progress in the Peer Assistance and Review Program (PAR) Data Source: PAR Panel and Site Administrator Review</p>	<p>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.</p>	<p>100% of teachers referred to the PAR program will make adequate progress.</p>	<p>As of 12/13/2021, 87.5% or 7 of 8 teachers participating in the Peer Assistance and Review Program (PAR) are making adequate progress towards program completion.</p>	<p>In progress</p>
<p>Percentage of schools passing the Williams Compliance Textbooks Audit Data Source: Williams Audit Report</p>	<p>100% of schools audited in 2020 passed the Williams Compliance Textbooks Audit</p>	<p>100% of schools will pass the Williams Compliance Textbooks Audit.</p>	<p>100% of schools audited in 2021-2022 passed the Williams Compliance Textbooks Audit.</p>	<p>Final</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>All students have access to standards aligned Instructional materials</p>	<p>100% of the students have access to standards aligned instructional materials.</p>	<p>100% of the students have access to standards aligned instructional materials.</p>	<p>100% of the students have access to standards aligned instructional materials.</p>	<p>Final</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>As of 4/9/2021 and to our knowledge, 100% of students enrolled in our district currently have access to electronic devices and internet connectivity, whether these devices and access points belong to the families or were loaned by the district.</p>	<p>100% of students enrolled in the district will have access to the internet and electronic devices.</p>	<p>Based on our records and our ongoing communication with school sites 100% of students in CUSD have access to an electronic device and internet, which enables them to have access to programs and instructional materials.</p>	<p>In progress</p>
<p>Number of Facilities 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 (not COVID related): 3 (c) Teacher Vacancy or Misassignments: 0</p>	<p>(a) Textbooks and Instructional Materials: ≤ 3 (b) Facility Conditions (not COVID related): ≤ 3 (c) Teacher Vacancy or Misassignments: ≤ 3</p>	<p>(a) Textbooks and Instructional Materials: 0 (b) Facility Conditions (not COVID related): 0 (c) Teacher Vacancy or Misassignments: 0</p>	<p>In progress</p>

1	<p>Core Services</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	Completed	<p><i>In compliance with regulations and requirements outlined in CUSD Board policy and California Education Code, core instructional programs and services designed to meet the academic goals outlined by the district were provided to all students with the purpose of raising academic achievement. All sites underwent the Williams textbook audit and were found to be 100% compliant.</i></p>
2	<p>Facilities in Good Repair</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	In Progress	<p><i>CUSD coordinated all facilities and maintenance services to ensure that all sites were well maintained and in compliance with CUSD standards. Different maintenance projects, including, security fences, gardening, building maintenance and graffiti abatement were completed throughout the first part of the school year. We have continued to conduct regular inspection of equipment needs and school facilities to ensure standards of safety for staff and students. Our goal is to continue our communication with different stakeholders to ensure that our teams meets the demands of the education programs.</i></p>
3	<p>Safe and Secure Campuses</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	In Progress	<p><i>We have continued to support all sites in their security and safety needs by holding small group meetings to discuss safety protocols at schools and by deploying personnel to school sites as needed with the aim to guarantee safe and secure campuses for all students and staff.</i></p>

<p>4</p>	<p>Implement COVID-19 Safety Plan</p> <p><i>Dr. Shannon Soto (Business Department)</i></p>	<p>In Progress</p>	<p><i>CUSD has provided all schools with necessary personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, visual cues, classroom partitions, and equipment to prevent spread of Covid 19 and ensure the safety and wellbeing of students and staff. On January 17th 2022, during the omicron surge, CUSD has revised and updated all safety protocols to align with updated CDC guidelines for Covid-19 prevention and contact tracing. CUSD has established a partnership with St. John's Wellness Centers to offer its students, staff and community members rapid Covid-19 testing, with the aim to identify and quarantine new cases, while implementing social distancing and mask wearing mandates.</i></p>
<p>5</p>	<p>Appropriately Assigned Teachers</p> <p><i>Dr. Kimberly Tresvant Human Resources</i></p>	<p>In Progress</p>	<p>As of January 2022 Human Resources has reported that the percentage of appropriately assigned, fully credential teachers within the district is 100 % at elementary; 99.8% at middle school; 99.9 % at high school.</p>

6	<p>New Teacher Induction Program and Supports (TIPS)</p> <p><i>Mario Marcos (Ed. Services)</i></p>	In Progress	<p>CUSD teacher induction program currently serves 25 induction candidates and 13 mentors. Implementation of Individualized Learning Plan (ILP) requirements started in September 2021. 100% of candidates and mentors have adopted the use of the Google Classroom as TIPS electronic platform to communicate, collaborate, and collect data specific to each candidate's Individualized Learning Plan (ILP) goals. Candidates and mentors also participate in a variety of professional development at the District level and in the Cluster 4 Greater Los Angeles Area level. Eight (8) candidates will be recommended for clear credentials by June 2022. Data shows at least 99% retention of new teachers who participated in the district's induction program.</p>
7	<p>Peer Assistance and Review (PAR) Program</p> <p><i>Mario Marcos (Ed. Services)</i></p>	In Progress	<p>Eight (8) teachers are currently receiving ongoing support from 8 PAR consulting teachers. The PAR consulting teacher and the teacher receiving services meet bimonthly and schedule classroom observations also bimonthly. Consulting teachers update the PAR panel on the progress of teachers who are receiving services by invitation.</p>

<p>8</p>	<p>Access to Core Textbooks in all content areas</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p>100% of the schools visited were certified via the Williams Compliance Visit to have appropriate textbooks.</p>
<p>9</p>	<p>Access to Supplementary Standards-Aligned Instructional Materials, Supplies, and Resources</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p>CUSD schools have provided 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. For example, the REWARDS program was utilized for grades 6th -8th reading intervention until December 2021. Since January 2022, Focused Reading Intervention & Focused Math Intervention have been utilized as the primary intervention materials for Cycle 2 of intervention to reinforces basic Math and Literacy skills.</p>

