

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to in-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$2,000,000	\$1,960,000	N
Health Materials Additional thermometers to screen student temperature and mitigate potential spread of COVID	\$400,000	\$392,000	N
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	\$300,000	\$294,000	N
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, and posters to direct traffic flow.	\$100,000	\$98,000	N
Plexiglass Panels for Desks These shields will provide an added layer of physical protection, without reducing visibility for students.	\$500,000	\$490,000	N
Heating Ventilation and Air Conditioning (HVAC) filters: Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice	\$800,000	\$784,000	N

<p>Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19.</p>	\$220,000	\$215,600	N
<p>Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus.</p>	\$1,900,000	\$1,862,000	N
<p>Training Staff on Sanitation Protocols Provide ongoing training for district staff on sanitation and minimizing the spread of infectious diseases.</p>	\$50,000	\$49,000	N
<p>Classroom Technology to Enhance the Hybrid In-Person Model Provide the appropriate learning spaces, technology equipment, and resources needed to implement an effective hybrid model. All classrooms will be equipped with interactive touchscreen panels as well as cameras. This technology will allow teachers to enhance the learning experience, and they will be able to concurrently teach both the students in the classroom as well as the students at home. This approach, known as “concurrent classroom,” will help maximize learning for all students who will be able to attend daily live lessons with their teachers regardless of their location.</p>	\$3,500,000	\$3,430,000	N
<p>Professional Development and Coaching for Teachers on the In-Person Hybrid Model Engage staff in professional development in preparation for the hybrid instruction model. They will also receive support through Blended Learning Specialists, EL Specialists, and 21st Century Specialists in best ways to meet the needs of all their students, including our unduplicated pupils (ELs, Foster Youth, and Low-Income). Leading a successful hybrid learning experience requires a different set of strategies than working strictly remotely or strictly face-to-face.</p>	\$1,000,000	\$980,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures and what was implemented during the school year in this area. Schools received the equipment, materials, and resources necessary to return to in-person instruction as soon as it was possible. For example, they were provided with personal protective equipment, handwashing stations, hydration stations, and health and disinfecting materials in order to implement the necessary COVID-19 protocols. In addition, visual cues and signs were

distributed to maximize social distancing, and plexiglass panels were installed in offices and all classrooms across the district. Staff also received the necessary training in sanitation protocols in order to minimize the spread of the virus or any other diseases. Significant efforts were made to equip all classrooms with the necessary technology (Clear touch panels and hotspots) in order to enhance in-person/hybrid instruction. This technology has allowed teachers to enhance the learning experience, and many of them have been implementing a concurrent classroom with students at home and at the school for several weeks now.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One of our main priorities in Compton Unified during the 2020-2021 school year has been to provide as much in-person instruction as can safely be delivered with the goal to minimize the learning loss of our students and bring normalcy into their lives. This is very important for our students in Compton Unified, which have been disproportionately impacted by school closures and the effects of the COVID-19 pandemic.

The transition to in-person instruction in the fall of 2020 required a wide range of operational issues that needed to be successfully implemented before small pods of students could return on campus. These issues still continue to be monitored on a regular basis to guarantee that all schools operate within the guidelines established by the Los Angeles Department of Public Health (LADPH). From the beginning of the school year, our schools were required to establish clear procedures for health screening, play/equipment use, group congregations/gatherings, transportation, classroom environment setup, etc. In addition, the district prioritized the acquisition and use of personal protective equipment (PPE), plexiglass screens, health and disinfecting materials, visual cues to maximize social distancing, heating ventilation and air condition (HVAC) filters, handwashing stations, and hydration stations. Staff was trained accordingly on proper sanitation protocols which were implemented, including regular disinfection of high-touch areas throughout the day. In addition, school sites were required to develop plans for social distancing, revise maximum room capacity, and other needs. While the implementation of these tasks and services throughout the school year has been challenging and it required significant coordination across departments, we believe that Compton Unified has been successful in this area. In fact, all of our schools were visited by the county health department officials in the fall, and they attested that all the necessary systems and protocols were in place to open our schools to our neediest students.

CUSD schools were allowed to bring small pods of our most vulnerable students for in-person learning starting in October 2020. We were originally mandated not to exceed 10% of our student population, although this percentage was later increased to 25% per the Los Angeles County guidelines. Additionally, this in-person model limited the number of students in the cohorts to 12 with a maximum of 2 adults, all of whom would need to stay together for all activities and avoid contact with other people in the school. The first group of students that were brought back for in-person instruction were students with disabilities (starting on October 19), followed by English Learners (starting on October 26). In addition, preschool students were also invited to return. On the week of November 2, we also started recruiting other students who did not fall under the EL or SPED categories, but also presented acute academic needs. At the

elementary level, returning students were placed with their teachers in a self-contained classroom. At the secondary level, students joined school Learning Centers under the supervision of a certificated substitute teacher. From the Learning Centers, students could virtually connect with their teachers throughout the day, using their devices and headphones. The substitute teachers in the centers would provide students with the necessary support and guidance while they were virtually connecting to their classes. It is important to clarify that all classrooms with learning pods were equipped with the necessary technology including ClearTouch panels, speakers and a camera, and teachers received the necessary training from our Ed. Tech Department. This allowed all students to participate in live instruction daily, regardless of their location (the classroom or at home). This is what we call a concurrent classroom. Students who are physically present in the classroom have an obvious advantage: they can interact more fluidly and naturally with the teacher and each other. However, students on hybrid learning still have the opportunity to be connected to their classroom and their peers on the days that they are at home.

During the six months that we were working with small pods of students, we successfully implemented this model following the county guidelines and no irregularities were reported. One challenge we had to overcome was recruiting and maintaining students who would participate in the pods. Many parents reported that they were concerned about student safety, particularly after winter break when we saw a surge in COVID cases. This resulted in a decrease in the number of students participating in the cohorts. For example, while on November 6 we closed the week with 767 students in the K-12 learning pods, on January 6 we only had 566 students attending in-person instruction. Student enrollment improved later during the month of February when we saw a decrease in the number of COVID cases. On February 26, for example, we had a total of 764 students in our cohorts.

Another challenge stemmed from the implementation of a concurrent classroom. All teachers in the learning pods had to receive the necessary training on how to successfully implement an instructional model that involves two audiences at the same time: one in the classroom and one at home. Teachers participated in ongoing training/coaching so that they could become familiarized with the tools and technology necessary to implement a concurrent classroom. In fact, 24% of the teachers who completed the California School Staff Survey in February, still felt that they needed more training or experience with distance learning tools to deliver effective remote teaching. Additionally, they had to learn how to balance the benefits of an in-class experience as compared to an online experience. For the first time, teachers were presented with the challenging task to make the students online feel like they were part of the class community, even though they were not sharing a physical space. Conversely, in order to have more success engaging students who attend class in person, teachers had to learn to build more agency, autonomy, and flexibility into their lessons.

The decrease in the incidence of COVID cases in the month of February made it possible for K-6 elementary schools to finally reopen. We surveyed our parents and we received 8,931 responses. 57.7% of the parents completing the survey indicated that they wanted their child to continue with Distance Learning, while 42.3% of them wanted for their child to participate in in-person instruction. The planning process to reopen our elementary schools started in mid-February. A total of 1537 3rd-6th elementary students returned on March 8, 2021 for in-person instruction, and a total of 707 TK-Gr. 2 students returned on March 15. The hybrid-model schedules for elementary schools include recess for students, morning and afternoon breaks, and 60 minutes of office hours and planning time at the end of the workday. Elementary students participating in in-person instruction attend school from 8:00 a.m.-2:30 p.m. for a minimum of two days a week (e.g. Group A on Tuesday/Wednesday and Group B on Thursday/Friday). On Monday, students participate in distance learning

(both synchronously and asynchronously) unless they present acute needs, in which case they are also invited to come to school. While our hybrid model calls for in-person learning on two weekdays, to the extent possible we try to bring our most vulnerable students to the classroom daily (whenever possible). This includes our students with special needs, newcomer students, foster youth, homeless students, and those who have experienced the most dramatic learning loss.

Grade 6 students in middle schools were also given the opportunity to join in-person instruction starting on March 15. However, only 183 sixth graders in traditional middle schools signed up to return on that day. In our conversations with parents they indicated that sending their 6th grade student to school in a self-contained model did not bring as many benefits as they originally thought. We must remember that, while in the purple tier, these students could not rotate and take in-person classes with their teachers, since we had to maintain stable, self-contained cohorts. Those students returning were assigned to one of their current teachers for in-person instruction, and they had to remain in the same classroom for the entire instructional day. From the classroom, students would connect virtually with their other classes (using their computers/iPads and a headset), while monitored by the teacher. Although we understand this was not an ideal model, it was the only way that we could bring our secondary students back while in the purple tier.

Once Los Angeles County moved to the red tier during the second half of March 2021, we started planning for the reopening of our secondary schools. Middle schools have been opened since on March 30th (grades 6/7) and March 31 (grade 8). We currently have a total of 429 students who are attending in-person instruction (as of May 5h) for a total of 21% of the middle school population. High school students returned on April 20th (grades 9/10) and April 21st (grades 11/12). We currently have a total of 355 students attending in-person instruction. At the middle school and high school levels, we have continued to implement block schedules in order to minimize transitions during the day (8:00-2:45). The plan was originally designed so that students would attend in-person classes on two consecutive days each week (e.g. Group A would come to school on Tuesday/Wednesday and Group B on Thursday/Friday), and they would remain at home the other three days, where they would attend classes virtually following the aforementioned “concurrent classroom” model. On Monday, students would only participate in distance learning, unless they were students with acute needs, in which case they had the opportunity to attend in-person instruction, too.

While our hybrid model was originally designed for in-person learning two days a week, to the extent possible we are bringing our students to the classroom daily. We understand that, after a year participating in distance learning from home, our students truly need every opportunity to reconnect with the school, their teachers, and peers in an in-person setting. In fact, up to 32% of our 11th graders completing the California Healthy Kids Survey this year indicated that they did not have any interest in school work done from home. 47% of our parents completing our survey also agreed or strongly agreed that distance learning requires too much of students. School officials had a chance to visit each of our schools during reopening days, and we talked to both students and parents, who showed much excitement and appreciation for opening our schools for in-person instruction.

The secondary hybrid schedules still include preparation time for teachers, office hours at the end of each period, and lunch break for students/teachers. The implementation of in-person instruction at the secondary level has logistically been far more challenging than at the elementary level. At this point, guidelines allow for students to rotate to take classes as long as they stay in stable cohorts of up to

120 students. This is particularly challenging during elective or physical education classes. It is important to note, however, that a significant number of students have chosen to finalize the school year using distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>District Leadership Planning and Collaboration Plan for and coordinate during long-term closures, including how to provide meals and childcare to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under IDEA, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	\$100,000	\$98,000	N
<p>Classroom Technology and Equipment Acquire the necessary educational technology (including hardware) so that teachers and all students can implement remote learning successfully. This includes laptops, iPads, interactive panels, cameras, sound bars, assistive technology, adaptive equipment for special education students, and videoconferencing platforms such as Zoom and/or Cranium Café.</p>	\$3,000,000	\$2,940,000	N
<p>Student Devices Acquire the necessary educational technology so that all students can implement remote learning successfully. This includes hotspots, laptops, and/or iPads.</p>	\$200,000	\$196,000	N
<p>Hotspots for Students in Need Acquire the necessary hotspots so that our unduplicated, low-income students can implement remote learning successfully.</p>	\$300,000	\$294,000	Y
<p>EdTech Support and Professional Development Provide ongoing EdTech support, coaching, and professional development to staff, teachers and parents through our Ed. Tech Department so that they can better support students with the implementation of distance learning platforms and applications.</p>	\$100,000	\$98,000	N
<p>Distance Learning Professional Development</p>	\$1,000,000	\$980,000	N

Two (2) additional days of professional learning to help prepare teachers to implement distance learning (per diem day), and ongoing professional development throughout the school year.			
<p>Collaboration Time for Teachers</p> <p>Schools will provide teachers collaboration time with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.</p>	\$500,000	\$490,000	N
<p>Curriculum and Instruction Resources for the Virtual Classroom</p> <p>Partner with teacher leaders to develop support curriculum documents, assessments, and interactive and engaging K-12 curricular resources for both synchronous and asynchronous learning and across content areas, including ELA, Science, History/Social Science, VAPA, and Physical Education.</p>	\$100,000	\$98,000	N
<p>Online Instructional Programs</p> <p>Acquire supplementary applications as well as online diagnostic and instructional programs that would provide unduplicated students the opportunity to easily engage in personalized learning from home and teachers the opportunity to easily monitor progress throughout the year. These include i-Ready, Dreambox, NextGen Math, My Writing Coach, Khan Academy, Discovery, Go Formative, and Nearpod.</p>	\$1,400,000	\$1,372,000	Y
<p>Academic Counselors and Master Scheduling</p> <p>Counselors will provide students extended academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the College and Career Senior Directors, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes.</p>	\$600,000	\$588,000	N
<p>Distance Learning Resources for ELs</p> <p>Provide web-based programs (Rosetta Stone, Wonders-Adaptive Learning and Nearpod EL) as well as interactive ELD activities specifically designed to meet the language and academic needs of English Learners.</p>	\$40,000	\$39,200	Y

<p>ELD Professional Development Provide ELD Designees, classroom teachers, bilingual instructional assistants, and site administrators with professional development on Designated and Integrated ELD specific topics relative to distance learning and English language acquisition.</p>	\$50,000	\$49,000	Y
<p>Training for Parents of ELs Conduct training with parents of English learners on topics related to the instructional implications of distance learning, academics, and social emotional support (e.g. Newcomers, Dual Immersion Parent Meetings).</p>	\$30,000	\$29,400	Y
<p>Special Education Professional Development Provide targeted ongoing professional development to Special Education teachers and related service providers on core curriculum and research-based instructional strategies in order to ensure the quality of the continuum of special education services and programs during distance learning.</p>	\$200,000	\$196,000	N
<p>Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.</p>	\$200,000	\$196,000	N
<p>Services for Foster Youth Students Foster Youth Administrator will contact all parents/guardians, caregivers, social workers, and educational specialists of foster youth and homeless families to address students' immediate social emotional and educational needs as well as any necessary resources (e.g. need for counseling services or mental health referral, lack of accessibility to devices or connectivity, need for academic support or intervention, instructional resources, clothing, etc.).</p>	\$100,000	\$98,000	Y
<p>Services for Homeless Students Expand efforts to address students' immediate social emotional and educational needs as well as any necessary resources (e.g. need for counseling services or mental health referral, lack of accessibility to devices or connectivity, need for academic support or intervention, instructional resources, clothing, etc.), particularly during any transitions between living situations.</p>	\$100,000	\$98,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures and what was implemented during the school year in the area of Distance Learning. Our teachers started the school year with two (2) additional per-diem days of professional learning to help them prepare for and implement distance learning. Because of this effort to prepare our educators, in the California Schools Staff Survey (CSSS) 87% of our teachers have indicated that they feel confident that they can provide effective instruction with the school instructional model. Classroom technology and equipment (computers, iPads, cleartouch panels, Zoom, etc...) were provided for all teachers across the district to guarantee that they had the necessary tools to effectively teach their students in this context. Ongoing professional development and coaching has also been offered throughout the school year by our Ed. Tech Department to help all those teachers in need of additional support. Additionally, all students in need of a device (iPad or Chromebook) for learning received one, and families who needed internet connection received a hotspot.