<p>10</p>	<p>Access to Internet and/or Devices</p> <p><i>Tony Burrus ITD Department</i></p>	<p>In Progress</p>	<p><i>Our ITD Department has been closely working with schools to guarantee that our low-income students continue to have the tools that they need to guarantee equal learning opportunities from home. The ITD team has been reviewing the device inventory database to ensure that every low-income student continues to have a device and internet connectivity that will allow them to access online learning, digital programs, instructional materials, and supplementary online resources from home without being frustrated by unreliable connectivity. All inoperable and outdated devices were replaced at the beginning of the school year, and the district and schools have also purchased a additional devices ready to be distributed whenever needed.</i></p>
<p>11</p>	<p>Professional Development for Department Teams</p> <p><i>Mario Marcos (Ed. Services)</i></p>	<p>In Progress</p>	<p><i>CUSD has provided and will continue to provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions. This includes departments such as Business Services, Human Resources, Personnel Commission, Facilities and Grounds, Textbook Office, Ed. Services, ITD Department, etc</i></p>

LCAP Goal 3

High School Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>College Career Indicator: College Ready Rates</p> <p>Data Source: CA School Dashboard</p>	<p>All students: 36% SED 37% AA 24% Latinx 39% LEP 15% SWD 14% FY 23%</p> <p>Based 2019</p>	<p>All: 45%-50% SED: 45%-50% AA: 45%-50% Latinx: 45%-50% LEP: 30%-40% SWD: 30%-40% FY: 35%-45%</p>	<p>Data for 2020-2021 is to be released in February 2022</p>	<p>In progress</p>
<p>A-G Completion Rates A-G eligibility in English, Math, History, Science, World Language, Fine Arts & Electives will help increase college applications, admissions & matriculation.</p> <p>Data Source: CA School Dashboard</p>	<p>All students: 50% SED: 42% AA: 34% Hispanics: 45% LEP: 18% SWD: 17% FY: 19%</p> <p>Based 2019</p>	<p>All: 55%-60% SED: 55%-60% AA: 50%-60% Latinx: 55%-60% LEP: 35%-40% SWD: 35%-40% FY: 40%-45%</p>	<p>Data for 2020-2021 was released on January 2022</p> <p>All: 84% African American: 85% Latino/a: 84% EL: 70% Foster Youth: 73% SPED: 65% Socio Disadvantaged: 84% Homeless: 86%</p> <p>2021-2022 data to be released in the fall of 2022</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>High School Graduation Rates</p> <p>Data Source: CA School Dashboard</p>	<p>All Students: 88% SED: 89% AA: 87% Latinx: 89% LEP: 78% SWD: 75% FY: 71% Based 2019</p>	<p>All: 92%-94% SED: 92%-94% Latinx: 92%-94% AA: 92-94% LEP: 81%-86% SWD: 81%-86% FY: 85-90%</p>	<p>Data for 2020-2021 was released on January 2022</p> <p>ALL: 46% Latinx: 49% African-American: 34% EL: 38% Foster: 18% Homeless: 31% SPED: 31%</p> <p>2021-2022 data to be released in the fall of 2022</p>	<p>In progress</p>
<p>Advanced Placement: Unique Student Count It will increase accessibility to a rigorous curriculum which creates equity for all students.</p> <p>Data Source: CollegeBoard</p>	<p>1,119 CUSD students enrolled to take 1 or more AP courses.</p>	<p>1,300 students will enroll to take 1 or more AP courses.</p>	<p>1,300 students are enrolled to take 1 or more AP courses.</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Advanced Placement: Total AP Exam Count <i>It will expose more of our students to rigorous curriculum.</i></p> <p>Data Source: College Board</p>	<p>1,835 exams were taken by 1,119 CUSD students.</p>	<p>Increase the amount of total AP exams administered to 2,000 AP exams.</p>	<p>1741 exams were taken by 1044 students in 2021</p>	<p>In progress</p>
<p>Advanced Placement: Passing Exam Rate of 3 or Higher <i>It will provide students the ability to earn college credit and become more competitive during the college application process and better prepared while attending college/university.</i></p> <p>Data Source: CollegeBoard</p>	<p>19% of the students taking the AP exams passed the test. (Pre-pandemic 2019)</p>	<p>Increase to a minimum of 30% of the students passing the AP exam.</p>	<p>19% of the students who took an AP exam earned a passing score</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>College Course Completions <i>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.</i></p> <p><i>Data Source: Local & Community College Data.</i></p>	<p><i>1,630 College Courses were completed with a grade of a C or better.</i></p>	<p><i>Increase to 1,800 college courses taken and successfully completed with a C or better.</i></p>	<p><i>1,275 College Courses were completed with a grade of a C or better.</i></p>	<p>In progress</p>
<p>FAFSA Completion Rates</p> <p><i>Data Source: CSAC</i></p>	<p><i>95% of CUSD Seniors applied for Free Application for Federal Student Aid (FAFSA).</i></p>	<p><i>97% of CUSD Seniors apply for the FAFSA.</i></p>	<p>This is due March 2nd</p>	<p>In progress</p>
<p>College Acceptance Rates</p> <p><i>Data Source: College Acceptance Letters/ Local Data</i></p>	<p><i>83% of CUSD Seniors were accepted into a 4-year and 2-year institutions.</i></p>	<p><i>88% of our Seniors accepted into a 2 year & 4 year institution.</i></p>	<p>Data will be available at the end of the school year</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Post Secondary Enrollment</p> <p><i>Data Source: Local Data & National Clearing House</i></p>	<p><i>53% of CUSD Seniors enroll in colleges/universities following graduation year.</i></p>	<p><i>Our expected outcome is to have 60% of CUSD Seniors enroll in colleges/universities following graduation year.</i></p>	<p>Data will be available next month</p>	<p>In progress</p>
<p>Edgenuity - Courses Completed</p> <p><i>Data Source: Edgenuity Platform</i></p>	<p><i>2,585 A-G courses were recovered through the Edgenuity Online Platform</i></p>	<p><i>3,000 A-G courses will be completed through the Edgenuity Online Platform</i></p>	<p><i>729 A-G courses were recovered through the Edgenuity Online Platform as of 1/28/22</i></p>	<p>In progress</p>
<p>College/Career Ready (CTE) CTE Pathway Completion Rate</p> <p><i>Data Source: CALPADS</i></p>	<p>2019-2020</p> <p><i>8% completer rate for the year (2,373 courses and 210 completers)</i></p>	<p>50%</p>	<p>2021-2022</p> <p><i>Data will be available in late Summer 2022</i></p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p><i>Improve Passing Rate of District CTE Pathway Capstone Courses</i></p> <p><i>Data Source: Local Data</i></p>	<p><i>Passing rate for CTE capstone courses district wide is 76.4% (as of April 2021)</i></p>	<p><i>CTE capstone course passing rate of 80%</i></p>	<p>Passing rate for CTE capstone courses district wide is 48.39% (as of January 2022)</p>	<p>In progress</p>
<p><i>Increase the Work-Based Learning Opportunities for CTE Pathway Students</i></p> <p><i>Data Source: Local Data</i></p>	<p><i>350 participants in 43 in person and/or virtual different Work-Based Learning Continuum events (2019-2020)</i></p>	<p><i>A minimum of 450 students will participate in at least 50 Work-Based Learning Continuum events.</i></p>	<p><i>291 participants in 43 in person and/or virtual different Work-Based Learning Continuum events (as of January 2022)</i></p>	<p>In progress</p>
<p><i>Increase the Number of Program of Studies that offer Industry Certifications</i></p> <p><i>Data Source: Local Data</i></p>	<p><i>Currently 2 of our District Programs of Study offer industry certifications</i></p>	<p><i>At least 6 of our CTE Programs of Study will offer students industry certifications</i></p>	<p><i>Currently 2 of our District Programs of Study offer industry certifications (Plan for every pathway to have certification(s) by Summer 2022)</i></p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p><i>Increase the Number of Articulation Agreements with Post-Secondary Institutions</i></p> <p><i>Data Source: Local Data</i></p>	<p><i>Currently there are no active articulation agreements</i></p>	<p><i>4 articulation agreements will be created between local postsecondary institutions and CUSD CTE Program of Study</i></p>	<p><i>Currently there are no active articulation Agreements and one is currently being processed with Cerritos College</i></p>	<p>In progress</p>
<p><i>Increase the Number of CTE Program of Study Offerings at District High Schools</i></p> <p><i>Data Source: Local Data</i></p>	<p><i>14 CTE Programs of Study are offered at the four district high schools.</i></p>	<p><i>17 CTE Programs of Study will be offered at the four district high schools.</i></p>	<p><i>14 CTE Programs of Study are offered at the four district high schools.</i></p> <p><i>(CTE Pathway revamp for 22-23 in progress including elimination, addition, and revision of pathways)</i></p>	<p>In progress</p>

1	<p>Access to Rigorous Courses for All Students</p> <p><i>Dr. Jorge Torres Kathy Mooneyham (College and Career)</i></p>	In Progress	<p>Two online programs have increased their course offerings to ensure credit recovery opportunities:</p> <ul style="list-style-type: none">● Edgenuity for the general population● Acellus for SPED students. <p>Additionally, the Scout program has been used during the summer bridge program for rising 9th graders and occasional AP courses. CUSD students participate in the UCLA Center X AP Readiness program to support their success with AP Coursework. The district will pay for AP exams to eliminate barriers to student achievement. Early College High School has increased their Pre-AP course offerings to middle and high school students, as they are now offering Pre-AP Algebra, and Pre-AP World History to their middle school students. Finally, students have begun taking College Courses during the 21-22 school year. Specifically, Centennial HS will be offering the majority of their 9th graders two college classes this school year.</p>
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<p>2</p>	<p>College and Career Support Staff for Unduplicated Students</p> <p><i>Dr. Jorge Torres Kathy Mooneyham (College and Career)</i></p>	<p>In Progress</p>	<p>This year we have bolstered college supports to students, as we have added USC College Advisors to each high school as well as a Cerritos College Advisor in our 3 comprehensive high schools. Our department has continued to provide our high schools with Higher Education Coordinators that run College Centers and a College & Career Specialist and it has also continued to partner and split fund Dual Enrollment Specialists with Compton College to oversee the enrollment process for all of our college courses.</p>
<p>3</p>	<p>College and Career Support and Guidance for Unduplicated Students and their Families</p> <p><i>Dr. Jorge Torres Kathy Mooneyham (College and Career)</i></p>	<p>In Progress</p>	<p>College application workshops, informational sessions, FAFSA applications and one on one sessions have taken place to support students and families in this process. Individualized A-G plans have been provided to students and families to ensure that they are aware of their current progress.</p>