Ed. Services partnered with teacher leaders who have been developing support curriculum documents, assessments, and interactive and engaging K-12 curriculum resources for both synchronous and asynchronous learning and across content areas, including ELA, Science, History/Social Science, VAPA, and Physical Education. In addition, multiple online programs (i-Ready, Dreambox, NextGen Math, My Writing Coach, Khan Academy, Discovery, Go Formative, and Nearpod) have been implemented in our efforts to mitigate the learning loss. Counselors are currently working closely with students and families providing small-group and 1:1 support for college applications. We are glad to say that at this point 15 of our students have been accepted to UCLA! Counselors, in collaboration with our College and Career Senior Directors, have played a key role in effective scheduling within distance learning and with the transition to the hybrid and full in-person models.

The Department of English Learners has been providing ongoing professional development to ELD Designees, classroom teachers, bilingual instructional assistants, and site administrators on Designated and Integrated ELD specific topics relative to distance learning and English language acquisition. Training with parents of English learners on topics related to the instructional implications of distance learning, academics, and social emotional support (e.g. Newcomers, Dual Immersion Parent Meetings) has also been provided this year. Our Special Education Department, too, provided ongoing professional development to Special Education teachers and related service providers on core curriculum and research-based instructional strategies in order to ensure the quality of the continuum of special education services and programs during distance learning. In addition, they provided appropriate staffing of instructional assistants and psychologists and adopted delivery of services and supports to the distance learning context.

Throughout the school year, our Foster Youth Administrator continued to reach out to all parents/guardians, caregivers, social workers, and educational specialists of foster youth and homeless families to address students' immediate social emotional and educational needs as well as any necessary resources (e.g. need for counseling services or mental health referral, lack of accessibility to devices or connectivity, need for academic support or intervention, instructional resources, clothing, etc.).

Analysis of the Distance Learning Program. A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

On July 17, 2020 the Compton Unified School District Board of Trustees approved a resolution by which Compton Unified, in compliance with the Los Angeles County Department of Public Health, and in continued acknowledgement of the unique health risks posed by COVID-19, would commence the 2020-2021 school year using a distance-learning model. This resolution was also in alignment with the announcement made by Gov. Newsom on that same day, which indicated that all California counties on the COVID-19 watch list, which includes Los Angeles County, would start the year with distance learning.

Continuity of Instruction

Although not an easy task, throughout the school year we have been able to guarantee continuity of instruction for our students through the distance learning model. While we were able to bring some students with acute needs to the classroom for in-person instruction (SPED students, newcomers, etc.), most of our student population has participated in distance learning since the school closures started over a year ago. It was not until March 2021 that we were able to reopen our schools. Even then, less than 25% of our students district-wide have returned to the classroom.

After a year of Distance Learning implementation, we have made significant progress and experienced many successes. At the beginning of the school year, Distance learning schedules were provided for each grade level reflecting significantly more minutes of synchronous learning than the ones required by SB98. All subject areas were reflected on the daily schedules. The schedules also provided for office hours to support families and individual students as needed, and we also carved out time for small-group interventions during the instructional day. These schedules were created with the input of site Principals and teacher leaders, and they were also discussed and revised with input from our teachers' union. In addition, pacing guides were modified to prioritize standards and systematize program implementation across and within schools. Scope and sequence documents (e.g. coherence map) were provided to teachers to help them identify prerequisite skills that needed to be taught. Site Principals and many of our classroom teachers and teacher Specialists have commented on how these tools were very helpful. Moreover, since the beginning of the school year, CUSD educators have been using the distance learning platform created by Educational Services in collaboration with some teacher leaders. This platform has offered weekly digital, interactive, standards-aligned lessons for each subject area in an attempt to guarantee high-quality continuity of instruction during distance learning. This has probably been one of our biggest successes this school year, and many educators have shown true appreciation for our efforts to provide them with this great resource. Students have also had access to multiple online programs (i-Ready, My Writing Coach, Dreambox, Next Gen Math, Carnegie Math, Discovery, Khan Academy) which help them enhance their distance learning experience. Having access to these programs at home is something that our parents truly value, and they have positively highlighted during our advisory committee meetings. Most of these online programs can be used in the classroom as well as at home, which truly helps with differentiation of instruction adapted to the students needs. Hundreds of teachers have also participated in ongoing training with our Ed. Tech Department so that they could effectively teach their students remotely.

Despite the successes in guaranteeing the continuity of instruction through distance learning, our teachers also faced various challenges with its implementation. To begin with, the learning curve has been significant for the majority of our teachers this year. First, they had to quickly adjust to the use of Google Classroom as their Learning Management System. Additionally, they had to learn new instructional strategies, tools, and applications appropriate for distance learning. Once small pods of students returned to in-person instruction, teachers needed to adjust to the difficult task of teaching a concurrent classroom using Cleartouch and having students both at home and at school in their virtual classrooms at the same time. In addition, distance learning has limited the opportunities for students to fully participate in some of the activities that in-person instruction would offer before, for example, some CTE pathways, sports, performing arts, effective physical education, or in-person support from college tutors. Many teachers have expressed concerns about the quality of distance learning instruction, which they don't find comparable to the rigorous in-person instruction provided before school closures. On the California School Staff Survey, for example, 75% of our teachers indicated that students are less engaged in remote classes than they were in in-person instruction, and only 34% agree or strongly agree that students are learning as much or more now as they were prior to switching to distance learning.

Access to Devices & Connectivity

From the beginning of the school year, our main goal has been to guarantee that all students and educators can successfully participate in distance learning, and they have access to our digital curriculum, as well as the plethora of programs and applications that we offer in our district. By the time the school closures happened in March 2020, most schools in Compton Unified had been building their technology infrastructure and moving towards 1:1 solutions over the past six years. Some of our school sites, and in particular our ConnectEd and Verizon schools, even had a surplus of devices that we were able to relocate to other school sites as needed. In preparation for the school year 2020-2021, 2,000 additional devices were ordered and were distributed to students as necessary. In August 2020, our Device and Connectivity Survey was completed by 3,406 families. 15.7% of the responses (535) indicated that families opted out of receiving a district device, because all the students in the household had the necessary personal devices for learning at home. However, 84.3% of the families indicated that their students needed devices for learning. During the first three weeks in August, our administrators and their teams worked tirelessly to distribute learning devices to all students in need. The distribution process has continued throughout the school year with any new students who enroll in our district. Regarding connectivity, 47.2% of the families who completed the survey indicated that they needed internet connection. Compton Unified distributed hotspots to all those families. We soon found out, however, that the connectivity access that many of our families had was quite deficient, so our District purchased and distributed additional hotspots. Our district continues to provide technical support to teachers, families, and students through our hotline and with close collaboration of our ITD, Ed.Tech, and Educational Services departments.

Although we were able to secure devices and hotspots for all of our students, there were also some challenges that we had to overcome. One of these challenges, for example, stemmed from technical issues with student passwords or occasional problems with student rostering. Additionally, throughout the year it has been a challenge for schools to support families with issues such as broken devices, updated settings, clear CACHE, clear cookies, or closing apps in the background. Proper accountability and care of devices has not been an easy task, either. All devices had to be collected at the end of last school year, so that they could be accounted for, serviced and

sanitized accordingly. Loaned devices were returned to schools and they were replaced with a new device. This entire process was time consuming and costly, but it was necessary in order to guarantee that all of our students would have the necessary tools for learning in 2020-2021. As we prepared for the new school year, one of our challenges was the redistribution of devices over multiple days and within the context of a pandemic. This task required coordination across departments, support staff, and ongoing communication with parents and students. Not all families had completed our technology-needs survey; therefore, we needed to reach out to many scholars to confirm that they had a device for learning. Regarding connectivity, the district had purchased the necessary hotspots, but their reliability would often depend on their geographical location within Compton. Our ITD has been working with schools and families as problems arise to help resolve them.

Pupil Participation and Progress

Research shows that pandemic-related learning loss disproportionately impacts students in low income communities. Therefore, despite heroic efforts to quickly shift to distance learning, we knew that achievement and equity gaps would remain, and in most cases be exacerbated. To address loss of learning and widening of achievement gaps we have been closely assessing pupil participation and progress throughout the school year.

In terms of student participation, we have experienced some success, but also many challenges. Each school has been keeping records for each student participating in distance learning. Together with Aeries, the teachers' Google Classroom as well as their gradebooks have been the most effective and realistic ways to track both student daily participation, as well as academic progress. Throughout the school year, administrators have been working with families to address attendance and participation challenges on a case-by-case basis. Teachers, attendance clerks, counselors, Community Relations Specialists, and school administration have been contacting parents whenever the student was absent for 3 days or 60% of the time in the week. The district also continues to engage families in the school attendance and review team (SART) process, as necessary. In addition, all schools in the district created a Re-engagement Plan and most effective strategies were discussed during our Principals' meetings. Some of these strategies include attendance awards, incentives, gift-certificates, swag tags, parent meetings, messages to the community, and home visits.

While significant work has been done to promote student participation, it would be accurate to say that student reengagement has been, and it continues to be, a challenging task. In fact, the California Schools Staff Survey indicates that 75% of teachers agree or strongly agree that students are less engaged in remote classes than in person classes. Many factors contribute to this challenge. Firstly, students' living circumstances have changed drastically since our schools shut down. Teachers and site Principals, for example, have indicated that some students are not available to meet at specific times because they work to support their families. In fact, 37% of the parents completing the California Schools Parents Survey expressed some level of concern about providing financially for their children and 33% have expressed concerns about running out of food because of lack of resources. Other students have disruptions that they are dealing with in the household that prevent them from being able to fully focus during their virtual classes. When we work with our students in person every day, we can get a sense of who may be going through difficulties at home. We can privately check in to see how things are going. During distance learning, it's harder to have those one-on-one conversations, especially with students who are not engaged. Another challenge is that many of our students are dealing with stress and trauma. 40% of our 11th graders completing the California Healthy Kids Survey, for example, indicated that they felt chronically sad or had hopeless feelings during the past 12 months.

Stress and trauma can interrupt cognitive processing, reduce students' executive functioning skills, and disrupt emotional regulation. All of that makes it difficult to learn, think, and engage meaningfully. A fourth challenge that we cannot ignore is that many students need structure and support to help them stay on track with assignments. We have noticed that once some of our students get off track and miss a few assignments, it can feel daunting to try to catch up. They may just disengage instead.

The most recent weekly attendance average for the district as of 4/30/21 is 94.42%, with schools ranging from 99.23% (Willowbrook Middle School) to 88.27% (Centennial High School). Our K-8 chronic absenteeism is currently 11.38%, while for high schools is over 20%. The recently administered Healthy Kids Survey brings light to these numbers, and may explain some of the challenges that we have been experiencing with our engagement strategies and student participation. A positive indicator is that over 80% of all the elementary and secondary students who took the Healthy Kids Survey this year indicated that they participate in synchronous learning 4 or more days a week. Unfortunately, only 64% of the 5th graders who took the survey indicated that they currently feel connected to school. The percentages decrease as we move up in grades: 60% in 7th grade, 34% in 6th grade, and 45% in 11th grade.

Regarding monitoring of pupil progress, at the beginning of the school year we elaborated a comprehensive approach to formative assessments, which have helped our teachers identify students' needs and learning loss, and understand how well their students have been learning on an ongoing basis. Some of these assessments included trimester diagnostic assessments in literacy and math (K-12 i-Ready), as well as periodic mini-assessments and common assessments provided by the district. The winter diagnostic assessment was administered for grade K-8 only in order to look at growth over time. In the area of Reading, students progressed from 14% to 19% in Tier I while decreasing Tier III from 44% to 40%. In the area of mathematics, the growth was from 11% to 15% in Tier I, while Tier III was decreased from 40% to 37%. At the high school level, one of the biggest challenges related to assessing student progress has been the poor completion rates of district-administered assessments. Despite the ongoing efforts from high school site administrators and teachers, the average completion rates on any district-administered unit assessment or benchmark has been between 40%-60%. Our high school teachers had to rely more on their daily/weekly formative assessments to assess student progress and gaps in learning.

In addition to formative and summative assessments established at the site and district levels, schedules have played a very important role in monitoring pupil progress. All K-12 schedules were designed to capitalize on synchronous learning time with the teacher. Last spring, we soon came to the realization that the optimal way for teachers to effectively assess pupil progress was through live contacts and participation in live sessions. The number of minutes that our students are expected to spend on synchronous learning varies from 195 and 220 minutes, and it is based on both grade level as well as the students' needs. Daily live sessions with the students and completion of activities have helped teachers evaluate how well students are progressing. It is through those sessions that teachers are able to better assess students' engagement in the lesson, monitor how well students respond to the material, identify challenges that they may be experiencing, and evaluate the progress (or lack thereof) that they are making. In addition, weekly reports from our online programs (e.g. i-Ready, Dreambox, Rosetta Stone, NextGen Math) help teachers identify how gaps in learning are being closed. At the high-school level, whenever applicable, teachers also closely monitor the progress that students are making on Edgenuity courses, and they provide students with the necessary feedback and instructional modifications.