4	<p>Promote College and Career Culture for Unduplicated Students</p> <p><i>Dr. Jorge Torres Kathy Mooneyham (College and Career)</i></p>	In Progress	<p><i>CUSD has partnered with multiple organizations that help us foster a college going culture: ETS, Cal Soap, Compton College Upward Bound, CSULB Upward Bound, Gear Up, EAOP, USC, & Cerritos College. Either in partnership or independently, we have held workshops and virtual events that include college application, college fairs, informational sessions etc. We are currently in the process of returning to in-person events, such as a Steam conference for black students and the High school graduation that is currently being planned and is scheduled to take place at the Long Beach Terrace Theatre. We also have plans to to have students participate in a HBCU caravan event to increase their knowledge and access to HBCU schools. and to have our College Commitment Day celebration return to a in person event later at the end of the school year.</i></p>
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5	<p>College and Career Professional Development</p> <p><i>Dr. Jorge Torres Kathy Mooneyham (College and Career)</i></p>	In Progress	<p><i>This year Counselors have been focusing on moving towards the implementation of a National School Counseling Program through a series of 5 full day professional development trainings designed with the goal to implement the ASCA National Model and become RAMP certified. Similarly, members of the department have participated in NACAC, which is the leading national conference with college advisement. Directors were able to participate in CABSE, which focuses on best practices in supporting Black students' achievement. A couple of Counselors during the summer were able to participate in ASCA, which is the leading conference that spearheads the model for School Counseling. Some of our new employees and Specialists, attended the Aeries conference this fall to ensure that we maximize our current SIS.</i></p>
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6	<p>Support for Foster Youth/Homeless</p> <p><i>Joanne Davidson (CWA)</i></p>	In Progress	<p><i>Through its partnership with California State Dominguez Hills, Compton Unified has launched its Project SELF (Student Engagement and Learning Facilitators). University students, majoring in either Education, Psychology, or Social Work have been assigned to each of the CUSD school sites to provide support for our Foster Youth students in small groups. During the spring semester, members of the Goals For Life organization through its youth development program, will work with our 6th-8th grade Foster Youth at our K-8 and middle schools. Target gift cards have also been purchased to assist with the purchase of school uniforms, and other necessary school supplies for our Foster Youth. During the first trimester of the current school year, the Foster Youth Liaison at each school site met with the Foster Youth students and provided them with tutoring programs offered by LACOE to Foster Youth. Field Trips to universities will be organized in the spring time for our Foster Youth.</i></p>
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<p>7</p>	<p>CTE Program Articulation with Community Colleges</p> <p><i>Dr. Silke Bradford (CTE Department)</i></p>	<p>In Progress</p>	<p>Cerritos College and CTE Executive Director have held two meetings to advance the finalization of articulation agreement for the Project Lead The Way (PLTW) Aerospace Engineering Pathway. In addition, the Executive Director will coordinate with Compton College for biomedical course articulation once the college institutes a new biomedical certification. Simultaneously, the Executive Director will be working with King Drew University to explore a possible articulation with the biomedical pathway there.</p>
<p>8</p>	<p>Increase Work-Based Learning Opportunities for CTE Students</p> <p><i>Dr. Silke Bradford (CTE Department)</i></p>	<p>In Progress</p>	<p>The CTE department has established a new industry partnership with Epic to help build a middle school game design pathway that will feed into our existing high school game design pathways. We have also started a series of discussions with Convergent, a networking company, to advance the possibility of offering work-based learning kits for incoming and existing tech pathways. In partnership with CDE, the CTE Executive Director is part of a consortium to help establish registered youth apprenticeships for Arts Media and Entertainment Pathways.</p>

<p>9</p>	<p>Monitoring and Early Warning System for African-American, Low- Income, ELs, Foster Youth and Homeless Students</p> <p><i>Dr. Abimbola Ajala (Pupil Services)</i></p>	<p>In Progress</p>	<p>A = Attendance - Pupil Services is closely monitoring attendance on a daily basis and giving report to schools. We monitor chronic absenteeism and dropout rate. We have project SELF -a facilitator on each campus to follow up on attendance of the Homeless and Foster Youth specifically.</p> <p>B = Behavior - We teach students how to behave like any other subject. PBIS is strongly entrenched in our schools. Students under the expectations regarding rules in schools. Besides that, we also teach SEL. Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. Research shows students need to be competent, or have abilities, in five areas: self-awareness, self-management, social awareness, relationship skills, responsible decision making.</p> <p>C = Course – Students' interim assessments results are closely monitored and interventions quickly provided in the areas the indicators show weaknesses. The English Learner Master Plan is monitored twice a year, in fall and spring. As a result of the Spring monitoring review, a six week cycle of interventions by bilingual assistants and EI specialists has been designed to benefit students who were not making adequate progress.</p>
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LCAP Goal 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

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Attendance rates Disaggregated by Student Group</p> <p>Data Source: Aeries</p> <p>Data Source: Aeries and 5Lab</p> <p>Data Source: Information Technology Department</p>	<p>2019-2020</p> <p>All: 95.2% AA: 94.2% Hispanic: 95.4% FY: 94.6% Homeless: 92.6% LEP: 95.1% RFEP: 96% SED: 95.4% SWD: 94.3%</p> <p>2020-2021</p> <p>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%</p>	<p>2023-2024</p> <p>All: 98% AA: 98% Hispanic 98% FY: 98% Homeless: 98% LEP: 98% RFEP: 98% SED: 98% SWD: 98%</p>	<p>As of January 2022:</p> <p>All Students: 91.1% SED: 91.1% AA: 90.05% Hispanic: 91.31% LEP: 91.16% Homeless: ? SWD: 89.9% FY: ? RFEP: ?</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Chronic absenteeism disaggregated by student group Data Source: CA Schools Dashboard</p>	<p>2019-2020 All Students: 10.6% SED: 10.8% AA: 16.3% Hispanic: 9.2% LEP: 9.2% SWD: 14.4% FY: 13.2%</p>	<p>All Students: ≤10% SED: ≤10% AA: ≤10% Hispanic: ≤10% LEP: ≤10% SWD: ≤10% FY: ≤10%</p>	<p>2021-2021 AS OF 1/28/22 All Students: 28.8% SED: 28.1 % AA: 30.3% Hispanic: 28.6% LEP: 23.7% SWD: 30.4% FY: 23.0%</p>	<p>In progress</p>
<p>High school graduation rates disaggregated by student group Data Source: CA Schools Dashboard</p>	<p>2019-2020 All Students: 87.1% SED: 88% AA: 90.4% Hispanic: 86.3% LEP: 71% SWD: 78.1% FY: 79.3%</p>	<p>All: 92% SED: 92% Hispanic: 92%-94% AA: 92-94% LEP: 81%-86% FY: 85-90%</p>	<p>2020-2021 All: 84% SED: 84% Hispanic: 84% AA: 85% LEP: 70% FY: 73%</p>	<p>In progress</p>
<p>High school dropout rates disaggregated by student group Data Source: DataQuest</p>	<p>All Students: 10% SED: 11% AA: 8% Hispanic: 10.63% LEP: 19% SWD: 11% FY: 28%</p>	<p>All Students: ≤5% SED: ≤5% AA: ≤5% Latinx: ≤5% LEP: ≤5% SWD: ≤5% FY: ≤5%</p>	<p>All Students: 16% SED: 16% AA: 15% Latinx: 16% LEP: 30% SWD: 35% FY: 27%</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Middle school dropout rates Data Source: Local Data	Hispanic/Latino (18) Pacific Islander (1) African American (6)	Hispanic: 0 Pacific Islander: 0 African American: 0	Latinx: 10 Pacific Islander: 1 African American: 6	In progress
Suspension rates, disaggregated by student group Data Source: CA Schools Dashboard	All Students: 1.3% SED: 1.3% AA: 3.3% Hispanic: 0.8% LEP: 0.8% SWD: 3% FY: 3.8%	All Students: ≤1% SED: ≤1% AA: ≤1% Hispanic: ≤1% LEP: ≤1% SWD: ≤1% FY: ≤1%	Available as of May 2022	In progress
Expulsion rates, disaggregated by student group Data Source: 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%	Available as of May 2022	In progress
Students feel connected to school (CHKS) Data Source: CHKS	Grade 5: 64% Grade 7: 60% Grade 9: 34% Grade 11: 42%	Grade 5: 80% Grade 7: 80% Grade 9: 70% Grade 11: 70%	Survey will be issued in Spring.	In progress

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Percentage of Students indicating to have caring adult relationships in school Data Source: CHKS</p>	<p><i>Caring Adults in School:</i> 5th grade: 74% 7th grade: 60% 9th grade: 52% 11th grade: 55%</p>	<p><i>Caring Adults in School:</i> 5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Schools perceived as very safe or safe Data Source: CHKS</p>	<p>5th grade: 75% 7th grade: 64% 9th grade: 36% 11th grade: 41%</p>	<p>5th grade: 90% 7th grade: 80% 9th grade: 70% 11th grade: 70%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Students feeling academic motivation (CHKS) Data Source: CHKS</p>	<p>5th grade: 76% 7th grade: 71% 9th grade: 67% 11th grade: 63%</p>	<p>5th grade: 90% 7th grade: 80% 9th grade: 80% 11th grade: 80%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Parents strongly agree that schools promote parent involvement (CSPS) Data Source: CSPS</p>	<p>ALL: 29% ES: 32% MS: 25% HS: 24%</p>	<p>ALL: 60% ES: 60% MS: 60% HS: 60%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Parents strongly agree that schools promote parent participation in decision making (CSPS) Data Source: CSPS</p>	<p>ALL: 26% ES: 28% MS: 23% HS: 23%</p>	<p>ALL: 60% ES: 60% MS: 60% HS: 60%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Schools have active parent (advisory) groups Data Source: Local Data</p>	<p>SSC: 100% schools have an active SSC ELAC: 100% schools have an active ELAC</p>	<p>SSC: 100% schools have an active SSC ELAC: 100% schools have an active ELAC</p>	<p>SSC: 100% schools have an active SSC ELAC: 100% schools have an active ELAC</p>	<p>Final</p>
<p>Staff strongly agree that schools provide enough social emotional support for children (CSSS) Data Source: CSSS</p>	<p>ALL: 26% ES: 29% MS: 27% HS: 18%</p>	<p>ALL: 80% ES: 80% MS: 80% HS: 80%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>
<p>Parents who strongly agree that school is a safe place for their child. Data Source: California Parent Survey</p>	<p>39%</p>	<p>50%</p>	<p>Survey will be issued in Spring</p>	<p>In progress</p>

<p>1</p>	<p>Attendance Monitoring and Re-engagement Strategies</p> <p><i>Joanne Davidson (CWA)</i></p>	<p><i>In progress</i></p>	<p><i>An administrator over attendance monitoring was hired for the 2021-2022 school year. This administrator is closely working with individual schools and site leaders to address chronic absenteeism in specific sites. All schools have an attendance team (Attendance Task Force). During their meetings they discuss chronic absenteeism data by subgroups, attendance rates, incentives, SART/SARB, and outreach efforts to families.</i></p>
<p>2</p>	<p>Recognition Programs and Awards</p> <p><i>Joanne Davidson (CWA)</i></p>	<p><i>In progress</i></p>	<p><i>CUSD school sites to recognize scholars with perfect attendance and most improved attendance. As a result of this, all school sites have held recognition assemblies both in person and via zoom, offering awards that feature medals, and gift cards to businesses such as Target, The Habit, and In-N-Out.</i></p>
<p>3</p>	<p>Behavior Management</p> <p><i>Dr. Abimbola Ajala (CWA)</i></p>	<p><i>In progress</i></p>	<p><i>Compton Unified utilizes a Multi-tiered System of Support (MTSS) structured into three tiers of intervention, which include a school-wide discipline plan, PBIS expectations, intensive supports, and lastly, Replacement Behaviors* following brief Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). In addition to permeating Restorative Practices throughout the school day, this year we have also implemented the use of the Mood Meter, as a tool for starting up discussion about how people are feeling at any time of the day.</i></p>

<p>4</p>	<p>Counseling Services for Special Education Students</p> <p><i>Sal Aquino (SPED Services)</i></p>	<p><i>In Progress</i></p>	<p>District is currently providing counseling and mental health support through our pupil services department and approved agencies. In addition, based on the student's IEPs, counseling support is provided by psychologist and non public agencies.</p>
<p>5</p>	<p>Expansion of Wellness Centers</p> <p><i>JaMaia Bond (CWA)</i></p>	<p><i>In Progress</i></p>	<p><i>At CUSD, we are proud of our network of Wellness Centers that provides safe environments on our school campuses to support students with a variety of mental health issues, such as depression, grief, self-esteem, family life, dating violence, sexual identity, stress and health needs. Through both on-campus programming and community-based partnerships, students receive coordinated health education, assessment, counseling, and other support services to maximize student engagement and success. The Compton Unified School District is currently creating four new Wellness Centers - Spring 2022 on the campuses of Bunche Middle School, Enterprise Middle School, Walton Middle School and Dickison Elementary School the classrooms have been identified and construction has begun. The Wellness Centers will be operated by district staff and our CESII Interns.</i></p>