Distance Learning Professional Development

Undoubtedly, one of our biggest successes with distance learning has been in the area of professional development. In fact, 75% of the teachers who completed the Staff Survey back in February indicated that they had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. Support for educators with distance learning started in the spring of 2020 with the school closures. In the month of June, more than 120 teachers participated in training in preparation for our K-8 Virtual Summer School. High school teachers also had the opportunity to receive training for the summer credit recovery program. Teachers who participated in this training found the resources and strategies very valuable, and they indicated that the summer school experience truly helped them be better prepared for the opening of the 2020-2021 school year with distance learning.

On August 3-5, 2020, a two-day Management Distance Learning Bootcamp was offered to all school Principals and Assistant Principals. The focus of the training was to provide site administration a better understanding of the digital platforms, tools, and applications available to teachers during distance learning, so that they could better support teachers in their (virtual) classrooms. We reviewed the instructional focus for the year, our instructional programs and initiatives, strategies to minimize the learning loss during school closures, and ways to better address the instructional and social-emotional needs of the remote learners. The feedback from our principal participants was very positive. Before the opening of the school year, on August 17-18, more than 400 general and special education classroom teachers, resource specialists (RSP), curriculum specialists, and school counselors participated in our Distance Learning Bootcamp. Participants learned about the needs of remote learners, tools and strategies to better support our instructional programs, ways to address the social-emotional needs of students in the midst of a pandemic, and strategies to address the specific needs of students with special needs (e.g. Special Education Students, and English Learners). Our parents also participated in training on August 24th and 25th so that they could better support our younger students with distance learning. As a result of these efforts, 90% of the teachers completing the California Schools Staff Survey overwhelmingly recognized that they are providing effective instruction within their school's instructional model.

Throughout the school year, our EdTech Department has continued to provide the necessary professional development for our teachers and support staff. One of our most robust training was on the effective use of ClearTouch so that teachers could better transition to the hybrid instructional model and the concurrent classroom. In addition, multiple virtual walkthroughs helped us identify areas of need with distance learning for which further training was needed and offered: (a) How to successfully implement breakout rooms; (b) Create engaging and interactive activities for the remote learner; (c) Implementation of data gathering tools such as GoFormative and Nearpod; (d) How to successfully implement intervention groups during distance learning; (e) Amplify video recordings for flipping instruction; and (f) Building accountability in whole-group and small-group instruction. In addition, EdTech provided professional development to more than 100 substitutes so that they could effectively navigate the basic tools of distance learning, including Google Classroom and Zoom. Our substitutes responded very well to this training, since most of them were unfamiliar with distance learning and needed to learn the tools and the strategies to successfully do their job. The department has also been offering ongoing 1:1 coaching to support teachers throughout the school year. Site specialists have also been available for troubleshooting, technology applications coaching, etc.

The EL Department trained teachers on effective implementation of both Designated and Integrated ELD during distance learning, as well as how to effectively administer the ELPAC assessments with English Learners. Training was also provided for our Bilingual Instructional

Assistants on how to better support our English Learners in meeting their academic and language needs during remote learning. In addition, the Special Education Department conducted training on (a) Explicit Direct Instruction, (b) How to effectively implement small group instruction during distance learning to effectively meet the students' IEP goals, (c) Close reading strategies for students with disabilities; and (d) How to use virtual math manipulatives to enhance conceptual understanding of our students with disabilities. Some of the best lessons that we have observed this year during our virtual classroom walkthroughs were actually implemented by our special education teachers.

The main challenge in the area of professional development is the fact that teachers had to learn multiple tools and applications in a short period of time. This is something that not only our teachers, but also school Principals have expressed. First of all, teachers received training on Zoom and/or Google Meet so that they could work with students synchronously. They also had to learn Google Classroom as the main learning management system that would help them streamline the process of sharing files with their students. In addition, although Ed. Services created digital, interactive lessons, many teachers still chose to elaborate their own curriculum in alignment with the specific needs of their students. The process of creating these virtual lessons and activities took time, commitment, and countless hours of professional development so that teachers could develop their skills and learn the right tools. In summary, although most teachers have made significant progress with distance learning implementation this year, the process has been a very challenging one.

Staff Roles and Responsibilities

COVID-19 and the resulting transition to a distance learning model impacted the roles and responsibilities of staff across the district. In many cases, there was a shift and/or increase in responsibilities for many of our stakeholders, and although the overall outcome has been successful, it did not come without associated challenges. In general, the impact that the pandemic has had in the staff roles and responsibilities mainly affect the following areas: (1) Health and Safety, (2) Teaching and Learning, (3) Student Engagement, (4) Technology, and (4) Mental Health and Social Emotional Learning

******Health and Safety***

Since March 2020, our school site administrators have closely monitored the implementation of safety protocols at their sites, and reinforced stay-at-home requirements when applicable. School office staff have encouraged electronic communications whenever possible, and they have closely worked with school health assistants to follow protocols that would lower the risk of infectious students present on campus. School health assistants, indeed, saw their roles and responsibilities increased this school year. In addition to providing basic first aid to our in-person students, maintaining health records, or practicing clinical skills and duties as specified by the district nurse, health assistants have provided training to staff on any new procedures required by the health department as a result of contact tracing. They have also played a key role in the implementation of COVID-19 protocols including temperature checks and rapid antigen testing in collaboration with Saint John's Well Child Center.

Custodial staff has also been essential in enforcing health and safety in schools. They maintain a stock of personal protective equipment to ensure readiness, and order additional supplies as needed. In addition, they implement routine disinfecting of all high-touch areas on a daily basis, and contact the maintenance department if a large-scale disinfecting/cleaning is required because of identified COVID cases. Our food service/cafeteria staff successfully implement one-way passageways through meal delivery. They also ensure that their

workspace has the appropriate personal protective equipment and cleaning/disinfecting materials. Teachers, too, have helped reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Even our bus drivers have played an important role in maintaining the safety of those students riding the bus. They ensure adequate space for physical distancing at bus stops and school loading and unloading zones. They mark or block seats that must be left vacant to ensure physical distancing, and ensure good ventilation and open/partially open windows. The bus company is responsible for thoroughly cleaning and disinfecting buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

Principals have indicated that some of the main challenges in the area of health and safety arose after the reopening of the schools in the spring of 2021. Once students returned, it became more challenging to enforce all safety protocols (etc. COVID check-in survey, temperature checks, contact tracking); monitor the separation of student cohorts at all times, particularly in the absence of teachers and/or support staff; or enforce the routine disinfection of all high-touch areas on a daily basis. It has truly been a team effort to maintain the health and safety of our students and staff. Despite these efforts, the California Schools Staff Survey administered in February indicated that only 63% of the staff were satisfied with the safety measures and protocols adopted during COVID19. We carefully analyzed these results and embraced the opportunity to continue revisiting and improving our protocols as necessary. However, it is important to notice that all of our schools were visited by the County Health Department this year, and all of them successfully passed their audits.

****Teaching and Learning*

For over a year, CUSD has ensured the continuation of teaching and learning despite circumstances that interrupted normal school attendance of our students due to the COVID-19 pandemic. Both our Educational Services and Educational Technology Departments took a very active role in the implementation of distance learning. Both departments successfully designed and implemented the Distance Learning Platform for K-12 students, teachers, and parents. Lessons were created and instructional materials posted on the website for all grade levels every week. Accessibility guidelines for individuals with disabilities were also provided along with materials in alternative formats. To ensure true continuity of instruction and accessibility to distance learning resources, intensive professional development and coaching sessions have been conducted throughout the entire year for K-12 teachers. The EdTech Department set up a help desk for teachers and it also offered ongoing one-on-one coaching for them. However, we still experienced challenges offering that immediate support that teachers needed when experiencing difficulties with technology.

In the course of the year, school Principals have successfully supported staff, students and families to transition to distance learning, the hybrid model, and in-person learning as necessary. Principals and their support teams have helped teachers with the implementation of high-quality instruction and distance learning experiences for all students. Blended Learning Specialists and 21st Century Specialists, for example, have provided professional development and coaching opportunities for teachers to be successful with distance learning. In addition, they have collaborated with classroom teachers to design online learning experiences for students, and they have monitored the progress of students and provided timely feedback to site administrators. Furthermore, Specialists have communicated regularly with

students' families to ensure that they have success with online learning. In fact, 78% of parents who responded to the California Schools Parent Survey have indicated that our district has done a good job in keeping them informed about remote learning.

The role of the teacher has changed dramatically as a result of the coronavirus pandemic. In March 2020, classroom teaching grounded to a halt, remote learning was propelled to the forefront of every school, and teachers were forced to rethink their delivery methods to adapt to this new digital world. Although teachers tried their best to quickly adapt to the unprecedented implementation of distance learning to ensure continuity of instruction, the new instructional model was not in the teachers' level of expertise which posed a challenge for many of them and affected the quality of instruction during the first months of distance learning. Over the summer and throughout the school year, many of our teachers successfully completed ongoing professional development on multiple technologies, strategies, and tools that would help them significantly improve their implementation of distance learning (Cleartouch, Google Meet, Zoom, and a plethora of applications). Digital resources have also provided teachers with real-time access to student data and insights, which are valuable tools for measuring progress and identifying any knowledge gaps. 75% of the teachers completing the California Schools Staff Survey last February indicated that they had had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. Data collected from our multiple walkthroughs demonstrate that there has been a significant improvement over the course of the year. Distance learning lessons are now more rigorous, better aligned to the standards, and they often incorporate a variety of applications that make them interactive for the students. Even though not every teacher is at the same level, and growth is still very much needed for some teachers, we are proud of the progress made to date.

****Student Attendance and Participation*

In this area, teachers and attendance clerks have played key roles this school year. While in person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, however, teachers have had to monitor student attendance in synchronous learning, presence within the learning management system (completion of asynchronous activities in Google classroom), or any other form of contact. This has definitely been a very challenging task, that required time and close monitoring on behalf of the teacher. On the other hand, attendance clerks have played a crucial role this year in monitoring student participation and contacting families regarding absences. They have actively followed-up with teachers who were not documenting attendance/engagement in the Aeries system. They have also supported any new attendance coding/entry specific to distance learning, and many of them have proactively engaged in outreach/intervention to connect students and families with resources. Community Relations Specialists (CRS) were also called upon to support student engagement and participation with phone calls, home visits, and connections to community resources for families. They also contacted parents to ensure that student information was updated in the system, and they would closely communicate with Pupil Services for mental health and community outreach services. Occasionally, Community Relations Specialists also facilitated families walk-ins for troubleshooting purposes. As a result of these efforts, responses to the California Healthy Kids Survey show that 73% of students across grade levels admit to attending virtual instruction five days a week.

****Technology Support*

During the transition to distance learning, the IT Department also played a crucial role in the area of teaching and learning. The team worked expeditiously to purchase, inventory, and distribute devices and hotspots to all students in need. During our parent meetings, they

have acknowledged and appreciated the titanic efforts from the IT Team to guarantee that schools received and distributed the devices that students needed. The department also completed the installation of Cleartouch panels in the classrooms so that teachers could begin to teach from their classrooms with ease. Principals have expressed how this has made a significant improvement in the quality of distance learning that our teachers provide. Teachers have also indicated how this equipment has truly helped with the implementation of the concurrent classroom model.

On another note, the help desk, which has always been available to help troubleshoot technical issues, saw an exponential increase in the amount of tickets placed for support. The team worked around the clock to solve issues not only for teachers but also families and students across the district. One of the challenges within the department was troubleshooting accessibility issues with the content programs or how to access specific teacher assignments. Some parents also expressed frustration when they could not get immediate support from the Help desk due to high-volume calls.

****Mental Health and Social-Emotional Learning*

We know that the social-emotional needs of our students since the pandemic started have been many. Responses to the California Healthy Kids Survey indicate that 39% of our 11th graders felt sad or down, 22% of 11th graders felt at some moment that it was hard to cope, and 40% of 11th graders noticed that there were times when they felt easily annoyed or sensitive. In addition, 17% of 11th graders also admit to using alcohol or marijuana. During this past year, the Department of Pupil Services has strived to maintain its commitment to providing our students with quality social-emotional and mental health services. In addition, they have been working closely with schools to find effective ways to re-engage students who were not participating in distance learning. One of the department's successes has been the prompt response to parents who indicated the need for mental health services for their students or other members of the family. Additionally, many parents had the opportunity to participate in the SEL professional development/ information outreach by the Pupil Services Department. The school-based Wellness Centers also stepped up in offering social-emotional and mental health support services to parents and students virtually. One of the biggest challenges faced by the department this year has been the negative stigma associated with the topic of mental health, which has caused many parents to refuse access to services that were available to them and/or their students.

Support for Pupils with Unique Needs

****English Learners*

In addition to integrated and designated English Language Development (ELD), during the implementation of distance learning our English Learners have been supported in many ways. The overall implementation of these supports have proven to be successful, based on the feedback received from teachers and administrators. One of the main supports provided to our ELs has been access to web-based programs specifically designed for English language acquisition (Wonders-Adaptive Learning for ELs and Nearpod EL). Students also had access to district wide online programs such as i-Ready or Dreambox, which are personalized and tailored to the needs of each student. All these programs can be used both at school and at home past regular school hours, thus increasing the amount of services for these students. The biggest challenge, however, may have been the limited amount of student usage this year, in

comparison to years past. In the context of distance learning, the truth is that teachers have found it more difficult to closely monitor the implementation of these programs.

English Learners have also received support from Bilingual Instructional Assistants with the goal to better meet their language and academic needs. During distance learning, the support was provided virtually; however, they returned to in-person instruction once we started reopening our schools. Unfortunately, there were not enough Bilingual Instructional Assistants to service all EL students in need. For this reason, priority was given to the district's Newcomer student population, at-risk, and Long Term English learners. Another challenge faced by Bilingual Instructional Assistants was to stay connected with students who were not consistently participating in distance learning.

Another level of support provided to our English Learners during distance learning has been access to supplementary, interactive, and engaging online, digital activities that help enhance the ELD core program that we currently offer. These activities are being created by the EL Department and teacher leaders throughout the district. These activities have had a great acceptance by our teachers who often incorporate them as part of their daily instruction. Our biggest challenge, however, has been to sustain the creation of these activities on a weekly basis and for each grade level K-12.

Finally, during distance learning we have been offering our English Learners ongoing extended day opportunities and tutoring to the greatest extent possible. These are offered before/after school and on Saturdays. These tutoring sessions have helped increase the quantity of services for ELs past the regular school hours. In addition, these sessions take place in small groups of students or even individually, thus improving the quality of services provided. Unfortunately, the biggest challenge has been to recruit enough tutors/teachers to provide these services for the many students who needed the support.