<p>6</p>	<p>Trauma Training</p> <p><i>JaMaiia Bond (CWA)</i></p>	<p><i>In Progress</i></p>	<p>CUSD remains deeply committed to the implementation of trauma-informed approaches to effectively engage students in education, by improving outcomes and reduce avoidable negative impacts. To reduce the spread of COVID-19 during the 2021-2022 school year the Compton Unified School District is using virtual staff trainings modules from Los Angeles County Office of Education (LACOE) - PBIS, Move This World, Second Step, Kognito, and Youth Mental Health First Aid (YMHFA) sponsored by California Department of Education (CDE) to provide staff members with trauma-informed training. CUSD also hosts monthly parental informational trainings on a myriad of social emotional and mental health topics.</p>
<p>7</p>	<p>Social-Emotional Learning</p> <p><i>Dr. Abimbola Ajala (Pupil Services)</i></p>	<p><i>In Progress</i></p>	<p>CUSD has fully implemented two Social Emotional Learning Curricula: Second Step a social-emotional learning (SEL) program teaches foundational social-emotional skills to students from Early Learning through Grade 8, and Move This World, a social emotional skill development programs for high school students. The tool for measurement of students' emotional need is Panorama. All students within grades 3-11 took the regular Panorama survey and Teacher Perception Survey was administered for all TK-2 students in the fall and will be repeated in the spring. Students are surveyed individually by the classroom teacher.</p>

<p style="text-align: center;">8</p>	<p style="text-align: center;">Team Joy and Fun</p> <p style="text-align: center;"><i>JaMaïia Bond (CWA)</i></p>	<p style="text-align: center;"><i>In Progress</i></p>	<p>Team Joy and Fun continues to provide high quality opportunities for the students of Compton Unified School District. CWA coordinates Positive Behavior Intervention and Supports (PBIS) promotion and rewards, attendance rewards (medals, certificates, lanyards, wristbands, backpacks and t-shirts for 25, 50, 75, 100 and 160 days of perfect attendance), Unity Day, Bullying Prevention activities, Red Nose Day activities, Kindness and Mental Health Awareness promotion and activities, virtual assemblies for all 33 school sites to honor Students of the Month and Students on a Roll (students with improved attendance).</p>
<p style="text-align: center;">9</p>	<p style="text-align: center;">Professional Development on Evidence-Based Behavioral and Attendance Interventions</p> <p style="text-align: center;"><i>Dr. Abimbola Ajala Joanne Davidson (Pupil Services)</i></p>	<p style="text-align: center;"><i>In Progress</i></p>	<p>CUSD's SSMT handbook has been updated with new strategies. Training for the 2021-22 SY began in late spring with 'Mindset' by Carol Dweck and continued with 'Improving attendance by using Restorative Practices', Building Strong School Climate, Anchoring SST within MTSS, Implementing SEL for Community Relations Specialist, "Other means of Correction" and "Community of Practice" for "administrators. CUSD has also invested in "Beyond SST", which offers easy access to historical data, provides a framework for intervention planning and enables communication between the SST team and the Special Education team.</p>

<p>10</p>	<p>Parent Involvement</p> <p><i>Greg Ogomaka (Special Projects)</i></p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p><i>At CUSD, most school sites currently have a Community Relations Specialist. Parent and community collaborative efforts have been vital to students' success and continue to be the key to overcoming challenges, both great and small, as we strive for academic excellence together. But it's not enough to simply identify or discuss the challenges. We must also commit to action. The Compton Unified School District provides parent workshops on a variety of topics including Supporting Students at Home Academically, Common Core Content, Mindfulness, Suicide Prevention, Anxiety, Positive Parentings, and Mental Health Supports.</i></p>
<p>11</p>	<p>Promoting Parent Voice and Advocacy</p> <p><i>Greg Ogomaka (Special Projects)</i></p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p> <p><i>Dr. Shaunte Knox (Black Student Achievement)</i></p>	<p><i>In Progress</i></p>	<p><i>During the current school year, CUSD has continued to work towards increasing engagement and communication with parent (advisory) groups, including the District English Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Compton Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), school Black Parent Advisory Committees (BPAC), and Parent Teacher Association (PTA). These committees collaborate to identify equitable and culturally responsive practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness.</i></p>

<p>12</p>	<p>Wellness Initiative Support Team for African-American Students</p> <p><i>JaMaiia Bond (CWA)</i></p>	<p><i>In progress</i></p>	<p>The Department of Black Student Achievement has begun implementation of its multi-tiered plan that includes a Mentorship Tier, composed of three levels: District Mentorship Program that pairs ninth grade black students with district level mentors, Student Mentorship Program which is organized by the principal of each school, and Student to Student Mentorship Program also organized by the principal of each school.</p> <p>The Wellness Initiative Support Team (WIST), composed of CUSD staff members and CSEII Interns, have begun providing additional district-level student intervention, using the district student success and monitoring team (DSSMT) process. Additionally, we have implemented BSA Counseling Meetings, a BSA Club, a Black Parent Advisory Committee, a District Black Parent Advisory Committee and BSA Academic Math and English Intervention.</p>
<p>13</p>	<p>STEPP Program</p> <p><i>Sal Aquino (SPED Services)</i></p>	<p><i>In Progress</i></p>	<p>CUSD has assigned a behavior therapist to serve the immediate needs of students with challenging behaviors, using counseling and intervention to provide support for those students who need that extra tier level of care. Behavior therapist provides professional development for staff and parent workshops for families. Instructional aides, intervention teachers, and non-public agencies provide additional support with academics and behavior.</p>
<p>14</p>	<p>Counseling Services for Special Education Students</p> <p><i>Sal Aquino (SPED Services)</i></p>	<p><i>In Progress</i></p>	<p>Students has access to general counseling support through a referral system with pupil services. Using the student's IEP as a tool to identify student needs, our school psychologists and or interns provide conducted counseling support to those students who have been recommended to receive services.</p>

LCAP Goal 5

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

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>EL Proficiency (ELPAC)</p>	<p>(2018-2019 Summative ELPAC) According to the CA English Learner Progress Indicator (ELPI) as measured by the ELPAC, CUSD is at the Medium Performance Level with 48% of the English Learner students making progress.</p> <p>46% of the English Learner students progressed at least one ELPI level</p> <p>2% of the EL students maintained the ELPI level 4</p>	<p>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>(2020-2021 Summative ELPAC) Since there is not 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&2)</p>	<p><i>In progress</i></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>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>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><i>in progress</i></p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>ELA Proficiency</p> <p>Data Source: ELA CAASPP</p>	<p>(2018-2019) 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>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>Not yet available</p>	<p>In progress</p>
<p>ELA Proficiency</p> <p>Data Source: ELA CAASPP</p>	<p>(2018-2019) 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>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>	<p>Not yet available</p>	<p>in progress</p>
<p>Reclassification rate to a level above the state average.</p> <p>Source Data: DataQuest</p>	<p>18% CUSD 14% State</p>	<p>Increase reclassification rate to a level above the state average.</p>	<p>2020-21 Data CUSD: 11.1% STATE: 8.6%</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>Reclassification Grade 5, Grade 8 and Grade 12</p> <p>Source Data: Local Data</p>	<p>49% rate of reclassification by 5th grade</p> <p>63% rate of reclassification by 8th grade</p> <p>77% rate of reclassification by 12th grade</p>	<p>59% increase of reclassification by 5th grade</p> <p>73% increase of reclassification by 8th grade</p> <p>87% increase of reclassification by 12th grade</p>	<p>26% rate of reclassification by 5th grade</p> <p>41% rate of reclassification by 8th grade</p> <p>48% rate of reclassification by 12th grade</p>	<p>In progress</p>
<p>Number of Long Term English Learners (LTELs)</p> <p>Source Data: DataQuest</p>	<p>10% of all English Learners were identified as Long Term English Learners (LTELs) in 2019-2020</p>	<p>Decrease percentage of LTELs to a level below state average</p>	<p>17% of all English Learners were identified as Long Term English Learners (LTELs) in 2020-2021</p>	<p>In progress</p>
<p>Number of At-Risk English Learners</p> <p>Data Source: DataQuest</p>	<p>6% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2019-2020</p>	<p>Decrease percentage of at-risk LTELs to a level below state average.</p>	<p>9% of all English Learners were identified as At-Risk of becoming Long Term English Learners (LTELs) in 2020-20221</p>	<p>In progress</p>
<p>EL graduation rate for English Learners</p>	<p>78% was the English Learners graduation rate in 2019-2020</p>	<p>88% graduation rate for English Learners</p>	<p>70.3% was the English Learners graduation rate in 2020-2021</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p>State Seal of Biliteracy attainment (Grade 12)</p> <p><i>Data Source: DataQuest Local Data</i></p>	<p>226 students were awarded with the State Seal of Biliteracy in 2020-2021</p> <p>Hispanic:224 African-American:2 IFEP:7 RFEP:208 EO:10 EL:1</p>	<p>Increase Seal of Biliteracy recipients by 15 or more students each year to reach a minimum of 215.</p> <p>Hispanic: Maintain African-American: 25 Students IFEP: 10 Students RFEP: Maintained EO: 30 Students EL: 10 Students</p>	<p>The projection of candidates for the SSB in 2021-22 is:</p> <p>Hispanic: 276 African-American: 54 Total number of candidates: 330 students Data for 2021-22 will be released at a later date.</p>	<p>In progress</p>
<p>Percentage of Students on Track of Completing 2 year of World Language Courses in Middle School</p>	<p>Hispanic:45 African-American:3 IFEP: 5 RFEP:29 EO:11 EL: 3</p>	<p>Hispanic: 65 African-American: 30 IFEP: 5 RFEP: 35 EO: 35 EL: 25</p>	<p>Hispanic: 691 African-American: 118 IFEP: 28 RFEP: 362 EO: 258 EL: 141</p>	<p>In progress</p>

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p><i>Percentage of trained teachers utilizing AEMP strategies per the Classroom Walkthrough Tool</i></p> <p><i>Data Source: Local Data</i></p>	None	80%	Not yet available	In progress
<p><i>Number of Elementary Schools offering Spanish Clubs for Students and Parents for Standard English Learners</i></p> <p><i>Data Source: Local Data</i></p>	None	All 21 elementary schools will offer a Spanish Club	In progress	In progress

1	Professional Development Research-Based Practices for ELs <i>Dr. Jennifer Graziano (EL Services)</i>	In Progress	<p>The EL Department has provided professional development for K-12 teachers, EL Specialists, administrators, and bilingual instructional assistants focused on the implementation of focus strategies pertinent to Designated and Integrated ELD. In addition, professional development on ELD portfolios included a focus on the ELD standards. After school professional development consisted of online applications and a series of EL professional development modules for Special Education staff.</p>
2	Newcomer Services <i>Dr. Jennifer Graziano (EL Services)</i>	In Progress	<p>CUSD continues to offer a Newcomer Program for 90 students in grades 6th-12th at Bunche Middle School and Dominguez High School. This program is comprised of two full time teachers and bilingual instructional assistants that provide instructional and linguistic supports to students by implementation of specialized curriculum.</p> <p>Additional services included a Newcomer Summer Program that was offered at three school sites benefiting 117 students. Enrichment and programs addressing social-emotional needs of this student population includes an ongoing partnership with Young Musician's Foundation, Gear-Up, and St. John's Wellness Center.</p> <p>Ongoing family outreach consists of family orientation and EL Parent Nights in which an array of topics related to the U.S. Educational System, immigration, and community resources are discussed. Field trips related to college and career have been scheduled for parents and students.</p>