The systematic implementation of these supports for English Learners have had a positive impact on our EL reclassification rates to date (11%). It is important to take into consideration the many challenges of distance learning, and the fact that we did not have the September ELPAC administration in the fall, thus limiting access to recent data and hindering the opportunities for students to meet the reclassification criteria.

******Special Education Students***

During Distance Learning, Compton Unified School District (CUSD) successfully transitioned into virtual Individualized Educational Plan (IEP) meetings by utilizing Zoom and teleconference to support parents and students through the IEP process. We implemented and applied Individualized Distance Learning Plans (IDL) to support goals and modify instructions and related services for our students. Related services such as occupational and physical therapy, speech services, adaptive physical education and counseling were provided for our students based on their unique needs through teletherapy and electronic platforms. Many of these services were provided by external vendors. Our Special Education students received online researched-based resources and instructional packets based on their individualized academic needs. In addition, students were provided with supplementary accessibility tools as needed to actively engage in distance learning. Support from our Special Education aides, staff, and non public agencies was provided for our students using Zoom, Google Classrooms and other electronic platforms. Our Success Through Educational Participation Program (STEPP) continued to

provide an alternative placement with specific interventions for students with unique needs and challenging behaviors. In our ongoing conversations and meetings with parents of students with special needs, many of them have indicated that they were satisfied with the continuity of these services, so necessary for students to meet their IEP goals.

Even though the overall implementation of the support provided to students with special needs has been successful, we have also identified some challenges throughout the school year. Probably, the biggest challenge was the level of comfortability of many families with their transition to online instruction and related services. First of all, parents have indicated that it took some time for students to adjust to new schedules for both their classes, as well as related services. Teachers also indicated that students would struggle with logins for their instructional programs and online platforms, particularly in the beginning stages of implementation. Parents also indicated that they needed additional guidance with the use of the online programs, which our Special Ed. Department provided throughout the year. There were also challenges in our attempts to reach parents and families for students' IEPs and related services. Although we used multiple ways of communication (e.g., email, home visits, postal mail, posting at Parent Square, or phone calls) we noticed that some phone numbers and addresses were constantly changing. Ongoing home visits were conducted and we would often find addresses no longer valid. This was definitely a challenge that we had to overcome. To this day, we consistently continue to re-engage parents and families for students to partake in distance learning.

****Foster Young and Homeless Students*

One success we can celebrate in relation to our foster youth population was our capability to engage our foster student population in school activities during distance learning. Compton USD has made a consistent effort to reach out to our foster population by enabling weekly and biweekly check-ins with students and families to secure engagement in online instructional activities and tutoring, as well as beyond the bell opportunities. The recognition of the specific needs of our foster youth has resulted in the development of a case management system that meets the growing demands of our foster population, by consistently monitoring their attendance and by increasing communication between schools and families, using different media to reinforce ties that increase student connectivity with school. This increased communication between home and school enabled us to continue to provide services during distance learning, as measured by the referrals filed with district and community organizations that provide resources for foster youth.

Awareness of services provided to our homeless students has been another area of expansion throughout this year of virtual learning. Compton USD has made a consistent effort to enable our homeless students to fully participate of the online learning experience by doting them with packets, supplies, devices and connectivity so that they may access instructional activities, identifying learners with special needs, and locating those students who have shown irregular attendance, while ensuring that students remain engaged in online learning. Through our Pupil Services Department, Compton USD has continued to reach out to our homeless families to issue referrals and coordinate community and county LEA support, including shelter availability, community outreach agencies, food provision, health options and COVID information to guarantee the health and wellbeing of our students.

Because of the transient nature of both groups of students, ensuring their continuity of learning has proven a daunting task. Despite persistent efforts made by Compton USD, inconsistent attendance has proven a continuous challenge. This issue is compounded by the

lack of connectivity to school by those students in transient situations, which makes it challenging to locate their whereabouts so that we can offer instructional support, mental health counseling, warm meals, health assistance and agency support. Despite these challenges, Compton USD remains committed to the health, wellbeing and educational success of our foster and homeless youth population and will continue to strive to reach out to both student groups to ensure that their educational goals are achieved.

Pupil Learning Loss Strategies

Actions to Address Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Focused Professional Development for Teachers Provide professional development to teachers on how to assess and identify the learning loss of students, implement effective interventions, and accelerate learning.</p>	\$100,000	\$98,000	N
<p>Academic Interventions for Low-Income Students The academic needs of our low-income students have been exacerbated by the pandemic. Educational opportunities during the school day are insufficient in addressing those needs. Extended, targeted supports are necessary. Compton Unified will provide interventions outside the regular day, including before/after school and on Saturdays. The highest-need students will be the highest priority for scheduling in such interventions. Just as summer programs, we will expand learning opportunities beyond the school year, so student interventions after school and on Saturday expand learning opportunities beyond the school day and week.</p>	\$250,000	\$245,0.000	Y
<p>Summer Learning Program The CUSD K-7 Summer program offered at all 21 elementary schools. The program served to not only address learning loss for many of our low performing students but was also a pilot opportunity for many of the program elements to be implemented in the fall. In addition, the CUSD Gear Up program provided a distance learning summer bridge session for all rising freshmen during the summer of 2020. The program focused on developing study skills necessary for high school success, understanding college and career readiness and social-emotional support for the transition to high school.</p>	\$1,200,000	\$1,176,000	Y

<p>Students earned high school credits in math and English, participated in enrichment activities in STEM and the Arts and virtual field trips as part of the summer program. Compton USD also provided a distance learning summer school program for all high school students, focused on credit recovery, academic acceleration and enrichment. Teachers utilized both synchronous and asynchronous methodology to engage students over the 5-week virtual summer session. Over 1,700 students participated in the various course offerings, including 20 seniors who graduated with the additional credits earned during the summer.</p> <p>A total of 338 Special Education students also participated in our virtual Summer Learning Program with the ultimate goal to minimize the learning loss caused by COVID-19 during the spring closures. In addition to specialized academic instruction via Google Classroom and Zoom, the students received the following services per their Individualized Education Program (IEP): Speech and Language, Occupational Therapy, Physical Therapy and Counseling via tele-therapy.</p> <p>The Summer Learning Program will continue during the summer of 2021 and will target low-income students, English Learners, Foster Youth, Homeless, and Students with Disabilities. The method of delivery (remote, hybrid, in-person) will vary depending on the state of the COVID-19 pandemic.</p>			
<p>Compton STEAM Camp for Low-Income Students</p> <p>Compton STEAM camps were offered to students in grades 3rd-12th giving them the opportunity to engage in STEAM disciplines via a virtual project-based curriculum. Students in grades 3rd-8th used interactive programs like Minecraft and Scratch to solve complicated world problems by programming games and building models based on community issues. High school students were engaged in the <i>Change the World through Code</i> program, receiving certification in <i>Artificial Intelligence</i> through IBM, and boosting academics through our GEARUP Summer Bridge program. In addition, high school students had the opportunity to learn the business and creative sides of the music and gaming industry through the Musicversity Program and our eSports Academy. Attending our STEAM Summer Camp did not only help as a buffer to the learning loss, but it also helped students build confidence, creativity and resiliency.</p>	\$15,000	\$14,700	Y

<p>Data Dashboard and Software Tools Maintain Illuminate and implement EdCite as the district main data systems to support the implementation of our common assessments system. Illuminate serves as the district primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.</p>	\$220,000	\$215,600	N
<p>Fingerprinting for College Tutors to Support Low-Income Students Funds will be allocated to pay for the cost of fingerprinting fees for California State University Dominguez Hills and/or other educational institutions college students who will be assigned as tutors for CUSD students.</p>	\$25,000	\$24,500	Y
<p>College Tutors to Support Low-Income Students The collaboration with higher education institutions will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted support in the areas of ELA and Mathematics to low income students who have experienced significant learning loss. The number of college tutors and their schedules will vary by school site. Tutors can work up to 3.5 hours every day, and they are considered 10-month employees. Under the supervision of the classroom teacher or another certificated staff, college tutors will work with targeted groups of students (remotely or in-person when permitted) providing the targeted assistance that they need in literacy and mathematics. The frequency of services per week will vary depending on the needs of the students.</p>	\$400,000	\$392,000	Y
<p>Utilize Block Grant for Low-Income, Low-Performing Students (Grades 3-12) This funding will be utilized to develop and implement a plan to increase or improve evidence-based achievement in English Language Arts and Mathematics for identified low-performing students. The plan will consist of tutoring services provided by the classroom teacher and/or an outside vendor (we are currently researching possible online tutoring services to partner with). When provided by the classroom teacher, tutoring will take place before/after school or on Saturdays. The frequency of services will vary depending on the students' needs, but in average will be between 1-2 hours per week.</p>	\$759,246	\$744,061	N

<p>Project REACH Program Provide tutoring support to unduplicated students through our Project Reach Program Tutors from the California State University Dominguez Hills in the area of literacy (K-2). Project REACH has proven to be successful during the last five years at addressing the foundational literacy skills of our students. Tutors will return once we start implementing the hybrid model. They will work with small groups of students in the classroom under the close supervision of a certificated teacher. Services will be provided 2-3 times a week for a minimum of 30 minutes each session.</p>	\$800,000	\$784,000	Y
<p>Project RISE Program Provide tutoring support to unduplicated students through our Project RISE Tutors from the California State University Dominguez Hills in the area of mathematics (K-8). Project RISE has proven to be successful during the last five years at addressing the foundational math skills of our K-8 students. Tutors will return once we start implementing the hybrid model. They will work with small groups of students in the classroom under the close supervision of a certificated teacher. Services will be provided 2-3 times a week for a minimum of 30 minutes each session.</p>	\$600,000	\$588,000	Y
<p>Extended-Day Credit Recovery Classes Provide credit recovery classes, tutoring, summer school, and access to the Edgenuity program for our high school unduplicated students who are credit deficient.</p>	\$400,000	\$392,000	Y
<p>Academic Interventions for Special Education Students (SPED) Provide Special Education students with intervention supports and extended day opportunities before and after school as well as Saturdays so that their academic needs can be met to the greatest extent possible during distance learning. The focus of the intervention will be aligned to the goals included in the student's IEP. These interventions will be provided throughout the school year and regardless of the instructional model (distance learning, hybrid, in-person).</p>	\$1,000,000	\$980,000	N
<p>Academic Interventions for English Learner Students Provide extended learning opportunities before/after school and Saturdays for English Learners at greater risk of experiencing learning loss. The areas of focus will be English, Math, and ELD.</p>	\$250,000	\$245,000	Y

<p>Academic Interventions for Foster Youth Students Provide Foster Youth students with intervention supports and extended day opportunities before/after school as well as Saturdays so that their academic needs can be met to the greatest extent possible during distance learning. These interventions will focus on the areas of ELA and mathematics, and they will be provided by a classroom teacher or other certificated staff. These interventions will be provided throughout the school year and regardless of the instruction model (distance learning, hybrid, full in-person). The cycle of the intervention will vary depending on the needs of the student, and sessions will be offered for a minimum of 2 hours a week.</p>	\$50,000	\$49,000	Y
<p>Academic Interventions for Homeless Students Provide homeless students with intervention supports and extended day opportunities before/after school as well as Saturdays so that their academic needs can be met to the greatest extent possible during distance learning. These interventions will focus on the areas of ELA and mathematics, and they will be provided by a classroom teacher or other certificated staff. These interventions will be provided throughout the school year and regardless of the instruction model (distance learning, hybrid, full in-person). The cycle of the intervention will vary depending on the needs of the student, and sessions will be offered for a minimum of 2 hours a week.</p>	\$50,000	\$49,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The actions related to Pupil Learning Loss were implemented this school year as planned and without significant differences. Over the summer of 2020 and throughout this school year, we implemented focused professional development for teachers on how to assess the learning loss caused by the pandemic and ways to effectively address it. We also implemented our Summer Learning Program at all elementary, middle and high schools. Gear Up offered a summer bridge program for incoming 9th graders, focusing on transitional elements into the high school experience, and college and career readiness. Over 1,700 high school students (of which 338 were Special Education students) attended our virtual high school summer program, which offered opportunities for credit recovery, enrichment activities in STEM and the Arts, and virtual field trips. STEAM camps gave our high schoolers the opportunity to earn a Certification in Artificial Intelligence through IBM, and exposed all students to virtual project-based instruction that included music, gaming and eSports. Our virtual summer program was an opportunity for students to participate in interventions and recover high school credits. We are in the planning process to implement a summer program this school year, too, following the similar model that we implemented last summer.

At the beginning of the 2020-2021 school year, teachers were trained on the administration of the i-Ready Diagnostic Assessment, which provided them with an understanding on how to analyze results, identify gaps in learning, create intervention groups, and modify instruction accordingly. To mitigate the learning loss of our students, our schools have been implementing instructional opportunities beyond the bell, including before and after school interventions, and Saturday School. In addition, college tutors were assigned to schools to provide push in/pull out interventions in foundational literacy and math skills. At the high school level we continued to provide extended credit recovery classes to students who were credit deficient. Our intervention efforts have focused on those students falling behind academically, and in particular our special needs, low-income, English Learners, foster youth and homeless who are by far the students who are most at risk.

Analysis of Pupil Learning Loss. A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In spring 2020, CUSD schools, like many others across the nation, were forced to close to protect our students, teachers, and communities from the COVID-19 pandemic. Following these unprecedented school closures, many predicted widespread learning loss for American students (Chetty, Friedman, Hendren & Stepner, 2020; Hippel, 2020; Hobbs, 2020). Through ongoing communication with educators in our district, we learned that their top priority was to truly understand where students would start the 2020–2021 school year. Once the school year started, our teachers continued to ask themselves, “How far behind are my students?,” “What are their greatest areas of need?,” and “What can I do to help them?”