<p>3</p>	<p>Academic Language and Culturally Responsive Pedagogy for ELs</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p>Compton Unified School District's EL Department embeds culturally responsive teaching practices and academic vocabulary development into all comprehensive professional development sessions offered throughout the year. Supplemental materials integrate strategies and resources to take into account students' experiences, background knowledge, and culture.</p>
<p>4</p>	<p>Specific Interventions and Supports for ELs</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p>During the summer of 2021 academic supports were offered for English learners and differentiated according to their typology (Newcomers/At-Risk LTELs/LTEs). The focus was on foundational literacy skills which was supported by assigned Bilingual Instructional Assistants at the school sites. A Journalism Club that was established at the district 5 years ago, continued to be implemented during the summer at 4 Elementary sites with an enrollment of 62 students.</p> <p>Throughout the school year the district assigns between 50 to 53 Bilingual Instructional Assistants to support English learners during interventions and core instruction. English Learner Specialists and administrators at the site level continuously monitor the academic and linguistic progress of ELs, individualized intervention plans are established for EL students not making adequate progress. This data is analyzed on an ongoing basis to determine small group interventions provided by the teacher and support staff at the school sites.</p>

<p>5</p>	<p>Academic English Mastery Program for SELs</p> <p><i>Dr. Shauntee Knox (Department of Black Student Achievement)</i></p>	<p><i>In Progress</i></p>	<p><i>The Department of Black Student Achievement has provided AEM Professional Development for educators of grades K-12. First introduced in August in a 2 day PD and later addressed in more detail as a part of the Culturally and Linguistically Responsive Teaching and Learning Professional Development in both December and January.</i></p>
<p>6</p>	<p>Biliteracy/ Multiliteracy Programs</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p><i>The ongoing expansion of the Bilingual Programs encompasses efforts to strengthen Dual Immersion and Spanish programs throughout the district. In the Dual Immersion Program, opportunities to attend district, LACOE, and CUBE trainings were provided throughout the school year. A curriculum council was established for Dual Immersion and Spanish teachers. In the area of interventions, Dual Immersion and Spanish intervention substitutes were assigned to schools with the purpose of providing interventions in both the target language and English. Supplemental supports included i-Station licenses, Passport licenses, AVANT licenses, AP preparation, and Teacher Created Materials. In order to increase the awareness and importance of Biliteracy, assemblies have been conducted for students informing them of the requirements to attain this award.</i></p>

<p>7</p>	<p>Spanish Club for English Only Students and Parents</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p>Commencing the spring of 2022, and throughout the school year, parents of monolingual students will be offered a Spanish Club once per week with a dedicated certificated Spanish teacher, a specially designed curriculum, and an online platform. Additionally, students will be identified from each of the K-8 schools to participate in a Spanish summer school program.</p>
<p>8</p>	<p>Translation Services</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p>The district had two interpreters/translators who have provided training to bilingual staff at the school site. In addition, the district has bilingual instructional assistants and school site staff that provide interpretation support to the Spanish speaking community at their assigned schools. Support for English learners and their families include translation/interpretation services at all district meetings, inclusive of IEPs and translation of materials. Parent outreach supports include an emphasis in ensuring that Spanish speaking families benefit from ongoing communication between the district and school site utilizing Zoom, conference calls, and other applications.</p>

<p>9</p>	<p>Workshops for Parents of ELs</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p>The Department of English Learner Services continues to coordinate District English Learner Advisory Council (DELAC) meetings and oversees implementation of English Learner Advisory Councils (ELACs) at the school site. To better support the academic, linguistic, and social emotional needs of English learners, the EL Department has hosted parent workshops on an array of topics related to the ELPAC, reclassification, and college/career readiness. In collaboration with the Los Angeles County Office of Education (LACOE) our district is participating in the Latino Family Literacy Project at eight elementary and two secondary schools initiating in the month of February.</p>
<p>10</p>	<p>Workshops for Parents of AA Students and Other SELs</p> <p><i>Dr. Shauntee Knox (Department of Black Student Achievement).</i></p>	<p><i>In Progress</i></p>	<p>The Department of Black Student Achievement presented a workshop highlighting the 24-hour learning platforms CUSD has purchased to support and extend the learning of black students. Paper, the 24-hour tutoring program and parent information tutorial was also presented. These tools empowered parents with the means and access to further support and enhance their children' learning. The Department will provide additional Workshop opportunities for parents based on both the parent interest survey, LACOE offerings and other workshops beneficial and of importance to parents.</p> <p>The District Black Parent Advisory Committee provided a Social Justice Learning workshop for parents. The workshop highlighted the SJL offerings in CUSD and its impact on student achievement and advocacy.</p>

<p>11</p>	<p>Personalization of Academic and Social-Emotional Learning of English Learners</p> <p><i>Dr. Jennifer Graziano (EL Services)</i></p>	<p><i>In Progress</i></p>	<p><i>The EL Department has established a process pertinent to individualized interventions by implementing Language Appraisal Team meetings and plans specific to every student considered at-risk LTELs, LTELs, and Newcomers that have not demonstrated academic progress. This plan requires the collaboration of teachers, counselors, EL Specialists, and bilingual instructional assistants.</i></p> <p><i>In addition, the EL Department, in coordination with school sites, will be conducting data chats for students in grades 4th-9th during the months of January through February.</i></p> <p><i>For our Newcomers, a partnership between St. John and Dominguez High School was initiated this school year to offer additional social emotional support services for a group of 15-20 Newcomers, of which 17 Newcomer students have consistently attended these workshops.</i></p>
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Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Compton Unified School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

What Are the Next Steps?

1. **Continue with the implementation** of the LCAP actions that are currently in progress.
2. Address the actions that have **NOT** started yet. Think of possible solutions to eliminate barriers for implementation.
3. Continue the **LCAP Annual Update process**. Revisit the actions with the different stakeholder groups in preparation for next school year. Receive input on best ways to expand and/or improve the actions. What's is working? What is not working?
4. **Update the metrics** with the most recent information by the end of the school year.
5. Present the **budget overview for parents** so that stakeholders have an understanding of the utilization of the LCFF funding for this year, and the new allocation for the 2022-2023 school year.

Questions?