Since last summer, Compton Unified School District has been implementing specific actions and services to identify and address the learning loss caused by the pandemic. Our main goal this school year has been to accelerate the learning progress of all of our students in general, and our different student groups in particular, including low-income, English learners, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. We started the school year with the administration of the i-Ready Diagnostic assessment for all K-12 students. Schools provided the necessary training on how to effectively administer the assessment and how to interpret data from different reports. Training was also provided on how to group students based on their specific needs, and which resources were available to help mitigate the learning loss. In addition to ongoing professional development for teachers to better meet the needs of their students, we successfully implemented interventions beyond the bell, enrichment opportunities, support from college tutors, credit recovery opportunities, Saturday school, and summer school amongst others. We also utilized multiple tools to identify gaps in learning, assess student progress, and analyze successes and challenges with the implementation of our actions and/or services. Some of these measures include the i-Ready diagnostic assessments, ICA assessments, formative and summative assessments, and results from several surveys including the California Healthy Kids Survey, the California School Staff Survey, and the California Parent Survey. In addition, we have had numerous meetings throughout the school year with administrators, teachers, and parents, which have also helped us gather input and feedback regarding our plan of action.

Overall, the implementation of actions and services to address the learning loss were well received by educators, parents, and students. We started with our 2020 summer program, which was a good opportunity to make up for some of the learning that was interrupted during the first few weeks of the school closures. Parents, in particular, highlighted the fact that all teachers in the summer program implemented synchronous teaching, in contrast with the spring of 2020, when many of them relied on Google classroom to teach asynchronously. Over 2,000 students attended summer school last school year, giving them the opportunity to not only address gaps in learning, but also to stay connected with school through relevant and engaging opportunities around STEAM. Our efforts to address the learning loss have continued throughout the school year. Principals and teachers have indicated the invaluable support provided by college tutors, Project REACH and RISE tutors, intervention substitutes, and/or instructional bilingual assistants. In our parent meetings, they also continue advocating for these support services as we start planning for the new LCAP cycle. In addition, many teachers across the district are providing interventions beyond the bell and on Saturdays to address the learning loss of their students, and at the high school level, there are teachers working with students on credit recovery opportunities after school. On the other hand, the biggest challenge in addressing pupil learning loss effectively has probably been the lack of consistency with some students due to lack of engagement or excessive absences. For some of these students, the gaps in learning have even widened. This is something that both our Principals and teachers have expressed concern about. It is not surprising that 58% of parents of elementary students and 60% of parents of secondary students completing the California Parent Student Survey showed concern that their child may be falling behind academically.

When analyzing the year-to-year comparison of the i-Ready Diagnostic #1, data shows that our CUSD students already started this school year behind in comparison to the year before, particularly in the area of math. In the area of reading, 48% of the students were in Tier 3 in 2019 vs. 47% in 2020. However, in the area of Math 42% of the students were in Tier 3 in the fall of 2019 versus 46% in the fall of 2020. This trend can also be seen when comparing student performance in the winter Diagnostics administered in the last two years. A comparison of Diagnostic #2 for both school years reveals a greater extent of learning loss. In reading, for example, we lost ground going from 34% of the students in Tier 3 in 2020 to 40% of the students in Tier 3 in 2021. In math, 26% of the students were in Tier 3 in winter 2020, compared to this year with 37% of students in Tier 3. That is 11 percentage points increase in Tier 3 students, which is significant.

Despite the unquestionable evidence that learning loss has occurred since the beginning of the pandemic and it has negatively impacted our students, we can affirm that our efforts to address pupil learning loss are having a positive impact. A longitudinal analysis of i-Ready data from fall to winter this school year shows growth over time in both areas, reading and mathematics. This is an indication that, despite the challenges of distance learning, our efforts to mitigate some of the learning loss have given us positive results. In reading, the number of Tier 3 students decreased from 48% in the fall of 2020 to 40% in the winter of 2021. In turn, there was an increase in the number of Tier 1 students going from 28% in the fall to a 33% in the winter. In the area of Math, the increase was even higher going from 19% at the beginning of the year to 27% in Diagnostic #2. The number of at-risk students in math in Tier 3 also decreased from 47% in Diagnostic #1 to 37% in Diagnostic #2.

In addition to iReady data, we have also looked at the ICA to help us analyze the progress that our students are making and the effectiveness of our actions and interventions to address the learning loss and mastering grade level content. Before discussing our

findings, it is important to clarify that the ICA assessment was administered in February-March, so there were multiple concepts in reading and mathematics that had not been covered yet. In addition, assessment participation rates were not optimal, but still were the best that we could achieve within the current context. Math completion rates at the elementary level were around 80%. At the middle school level completion rates were in the high 60%, and high schools were able to achieve around 70% overall. For ELA, the overall completion rates at the elementary level were in the high 80's. In middle school grades the completion rates were around 80%, while high schools were only able to achieve around 60%.

The ICA results in ELA indicate that around 25% of the students who took the assessment in grades 3rd-5th met or exceeded standards. In grades 6-8, the percentage was higher, with about 40% of the students showing mastery. Students in 11th grade showed 35% mastery on the ICA assessment. It is important to highlight that around 30% of our elementary students attained nearly met status. The percentage of students approaching mastery in grades 6-8 was about 26%, and 30% in grade 11.

In the area of Mathematics, ICA results indicate that around 25% of the students who took the assessment in grades 3rd-5th met or exceeded standards. In grades 6-8, the percentage was similar, with about 20-25% of the students showing mastery of the standards. Students in 11th grade showed 35% mastery on the ICA math assessment. It is important to highlight that around 30-35% of our elementary and middle school students nearly met standards. The percentage of students approaching mastery in grade 11 was 23%.

Based on the data above, we can affirm that, even though learning loss has occurred during the pandemic, we are starting to see positive signs of recovery in the progress that our students have made throughout this year of virtual learning. We are particularly encouraged by the fact that many of our learners that have not attained proficiency level are situated in the zone of nearly met standards. This stresses the importance of interventions and supports to raise this group into the zone of proficiency, which traces the path to follow as we move forward.

Let's now have a closer look at the different students groups, and discuss both successes and challenges of the services provided for these students, as well as evidence of success (or lack of) addressing learning loss:

******Low-Income***

Compton Unified School District has successfully provided extended targeted support for our low-income students throughout the school year. Many of these students, for example, have received small-group support from intervention teachers, intervention substitutes and college tutors. Fifty-one college tutors were employed to support low-income students with distance learning, hybrid learning, and in-person instruction. Twenty-three Project REACH and Project RISE tutors were also trained and deployed to school sites to provide foundational skills on literacy and numeracy. The PAPER tutorial program has also become available to all schools for additional homework help, writing feedback, and on demand support 24 hours a day, 7 days a week. As of May 2021, students have engaged in 6,407 tutorial sessions and have submitted 1,029 essays. In total, 2,487 students have utilized the program. In addition, interventions have been provided to expand the learning opportunities beyond the regular school day/week. Saturday school also represents an additional opportunity for academic support and attendance intervention. To address gaps in learning, the district acquired supplementary

online applications and programs for our low-income students, including i-Ready, Dreambox, NextGen Math, and My Writing Coach. These programs engage students in personalized learning, both at home and in school. In addition, the district is in the process of planning a K-12 summer program that focuses on intervention, enrichment, and credit recovery opportunities for these students.

The implementation of these services also encountered a number of challenges. During remote learning, for example, student engagement and at-home supervision have been insufficient to ensure that all interventions were carried out with optimal fidelity. Additionally, 27% of the parents completing the California School Parent Survey expressed concerns that their students were not motivated to complete school work, and 40% of them reported experiencing unreliable internet connections, which may impact the use of online instructional/intervention programs. Many teachers have also found it challenging to implement interventions virtually, and many others were not available to provide after-school tutoring and Saturday school interventions. Additionally, because of school closures, our college tutors were not able to provide intervention services until later in the school year.

Despite any challenges, the overall implementation of services to address the learning loss of our low-income students have proven to be effective. i-Ready diagnostic data, for example, shows that this student group has made progress over time both in reading and mathematics. In the area of reading, the number of Tier 3 students decreased from 45% in the fall of 2020 to 41% in the winter of 2021. In turn, there was an increase in the number of Tier 1 students going from 25% in the fall to a 31% in the winter. In the area of Math, the increase was even higher going from 20% at the beginning of the school year to 26% in Diagnostic #2. The number of at-risk students in Math also decreased from 44 % in Diagnostic #1 to 39% in Diagnostic #2.

****English Learners*

Our District has successfully provided targeted support for our English Learners throughout the school year. We have specifically provided extended learning opportunities before/after school and Saturdays for ELs at greater risk of experiencing learning loss. The areas of focus have been English, Math, and ELD. In addition, bilingual Instructional Assistants at each site have provided small-group instruction in language and vocabulary development while assisting with primary language support. Four ELD Specialists work closely with the school sites that have the highest numbers of English Learners and provide professional development on specific strategies geared to addressing the learning loss of ELs. These students have also benefited from Project REACH and Project RISE tutors, and extended-day credit recovery classes. At the secondary level, instructional assistants are also working after school with EL students who are making up assignments so that they can pass their classes. This initiative has been very well-received by parents as well as students, because it provides them with an extra layer of support.

Addressing the learning loss of English Learners in the context of distance learning has not been an easy task. To begin with, distance learning makes it more challenging for ELs to effectively develop oral language due to limited student-to-student interaction. EL students are not able to hold instructional conversations with peers during regular school time in a comparable way to a traditional school setting. It is not surprising, then, that English Learners were amongst the first groups of students that were brought back for in-person instruction. Over 400 of them returned to school as early as October 2020, which allowed for additional opportunities for in-person interaction and the

necessary interventions and support to address learning loss. Additionally, problems with attendance and engagement have made it more challenging to implement interventions both during the instructional day and after school hours.

Despite these challenges, the services that we have been implementing during the school year to address the learning loss of English Learners are proving to be effective. i-Ready diagnostic data, for example, shows that our EL students have made progress from the fall to the winter diagnostics. In the area of reading, for example, the percentage of Tier 3 students decreased from 65% in the fall of 2020 to 58% in the winter of 2021. In turn, there was an increase in the percentage of Tier 1 students going from 11% in the fall to a 17% in the winter. In the area of Math, we also observe an increase in the progress that students made going from 7% in the beginning of the year to 12% in Diagnostic #2. The percentage of at-risk students in math in Tier 3 also decreased from 59% in Diagnostic #1 to 53% in Diagnostic #2. It is important to notice, too, that although the students did not take the ELPAC in the spring of 2020 due to COVID, the EL Department was able to reclassify students based on the optional ELPAC administered in the fall of 2020. Our reclassification rate is currently at 11%.

****Foster Youth*

Our Foster Youth were among the students who were given priority in the fall to receive on-campus support through Think Together, a district partner that would normally run our after school program, but during the pandemic it has been offering child care services at the school sites. Under the supervision of Think Together, students would connect virtually with their teachers to attend class. Classroom teachers would communicate with Think Together staff when a student needed additional support with an assignment, performing an assessment, completing a project or resolving technology issues. Principals and teachers have indicated that the support provided by the program truly helped keep some of our neediest students engaged and focused in learning.

In addition to ongoing support from Think Together, our Foster Youth has also received multiple levels of support this school year. To begin with, the Foster Youth district administrator has been working closely with schools, families and students to make sure these students received proper course placement and the necessary interventions to address learning loss. During regular school hours, many of them have received small-group intervention from teachers, as well as college tutors, Project REACH/RISE tutors, instructional assistants, or intervention substitutes. Some students have also benefited from interventions before/after school as well as Saturdays in order to address their learning loss to the greatest extent possible. At the high school level, instructional assistants were assigned to work with these students after school and support them with completion of assignments so that they could make up classes and receive their credits. Additionally, PAPER live tutoring is accessible 24 hours a day, 7 days a week to receive homework help in any given content area. In addition, all teachers provide daily office hours to assist students who need additional support or to communicate with parents about student progress.

Although we successfully implemented multiple systems to address the learning loss of our foster youth students during this school year, the truth is that this group is among those students who have struggled the most during distance learning. Many of our students in foster care, who have already experienced the trauma of abuse and neglect, added isolation, uncertainty, and anxiety brought on by the pandemic and disruptions to normal routines and visitation with family. Many have encountered greater placement instability as

caregivers struggle to meet their needs while balancing increased responsibilities. All of this compounds the trauma that foster youth have already experienced and can make it difficult for foster youth to focus on school and learn. Challenges specific to this group include attendance (21.7% FY vs. 15.4% all students), active engagement in the virtual classroom, and completion of class assignments and assessments. These ongoing issues have posed a challenge with consistency in implementation of services.

Despite these challenges, the services that we have been implementing during the school year to address the learning loss of Foster Youth are proving to be effective. i-Ready diagnostic data, for example, shows that our FY students have made progress from the fall to the winter diagnostics. In the area of reading, for example, the percentage of Tier 3 students decreased from 67% in the fall of 2020 to 56% in the winter of 2021. In turn, there was an increase in the percentage of Tier 1 students going from 10% in the fall to 14% in the winter. In the area of Math, we also observed a small increase in the percentage of students at grade level going from 9% in the beginning of the year to 11% in Diagnostic #2. The percentage of at-risk students in math in Tier 3 also decreased from 64% in Diagnostic #1 to 52% in Diagnostic #2.

****Homeless*

Since last spring, we successfully implemented a variety of interventions and supports to better meet the needs of our homeless students and address the learning loss caused by the pandemic. Homeless students were given priority to receive on-campus support through Think Together. These students were also given priority to attend in-person instruction once we were allowed to bring our neediest students back to the classroom in small pods. Having our homeless students on campus ensured that they had the necessary learning tools and connectivity as well as ongoing assistance from their teachers and support staff. During these past months, it has been a priority for our Homeless and Foster Youth Liaison to identify our homeless students, create a plan that satisfies their unique needs, work with schools to schedule academic interventions that address possible deficiencies, and ensure correct class placement to guarantee their academic success. Our district has effectively provided and tracked intervention support for these students during regular school hours and beyond. Teachers, substitutes, and college tutors have also provided intervention to address learning gaps. In addition, homeless students also have access to on-demand tutoring 24/7 through the Paper tutoring platform.

Although many homeless students have successfully benefited from the interventions in place, it is unquestionable that we found obstacles that made it difficult to fully implement these services for every child. It is important to understand that Homeless students have experienced greater challenges during distance learning than any other group. Parents have often reported to our Principals, teachers, and district liaison that without a stable place to stay, attendance (44.4% chronic absenteeism), completion of class work, participation in activities, and assessment completion have been a struggle for their students. Connectivity has also been a constant issue, depending on the current location of the family.

To the extent possible, our school and district teams have done our best to address the learning loss of our students experiencing homelessness. As a result of the multiple and ongoing services provided, we have seen that our Homeless students are making steady academic growth. i-Ready diagnostic data, for example, shows that in the area of reading, the percentage of students performing at the

intensive level decreased from 59% in the fall of 2020 to 48% in the winter of 2021. In turn, there was an increase in the percentage of of students approaching grade level, going from 18% on Diagnostic #1 to 26% on Diagnostic #2. The number of students at grade level also increased from 22% in the fall to 25% in the winter. In the area of Math, we can also observe an increase. The percentage of students in Tier 3 decreased from 54% to 41%. On the contrary, the percentage of students approaching grade level grew from 31% to 37%, and the percentage of students at grade level also increased from 14% in Diagnostic #1 to 21% Diagnostic #2. We will again reevaluate the progress of these students in the spring, and continue providing interventions throughout the summer to mitigate the learning loss of this student group.

*****SPED students**

Our Special Education students were invited to return to the classroom back in the fall. We knew that distance learning was especially challenging for them and they would benefit from in-person instruction best. Approximately 215 SPED students throughout the district joined the learning pods back in October. Since then, Special Education teachers, service providers, and aides have provided in-class and virtual support during all these months in order to guarantee the continuity of learning and address the learning loss caused by the school closures. Special Education students have had access to intervention support after school, on Saturdays, Extended School Year (ESY) and during summer school. These extended learning opportunities have been offered to the greatest extent possible, regardless of the instructional model (distance learning, hybrid, or in-person instruction).

In order to ensure that teachers would know how to assess the learning loss of students, identify gaps in learning, and implement effective interventions, Educational Services and Special Education provided ongoing professional development opportunities on topics related to differentiation, data analysis, goal setting, IEP goals implementation, teletherapy, and Explicit Direct Instruction workshops. As necessary, teachers received support with i-Ready Diagnostic implementation and reporting, so that they could truly understand how to identify gaps in learning. SPED teachers were provided Goalbook Toolkits that supported educators working with specialized student populations to vary the levels of instructional support. Twenty-nine Special Education teachers attended our Dreambox training designed to provide specific support on goal setting and instructional support for SPED students. This professional development was very well received by our teachers, and it provided participants with a step by step protocol for examining student's Dreambox data in order to create IEP goals. It also gave teachers a deeper understanding of how Dreambox could help students reach their goals.

Regarding challenges addressing the learning loss, our teachers have reported that the coronavirus pandemic has made it more difficult to meet the needs of students with disabilities and comply with requirements of the federal Individuals with Disabilities Education Act (IDEA), which guides special education in public schools. It has been more difficult to provide appropriate instructional accommodations for students with disabilities and to provide hands-on accommodations and services that would help mitigate the learning loss. The Special Education Department has reported that not all students with special needs were able to partake fully in the classrooms due to absences and inconsistent student logins. Numerous parent contacts, certified letters, and home visits were conducted to ensure that we were able to connect our students with our instructional programs. Individual Distance Learning Plans (IDL) were created through the IEP team and adjusted to meet the unique needs of our students.

Our actions and services to mitigate some of the learning loss with our students with disabilities have proved to be effective. i-Ready diagnostic data shows that our Students with Disabilities (SWD) have made progress from the fall to the winter diagnostics. In the area of reading, the percentage of Tier 3 students decreased from 44% in the fall of 2020 to 39% in the winter of 2021. In turn, there was an increase in the percentage of Tier 1 students going from 26% in the fall to a 33% in the winter. In the area of Math, we also observe an increase in the percentage of students performing at grade level, going from 21% in the beginning of the year to 27% in Diagnostic #2. The percentage of at-risk SWD students in math also decreased from 40% in Diagnostic #1 to 36% in Diagnostic #2. Our 6-week summer program for our mild-to-moderate students will be another opportunity to continue addressing the learning loss. Students in the moderate-to-severe program will participate in extended school year (ESY).

To further address learning loss, the Office of Special Education has planned to provide students with disabilities with the opportunity to attend Summer School and Extended School Year (ESY) over the summer. The purpose of summer school and ESY services is to assist students in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. As of March 2021, 143 RSP (44 elementary, 6 middle school, 93 high school) and 642 (244 elementary, 138 middle school, 260 high school) Mild Moderate SDC students have ESY in their IEPs.

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Compton Unified School District (CUSD) understands that social and emotional wellbeing is essential for students to reach academic success and attain a healthy lifestyle. For this reason, whether through distance learning or in-person, CUSD has continued to implement our Tiered RtI Model for Behavior and Social/Emotional Support throughout the school year. In addition, given the challenging context created by the COVID-19 pandemic, we have also given special attention to the mental health and social-emotional wellbeing of our families and staff.

Throughout the school year, our teachers have continued to reinforce our **Tier I universal interventions** with the goal to create a culturally responsive virtual environment. Positive Behavior Interventions and Supports (PBIS) have been implemented, with special attention to online etiquette and digital citizenship. The Department of Child Welfare and Attendance (CWA), as well as selected school teams, have continued to participate in PBIS professional development and coaching provided by LACOE. Currently, we are in year four of implementation, and the school teams participating this year have been Anderson Elementary School, Clinton Elementary School, Dickison Elementary School, Jefferson Elementary School, Laurel Elementary School, McKinley Elementary School, and Rosecrans Elementary School. To better address behavioral challenges, teachers continue to teach replacement behavior, the eighteen social skills and implement our recently adopted, and the social-emotional learning K-8 Curriculum *Second Step*. This is a research-based, teacher-informed, classroom-tested program that promotes the social-emotional development, safety, and well-being of children from Early Learning through grade 8. Teachers have received the necessary training to successfully implement the program in all elementary and middle schools. The program also features *Second Steps SEL for Adults Resilience during the Crisis Module*. This module was

designed to guide school communities in responding to events that cause extreme stress, to assist school personnel in strengthening their own resilience and to recognize the signs of stress in students.

The implementation of *Second Step* has been successful so far, and it has been well-received by our teachers. The program has provided our staff with a plethora of resources to address the impact of COVID-19 in adults, families and students. To date, about 475 (K-8) teachers have received training and 249 have been certified online. This represents 79% of teachers in grades K-8 (totaling 601). Elementary teachers include *Second Step* lessons in their lesson plans using the pacing guide, while Middle School administrators are able to track the lessons taught on the *Second Step* platform. Pupil Services provides support to administrators by hosting check-in meetings twice a month, and to schools by scheduling professional development for the sites. Principals discuss tips, challenges, and best practices during their bi-monthly meetings and continuously monitor program implementation. *Second Step* is constantly evolving to adapt to increased needs for support, generated as a result of the Covid-19 pandemic.

Our teachers have found the implementation of **Tier II interventions**, such as restorative conferences, group counseling, and/or clinically-led therapeutic groups, more challenging this school year. In a regular year, restorative circles are strongly implemented in elementary classrooms to prevent behavioral trends leading to chronic absenteeism and secondary school drop-out risk. The California Schools Staff Survey (CSSS) indicates that 49% of teachers agree that their sites are implementing the use of restorative practices to resolve conflicts but, unfortunately, the implementation of these circles did not truly happen until we reopened our elementary schools back in February. Many of our teachers, however, have been able to continue with the implementation of trauma-informed practices throughout the school year, which has been very beneficial for our students. The California Schools Staff Survey (CSSS) indicates that 50% of educators agree that their sites are effectively implementing trauma-informed practices, but have identified supporting students exposed to trauma as an area of need. During the upcoming school year, Child Welfare and attendance will continue to provide culturally relevant and trauma-informed professional development to K-12 staff, using school-wide professional book studies. In years past, we completed *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* and *Help for Billy*. The following title has been added for next school year: *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* by Kristin Van Marter Souers and Pete Hall.

Regarding our **Tier III strategies**, Wellness Centers at Centennial High School, Dominguez High School, Davis Middle School, Compton Early College, McNair Elementary School, Foster Elementary School, and Bunche Elementary School have continued working actively in supporting individual students during distance learning. These centers have offered services to schools in the areas of social-emotional learning, mental wellness, resilience, and positive connections between students and adults. In addition to the services provided by our Wellness Centers, our mental-health partners have continued to provide individual, group, grief, and loss counseling. Some of these partners include Bayfront Youth & Family Services, Children and Families Inc.com, Centinela Youth Services (CYS), Tessie Cleveland Community Services Corporation, and Shields for Families.

During this school year, we have also provided access to tele-health services for group and individual counseling. These Tier III mental health services have continued to be requested through our dedicated referral email address, which logs and timestamps every mental

health referral received from school sites, families, and students. Upon receipt, our three Marriage and Family Therapists (MFT) are assigned to case-manage each referral, thus providing telehealth services to any of the siblings in the home, irrespectively of grade or school enrollment. 175 referrals have been received on our dedicated referral line so far, which is significantly below previous year data. A total of eleven calls pertaining to mental health needs have been addressed. Additionally, this year we have registered one Child Protective Services (CPS) call, and four situations needing support from the Psychiatric Mobile Resource Team (PMRT). There is no doubt that the school closures and the context of the COVID-19 pandemic have negatively impacted the provision of these services. The lack of available private spaces for students receiving mental health services from home, lack of face-to-face interaction, and scheduling issues make the entire process even more challenging. Despite these challenges, our CUSD partners meet every Monday to share information, to discuss treatment plans, and to ensure that students receive high quality interventions. Additionally, as a part of our Wellness Initiative, the CUSD wellness team meets with the Department of Mental Health and our mental health partners monthly to discuss new trends, best practices and ways to improve services.

Monitoring and supporting mental health and social and emotional well-being has not been an easy task for schools this year. During traditional instruction, our trained educators were able to recognize signs of child abuse, neglect or stress based on personal interaction with our children, but virtual instruction represents an additional level of challenge for our staff to be able to recognize signs of distress, due to blackened screens and lack of daily in-person interaction. Despite our ongoing efforts, feedback from our stakeholders shows that our community is still in dire need to continue receiving support in this area. Only 44% of the parents who completed the California Schools Parent Survey (CSPS) indicate that the schools provide quality counseling to help students with social or emotional needs and only 38% of the parents agree that the school provides parents with resources to support their children's social emotional needs. The California Schools Staff Survey (CSSS) also indicates that 46% of teachers agree that schools provide adequate counseling and support for students. Data from the California Healthy Kids Survey also shows that 25% of secondary students have suffered social-emotional distress this year, 13% have experienced suicidal ideations, 45% experience chronic sadness or hopelessness, and 21% of students in secondary schools have felt sad or down. In addition, 17% of students in elementary schools experience frequent sadness.

While our students' social-emotional wellbeing is of utmost importance, CUSD also recognizes the need to address our **staff's mental wellness**, particularly in such a difficult year. This year we have started a partnership with Care Solace, a web-based care navigation system that enables a fast, easy and convenient connection of individuals in need of mental healthcare to qualified providers and resources. Care Solace concierge experts are available 24/7 to help families through the process of accessing telehealth services and community-based mental health programs and resources. The mission of Care Solace's mission is to ensure that every student, family member, and school-based staff member is not left to carry the heavy burden of finding accessible mental health care on his own. This newly implemented process, resulting from increased need during the pandemic, is pending long-term data. CUSD has also retained the services of Employee Assistance Service for Educators (EASE), for the purpose of enhancing the health and well-being of all school-based employees. EASE offers professional and confidential counseling in matters related to personal and family difficulties, job-related stress, substance abuse, grief and loss, and traumatic incidents. Both EASE and Care Solace send out a monthly newsletter offering guidance to manage various types of stress. In the 2020-2021 school year, EASE handled sixty-five cases from our

district, of which 18% were from management, 43% from certificated staff, 35% classified employees and .3 from family members. EASE has registered two suicidal ideations, ten cases directly relating to COVID19, and four urgent crisis situations.

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

For the 2020-2021 school year, we have been looking at the following four metrics when addressing student and family engagement and outreach: **Contact, Connectivity, Relationships, and Participation.**

Contact: The beginning of the pandemic made it clear that many schools across the state were lacking current contact information for their students and families for various reasons. This made it challenging to contact families and effectively re-engage students. Our schools in Compton also experienced this challenge. Therefore, during spring and summer school teams took a proactive role in making sure that student contact information was updated in a timely manner.

Throughout the 2020-2021 school year administrators, teachers, and office staff have made significant efforts to reach out to families and students, particularly those who were not engaging in learning. As of March 2021, school sites had placed 10,003 documented phone calls and they had conducted 327 home visits. We have found out that home visits are one of the most effective ways in which schools can make parent contact with hard-to-reach families. In addition to home visits, schools have been continually reaching out through texts, phone calls, email, social media, and mail, as well as contacting friends and neighbors. We truly believe that our schools have been very proactive in communicating with families. According to the 2020-2021 California School Parent Survey (CSPS), 80% of the 1,572 respondents agreed or strongly agreed that the “school promptly responds to phone calls, messages, or e-mails.” The CSPS also found that 91% of families agree or strongly agree that the “school keeps (them) well-informed about school activities.” According to the 2020-2021 California School Staff Survey, 92% of staff find that “school staff take parents’ concerns seriously.” We find this is a step in the right direction. When families reach out, we are quick to respond. While every effort is being made to improve home/school communication, we are finding that there are still a number of families who are not aware of pertinent information that our district and schools are providing via our many platforms such as Parent Square, the District website, or our Social Media accounts. Additionally, there is still a concern with re-engaging a number of families who we have lost contact with.

Connectivity: In the context of distance learning, connectivity became crucial to effectively connect with families and keep students engaged in learning. Going into the 20-21 school year, we were aware that many students and their families needed internet access, proper equipment, and training on utilizing online learning platforms to participate in distance learning. According to our *Device and Connectivity Survey* issued in August 2020, 84.3% of the 3,406 families of the families who responded, indicated that their students needed devices for learning. We were successfully able to distribute devices to every student in need. 47.2% of the families who completed the survey also indicated that there was a need for internet connection, or their connectivity access was quite deficient. A total of 2,300 hotspots were distributed to the school sites so that parents could collect them. In addition, we were able to provide devices with

built-in connectivity to families in need. We believe that we were very successful in providing families the devices and connectivity needed to effectively engage them in schools.

All of our classrooms were also equipped with Cleartouch Smartboards, which have assisted our teachers in delivering engaging online lessons and monitoring students in either Zoom or Google Meets. Having access to the appropriate classroom technology has been critical to effectively engage our students. In addition, throughout the school year, our Educational Technology Department has been providing teachers with the necessary professional development to enhance their distance learning lessons. We know that when lessons are engaging and high quality, our students are more likely to connect to online learning. Despite the significant progress that our teachers have made, there is still a need to continue with ongoing professional development. In the California School Staff Survey (CSSS), 72% of staff members reported that they feel they need more professional development, training, mentorship, or other support to motivate students through remote learning. In addition to teacher training, we soon realized that many families were also in need of assistance when it comes to accessing technology and the various student learning platforms. Therefore, throughout the school year many school sites have been providing family workshops to help parents navigate the technology and support student learning. These sessions have contributed to successfully connect and engage families during a time when we needed them the most.

Relationships: Research and experience show that strong reciprocal relationships with caring adults and educators are key to keeping students and families involved in school and learning. This year, our teachers in Compton Unified have made a huge difference by adapting traditional classroom relationship-building strategies to online settings. Curriculum Specialists, counselors, secretaries, clerks, and other classified staff have also helped improve home-school relations, reaching out to families and students, noticing when students have been absent and welcoming them back, sending positive messaging, offering incentives, and establishing social emotional checkpoints. At the district level, we have been holding monthly virtual recognition ceremonies where we honor our “Students on a Roll” (those who have improved their attendance) and “Students of the Month” (those who exhibit good citizenship). Many schools hold virtual celebrations, assemblies, and giveaways to build relationships and capacity with our families and our communities. In March we partnered with the Colin Kaepernick Foundation who donated 1,300 “Impossible burgers and buns” along with 5,000 PPE masks to our students. Access Books, donated \$150,000 worth of books to our K-12 students. Many of our sites have hosted drive-through food giveaways for our community throughout the year. Our sites have also been providing grab-and-go lunches to our students during this pandemic. By doing this, we are ensuring that we are meeting the nutritional needs of our students and families. District Nurses have also played key roles in the district’s efforts to educate the community about COVID, support contact tracing, and engage in direct outreach to students and families. Despite the challenges of fostering effective relationships with families and students during school closures, we believe that the overall outcome in the area of relationship building has been very positive. On the California School Parent Survey (CSPS), 79% of the parents who completed it responded that they feel welcome to participate in our schools, 87% feel respected by the school staff, and 76% indicated that staff take their concerns seriously.

Participation: Even though systems have been in place since the onset of the school year and efforts were made to promote student participation and engagement, chronic absenteeism has been significantly higher than years past, particularly at the secondary level. According to the 20-21 California Healthy Kids Survey (CHKS), 35% of 7th graders, 44% of 9th graders, and 43% of 11th graders missed

at least more than 1 day of remote learning classes for any reason. While at the K-8 level we have been able to keep chronic absenteeism below 12%, at the high school level our average is over 20%. The district currently attendance rate is 94.42%

Our schools have been closely tracking student participation, and teachers have been taking attendance as required by SB98. Universal, supplemental, and intensive reengagement strategies have been implemented accordingly. Those students who were absent for more than three school days or 60 percent of the instructional days in a school week, have been subject to a leveled re-engagement process following the strategies in place. Throughout the school year administrators, teachers, and office staff have made significant efforts to reach out to families and students and re-engage them. In addition to phone calls and home visits, schools have been continually reaching out through texts, phone calls, email, social media, and mail, as well as contacting friends and neighbors. Attendance SSTs at the school site, and SARB meetings at the district level have also been implemented accordingly.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to COVID-19, this year the United States Department of Agriculture approved flexibility waivers to offer meals to all who are 18 years of age and younger at no-cost to them, regardless of district enrollment status. These flexibility waivers have allowed meal recipients to enjoy their healthy and nutritious meals throughout the school year in a non-congregate environment.

Overall, our nutrition program in Compton Unified has been successful and we have not experienced major concerns from parents or students. Following the request from families, we have offered multi-day meal distribution to better accommodate parents' schedules, and also minimize contact with others. For the first time, we received food donations to offer meals to adults, something that was very much appreciated by our community. During the 2020-21 school year (8-19-20/ 3-5-21), we have distributed 564,190 combined healthy servings of breakfast, lunch, supper and snack at no-cost to recipients. Furthermore, we have distributed over 45 thousand pounds of donated food to adults outside of our reimbursable meal programs.

The pandemic, however, has also presented some significant challenges to our school nutrition program, and we have done our best to overcome them. For example, unplanned staff absenteeism, due to self-quarantine and fear of exposure to COVID-19, resulted in added challenges to serve students on campus or distribute non-congregate meals to parents/guardians/students. Additionally, students' schedules during distance learning would limit the time scholars have to visit schools to collect their meals. Therefore, throughout the year our schools had to make the necessary adjustments to better accommodate our students and families. Additionally, ongoing updates and restrictions by CDC, USDA/CDE, and LADPH have impacted the operation of our program over time, and Student Nutrition and schools had to quickly adjust to any new restrictions and changes to the guidelines. During the first semester, for example, schools had to arrange for seating accommodations outside of the school cafeteria in order to keep our cohorts of students with acute needs as safe as possible. Now that our schools have reopened for full in-person instruction our cafeterias are fully functioning, but it is not logistically easy to limit the space to just one cohort of students at a time.

Despite an overall successful implementation of our student nutrition program, we must acknowledge the fact that the pandemic has caused many struggles in our underserved community. The California School Parent Survey that we administered in February indicated that 32% of the parents who completed the survey still have some level of concern about running out of food because of a lack of money or other resources. About 30% of our students indicated that they do not eat breakfast on a daily basis. Therefore, we continue our efforts to reach out to families and students and do our best to support them with daily healthy meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	<p>Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. This includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.</p>	\$2,000,000	\$1,960,000	N
Mental Health and Social and Emotional Well-Being	<p>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's Child Welfare and Attendance team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and the addressing of the traumatic impact of COVID and school closures. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.</p>	\$1,750,000	\$1,715,000	N

<p>Mental Health and Social and Emotional Well-Being</p>	<p>Nursing Services District Nurses will play key roles in the district's efforts to educate the community about COVID, to support contact tracing, and to engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. This staff will not only maintain existing staffing and support to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.</p>	<p>\$300,000</p>	<p>\$294,000</p>	<p>N</p>
<p>Mental and Social and Emotional Wellness Centers</p>	<p>Wellness Center/Social Workers/Therapists CUSD Wellness Centers will offer support to schools in the areas of social-emotional learning, mental wellness, resilience, and positive connections between students and adults. They will also help students facilitate communication and understand barriers/challenges. Some of our partners include Counseling 4Kids, Bayfront Youth & Family Services, Children and Families Inc.com, Centinela Youth Services (CYS), Tessie Cleveland Community Services Corporation, and Shields for Families. Wellness Centers will be implemented at Centennial High School, Dominguez High School, Compton Early College, Davis Middle School, McNair Elementary, Foster Elementary, and Bunche Elementary. Four of the existing wellness centers maintain a Clinical Social Worker to address the needs of students who seek assistance with general emotional wellness services and also mental health/trauma-related services. The youth at the high schools will also have access to College and Career assistance and mental health awareness clubs</p>	<p>\$100,000</p>	<p>\$98,000</p>	<p>Y</p>

	(NAMI). All wellness centers provide the opportunity for mentoring services to assist our students with the daily rigors of life.			
Pupil and Family Engagement Outreach	<p>Services Provided by Enrollment Center at 417</p> <p>While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Foster Youth, Low-income and Homeless students, and English Learners need and often do not have access to. These include referral to community immunization clinics such as St. Johns' (which is based on our Dominguez HS Campus), family services and therapy, a summer feeding program, services for families in transition, partnerships that provide them shelter, and translators. These are in addition to the core function of a more streamlined enrollment process to efficiently place students and families into schools. The enrollment center, during school closures, is supporting the overall district efforts to plan for reopening in a hybrid model and ensuring that students who are entering the district during the time of COVID-19 are appropriately placed and connected to their school. As a result of COVID-19, the Enrollment Center has also increased engagement with families of unduplicated students, guiding and connecting them with resources within the community and striving to meet their basic needs.</p>	\$10,000	\$9,800	Y
Pupil and Family Engagement and Outreach	Home-School Communication	\$50,000	\$49,000	N

	<p>Administrators and teachers promote home-school communication to engage families through:</p> <ul style="list-style-type: none"> • Websites, auto-dialer system, newsletters, social media, Aeries portal. • Email and a platform which can be accessed on mobile or desktop devices • Family nights and parent-teacher conferences which provide information about student progress and targeted support/enrichment their child receives 			
N/A	<p>Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites.</p>	\$300,000	\$294,000	N
N/A	<p>Technology materials and services for staff to work remotely Includes computers, headsets, and connectivity to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 and Cranium Cafe contract for 2020-21 distance learning and remote work.</p>	\$350,000	\$343,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are **no substantial differences** between the actions described in this section and the services that were provided. One of the most important commitments of Compton Unified School District throughout this year has been to provide students with the nutritional support that they needed during this challenging period. In addition, our district nurses and health instructional assistants have been at

the forefront of the district outreach efforts to educate students, staff, families and community members about infection mitigation measures and the appropriate implementation of COVID-19 protocols. They have also played a key role in our successful implementation of COVID-19 testing at the school sites in collaboration with Saint John's Well Child and Family Center. Additionally, as our frontline health workers, our nurses have routinely issued referrals to health agencies, supported contact tracing within their school sites, and most importantly, have developed the resources to proactively identify health and social emotional crises to connect families to appropriate emergency referral services.

Our district has continued with the implementation and training on PBIS, and we also adopted Second STEP, a Social Emotional Learning curriculum. Clinical Social Workers in our six Wellness Centers across selected campuses have been providing interventions in the areas of mental wellness, coping techniques, and therapy support to increase mental wellness and school connectedness. To date, the number of mental health crisis referrals received during the school closures has been 175.

Support for our students and families is a priority for Compton USD. Our Enrollment Center has further developed its role into streamlining services that support our most vulnerable students by connecting them and their families to a variety of community services, including immunization clinics, family services and therapy, a summer feeding program, shelters and translation services. Our teachers and administrators have made a consistent effort during virtual learning to reach out to families to keep them updated of their children's academic progress through Parent Square calls, emails, letters, virtual open house, family nights, parent-teacher conferences, and by setting office hours at a time that is convenient for students to reach out for help as needed.

In the understanding that COVID-19 has placed an additional level of strain on the school community, our district provided additional support in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Compton USD also provided all its staff members with computers, headsets, and connectivity and contracted services with Zoom K-12 to support implementation of daily communication and operations.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our ongoing response to the COVID-19 pandemic and the lessons learned from implementing different instructional models throughout the 2020-2021 school year have informed the development of goals and actions in the new 2021–24 LCAP, particularly around the areas of health and safety, distance learning, monitoring and supporting mental health and social-emotional well-being, and engaging pupils and families. *It is important to note that all the action numbers listed below are tentative and subject to change, since we are in the process of developing the LCAP for the upcoming school year.*

In the area of **Health and Safety**, the California Department of Public Health officials did not specifically say what safety protocols will remain in place for schools after the tier system goes away, but they were clear that schools would have to remain in compliance with Cal/OSHA emergency temporary standards and public health guidelines. Masks, however, will continue to be a requirement at schools and businesses. The expectation is that we will start the year with full in-person instruction, and it is important that we are prepared for possible COVID-19 surges in the future. Therefore, Goal #2 of our new LCAP will include specific actions to address health and safety in our schools. Action 2.4 indicates that CUSD will regularly review the School COVID-19 Safety Plan to ensure that cleaning and safety protocols are being followed. It will also provide schools with the necessary personal protective equipment (PPE), cleaning and disinfecting materials, handwashing and hydration stations, desk partitions, visual cues and equipment to maximize social distancing, and updated Heating Ventilation and Air Conditioning (HVAC) filters as a preventive measure in case of COVID-19 surges in the future.

During this last year, the pandemic has also taught us that schools should always be prepared for the implementation of **Distance Learning** and ways to maintain the continuity of instruction. One thing that we have learned from our experience this year is that whether it is a pandemic or a natural disaster, circumstances out of our control may force school closures for extended periods of time. For this reason, distance learning should be part of our schools' safety and emergency plans, and families, students, and teachers should continue getting familiarized with this instructional method. Several actions in Goals #1 and #2 of our new LCAP clearly reflect this need. We must continue our efforts to enhance the technology infrastructure in our schools and equip our classrooms with the necessary technology equipment to teach both remotely and in person. We also must ensure that all students have access to the devices and bandwidth necessary to continue at-home learning in case of a large-scale emergency (Action 2.10). In addition, it is important that we continue to train and coach our teachers in the areas of distance learning so that they can effectively adapt their lessons for the online classroom (Action 1.9). It is also necessary that we continue developing digital lessons and curricular resources that can be used both in the classroom or remotely (Action 1.4). Finally, all low-income students should also have access to online programs and applications that would allow them to learn both in the classroom, at home, or anywhere with connectivity access (Action 1.7).

The areas of **Mental Health and Social-Emotional Wellbeing** are a priority in the new LCAP. School closures have caused stress, uncertainty, and job insecurity for many families and students in the country, and in our community. In addition, one of our major concerns during school closures has been social isolation for many of our students. Schools are hubs of social activity and human interaction. When schools closed, many children and youth missed social contact, connections to friends, and supportive adults that are essential for learning and development. Even though school Principals, classroom teachers, and counselors have been reaching out to our families and students during the closures, many of our students expressed that they truly missed the day-to-day interactions and experiences during this school year. Over 40% of the secondary students in grades 7, 9 and 11 taking the California Healthy Kids Survey, for example, indicated that during the past 12 months, they felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. About 12% of the students even indicated that they even seriously considered attempting suicide. Between 24% and 31% of the students completing the survey also indicated that they have experienced high levels of social-emotional distress during this school year. There are other areas that we identified in need of improvement based on based on percentage of students who responded favorably: Self-efficacy (65%-67%), Self-awareness (61%-65%), Problem-solving (41%-47%), Peer-support (62%-72%), Adult-support (69%-74%), and Optimism (52%-60%).

Goal #4 will include multiple actions and services pertaining to the area of mental health and the social-emotional wellbeing of our students. Our Department of Child Welfare and Attendance will continue to provide the much-needed interventions that many parents and students need. These include counseling services (Action 4.4), and mental and social-emotional learning support through our partners, our CUSD mental health practitioners, and our Wellness Centers (Actions 4.3, 4.5, 4.7). In addition, we will continue our trauma training, to better equip teachers to understand the role of trauma, its effect on children and learning, and how educators can change methods of interacting and responding to children impacted by trauma (Action 4.6). Physical health support will also be provided through our district nurses and district health assistants.

In the area of **Engaging Pupils and Families** Goal #4 will also include a variety of services that will help improve both student and parent engagement. Student engagement has been a major challenge this school year. Sometimes, schools would find it very challenging to even contact families, which is the first step in trying to re-engage students. The pandemic taught us about the importance of frequently revisiting our data systems to confirm that student contact information is accurate. If the information is not accurate in our Aeries system, families will miss out on school and district communications, announcements, and other important information. Schools certainly need to increase parent awareness regarding this matter.

Compton Unified will continue with the re-engagement strategies in place, and we will systematically monitor student attendance with the support of administrators, attendance clerks, counselors, teachers, Community Relations Specialists and any other support staff to ensure that all students, and in particular our unduplicated student groups (ELs, Foster Youth, and Low Income), attend school daily and meet the district's goal of 98% or higher (Action 4.1). This year our chronic absenteeism has reached levels like never before, with over 12% at the K-8 level, and over 20% at the high school level. Student attendance will be at the forefront of what we do next school year, and strategies will be implemented even before the commencement of the school year. As necessary, support staff will work past their regular work hours to make phone calls, do home visits, hold attendance SSTs, and successfully re-engage all students with attendance problems. In addition, Child Welfare and Attendance and all school sites will organize both site-based and district-wide recognition assemblies, and they will implement attendance incentives for students and families (e.g., awards, banners, stickers, etc.) to motivate students to improve their daily attendance (Action 4.2).

On a different note, more than ever before, this last year we have seen a much higher level of parent involvement in schools. Particularly at the elementary level, parents became true partners in the learning process, and they have been fundamental for a successful implementation of distance learning. As we start planning for the upcoming school year, we would like to build momentum and continue close collaboration with our families. In collaboration with the schools, our district will increase parent education workshops, classes, and/or conferences to better equip parents with the information, knowledge and skills necessary to support their students in the educational process (Action 4.8). These opportunities for parents will cover topics such as the CCSS content standards and related assessments, online programs, implementation of IEPs/504, social-emotional issues, trauma, parenting, equity and social justice, and health-related topics. In addition, we would like to increase parent participation through targeted engagement and communication with parent (advisory) groups, including the District English Learners Advisory Committee (DELAC), Parent Advisory Committee (DAC/PAC), Community Advisory Committee (CAC), District Black Parent Advisory Committee (DBPAC), and Parent Teacher Association (PTA). These committees will have an opportunity to provide input and collaborate to identify equitable and culturally responsive academic and

social practices to ensure educational equity and address disparities in achievement for African American students, English Learners, students with disabilities, foster youth, and students experiencing homelessness (Action 4.9).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP for all students and especially for pupils with unique needs. *It is important to note that all the action numbers listed below are tentative and subject to change, since we are in the process of developing the LCAP for the upcoming school year.*

Compton Unified is currently in the planning process to prepare for an ambitious summer school program expanding over 6 weeks, 5 days a week, and 6 hours a day. Our summer school program (Action 1.13 on the new LCAP), is intended to fight the “summer slide”, address the learning loss in math and literacy caused by COVID-19 pandemic, and keep students connected to school through enrichment learning opportunities including STEM, sports, and the arts. At the high school level, students will also have the opportunity to recover credits so that they can be back on track with graduation requirements. Schools are currently in the process of identifying those students who will be participating in the program. The selection will be based on the results of our end-of-year assessments, and priority will be given to those students who are exhibiting significant gaps in learning, and in particular our low-income students, English learners, pupils in foster care, and pupils who are experiencing homelessness. Students with disabilities in our mild-to-moderate program will be able to participate in our regular summer program, while those in the moderate-to-severe program will participate in Extended School Year (ESY). Assessment will be administered at the end of summer school in order to determine if there is still any degree of learning loss so that we can provide students with appropriate interventions throughout the school year.

Throughout the upcoming 2021-2022 school year, pupil learning loss and academic progress will be closely assessed both by the school sites as well as Educational Services. Action 1.3 on the LCAP, for example, calls for Educational Services to provide all school sites with a district-wide system of assessments and platforms (e.g. Illuminate and/or EdCite) to assess the learning loss and student academic growth in the different content areas. Ongoing diagnostic, summative, and formative assessments will be created to provide feedback to students, educators, and parents about academic progress as well as the effectiveness of our educational services and interventions.

Several actions in Goal #1 of the LCAP will also incorporate services that will help address the learning loss of students, and in particular our low-income students who are required to receive increased and improved services. Having access to interventions within the instructional day, as well as before/after school and on Saturdays (Action 1.12) will help address the gaps in learning of those students who are in most dire need for support. In addition to effective interventions, we will equip our schools with staff that will provide the necessary additional support including, for example, Curriculum Specialists (Action 1.8), 21st Century Learning Specialists (Action 1.9), Instructional Assistants (Action 1.10), college tutors (Action 1.11), and PAPER tutors (Action 1.12).

The new LCAP will also incorporate actions and services for additional specific student groups. For example, Actions 1.16 and 1.17 focus on building capacity in our district to better meet the specific academic and social-emotional needs of our homeless and foster

youth. These actions are aimed to provide them with the necessary interventions and support, and closely monitor their progress. Similarly, Action 1.23 on the new document explains that the SPED department will provide inclusion training for general education and SPED teachers and administrators in order to better support students with special needs in a general education environment. Teachers will also receive the necessary training on how to effectively implement IEP goals, effectively assess and address students' learning loss, and monitor their academic growth. Finally, Goal #5 of the LCAP focuses in its entirety on services for English Learners and Standard English Learners. This goal includes a robust system of interventions to address the learning loss of these students and accelerate their learning, including a Newcomer Program at the secondary level (Action 5.2) and specific interventions for at-risk and long-term English learners (Action 5.4): After-school and Saturday interventions, ongoing support from Bilingual Instructional Assistants, and the EL Journalism Program focused on the development of writing skills for ELs. In addition, Action 5.9 specifically focuses on ongoing progress monitoring of English learners by developing systems and processes for data review and intervention plans. Teachers, counselors, and Bilingual Instructional Assistants will conduct data chats with English learners with an emphasis on goal setting. They will guide students towards understanding their academic standing and help them strategize potential ways for improving their course grades and performance.

In summary, pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP. In Compton Unified we consider the LCAP to be our equity blueprint. It is crucial for us to focus on *all* students, as well as our different student groups, attending to their specific academic and socio-emotional needs, challenges, and contextual circumstances.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantial differences have been identified between the description of the actions identified as contributing towards meeting the increased or improved services requirement and the actual implementation of those actions or services.

In the area of Distance Learning, over 2,300 hotspots were distributed to our low-income and other unduplicated students in need of reliable connectivity at home so that they could be regularly engaged in synchronous and asynchronous learning, enrichment activities, extended learning opportunities, and any other necessary services. In addition, we learned from families that many of them had limited instructional resources at home, particularly our unduplicated low-income students. Based on this need, we were able to fund instructional programs such as iReady, Dreambox, NextGen Math, My Writing Coach, Khan Academy, Discovery, Go Formative or Nearpod. This helped increase services for our low-income students and engage them in learning past the regular school hours.

For our English Learners we increased services by implementing Rosetta Stone, Wonders-Adaptive Learning and Nearpod EL. We also created interactive, digital ELD activities that students have been using throughout the school year. In addition, we improved services by providing additional layers of professional development for teachers, administrators and bilingual assistants in order to specifically target the needs of our English Learner population on the specifics of distance learning and English language acquisition. To strengthen the rapport between schools and parents of our English Learners, especially those attending our Newcomers and Dual Immersion programs,

we offered workshops dealing with the intricacies of virtual learning, academics, and social-emotional support, all of which were very important for our most vulnerable populations during these trying times.

We have paid particular attention to our homeless and foster youth throughout the school year. Our Foster Youth administrator has been in contact with parents/guardians, caregivers, social workers, and educational specialists who render services to our homeless and foster population. The goal has been to address their most immediate educational and emotional needs and make resources available to these students and families, including counseling services, mental health referrals, accessibility to devices, academic support or intervention, instructional resources or clothing, to name a few.

Learning loss has been one of our major concerns this school year. We started by addressing it through the 2020 summer school program, which was designed to increase learning opportunities for our most vulnerable students. In addition to intervention and credit recovery classes for our high school students, we incorporated enrichment opportunities such as STEM or the Arts, which otherwise our unduplicated students would probably not have access to. Throughout the school year, we have also increased learning opportunities for our low-income students, English Learners and Foster Youth outside regular school hours, that is, before/after school and on Saturdays. Our partnership with Cal State Dominguez Hills has been invaluable in providing Project REACH and Project RISE tutors, who were hired to support push-in and pull-out interventions in the areas of literacy and math. At the high school level, we have increased services for our unduplicated students through ongoing access to credit recovery classes after school, tutoring, and access to the Edgenuity program. We are currently working on our 2021 summer program, which will be offered at all school sites. The program will run for a total of six weeks, five days a week, and six hours a day. It is our goal that our summer program will help increase and improve services for our unduplicated students, our African-American students and Students with Disabilities.

CUSD Wellness Centers have helped both improve and increase services for our unduplicated students. Throughout the school year they offered support to schools in the areas of social-emotional learning, mental wellness, resilience, and positive connections between students and adults. Some of our partners have been Counseling 4Kids, Bayfront Youth & Family Services, Children and Families Inc.com, Centinela Youth Services (CYS), Tessie Cleveland Community Services Corporation, and Shields for Families. Wellness Centers were implemented at Centennial High School, Dominguez High School, Compton Early College, Davis Middle School, McNair Elementary, Foster Elementary, and Bunche Elementary. Four of the existing wellness centers maintain a Clinical Social Worker to address the needs of students who seek assistance with general emotional wellness services and also mental health/ trauma-related services. The youth at the high schools also have access to College and Career assistance and mental health awareness clubs (NAMI). All wellness centers provide the opportunity for mentoring services to assist our students with the daily rigors of life.

Finally, it is important to highlight that during this pandemic, our Enrollment Center has played a crucial role in increasing and improving services for our most vulnerable students and families, including Foster Youth, Low-income and Homeless students, and English Learners. These have included referrals to community immunization clinics such as St. Johns' (which is based on our Dominguez HS Campus), family services and therapy, a summer feeding program, services for families in transition, partnerships that provide them shelter, and translators. These are in addition to the core functions of the center. The enrollment center, during school closures, supported the overall district efforts to plan for reopening in a hybrid model and ensuring that students who were entering the district during the time of COVID-19 were appropriately placed and connected to their school. As a result of COVID-19, the Enrollment Center

has also increased engagement with families of unduplicated students, guiding and connecting them with resources within the community and striving to meet their basic needs.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have significantly informed the development of the 21-22 through 23-24 LCAP.

When analyzing and reflecting on the student outcomes in the 2019-2020 LCAP we realized that our district did show significant growth in academic performance over time. Increases in both **ELA and Mathematics** enabled our district to move from the ORANGE Level of the CA Dashboard in 2017 to the YELLOW Level in 2019 in ELA. In Mathematics, our progress was more shy, and we still remain in the YELLOW Level. Despite these gains, we noticed that there is still much more progress to be made. For example, on the 2019 CAASPP assessment, only 38.21% of our students showed mastery in ELA (vs. California, 51.10%) and 31.44% showed mastery in Math (vs. California, 39.73%). The data become even more concerning as we move up in grade levels. Thus, while 38% of our 11th graders passed the ELA portion of the test, the students' proficiency level in math was as low as 12%. In the area of Science, our students only achieved 14.46% proficiency on the CAST, compared to the state of California with 29.93%.

When looking at our student groups, we noticed that performance gaps are significant for our unduplicated student populations. Thus, only 6.39% of our English Learners met or exceeded standards in ELA and 9.67% in Math in 2019. Similarly, only 24% of our Foster Youth students met or exceeded standards in ELA and 18% in Math. By ethnicity, we also found significant performance gaps between our Hispanic and African-American students. While our Hispanic students achieved 40.09% proficiency in ELA and 33.60% in Math, our AA students only achieved 28.86% in ELA and 20.66% in Math. Students experiencing homelessness were also performing well below the district average with only 29.12% of them showing mastery in ELA and 21.67% in Math.

The analysis of student outcomes in the 2020-2021 Learning Continuity and Attendance Plan highlights the impact that the pandemic and the school closures have had on student academic achievement since March 2020. While we must celebrate our progress in addressing pupil learning loss when comparing Diagnostic #1 vs. Diagnostic #2, a year-to-year comparison clearly shows that our scholars are worse positioned than last school year at this time. Diagnostic #1 data from September 2020 showed that our students already started this school year behind in comparison to the year before, particularly in the area of math. While 42% of the students were in Tier 3 on i-Ready Math in the fall of 2019, the percentage of students in the intensive tier had increased to 46% in the fall of 2020. This trend can also be seen when comparing student performance in the winter Diagnostics administered in the last two years. A comparison of Diagnostic #2 revealed a greater extent of learning loss. In reading, for example, we lost ground going from 34% of the students in Tier 3

in the winter of 2020 to 40% of the students in Tier 3 in 2021. In math, 26% of the students were in Tier 3 in winter 2020, compared to this year with 37% of students in Tier 3. That is 11 percentage points increase in Tier 3 students, which is significant.

The analysis of student outcomes in the areas of ELA and Mathematics on both documents concluded the imperative need to provide effective services for our students in the areas of ELA, Mathematics, and Science on the new 2021-2024 LCAP. This is particularly true for our African-American students, Special With Disabilities, students experiencing homelessness, and most vulnerable unduplicated populations (Low-Income, ELs, and Foster Youth). Therefore, Goals #1 and #5 of the LCAP will incorporate a variety of actions that include: maintaining lower class sizes in the earlier elementary grades; providing rigorous and CCSS-aligned curriculum and assessments; implementing ongoing, differentiated, and evidence-based professional development focused on best instructional practices; adopting evidence-based interventions for all students and for specific students groups (e.g., English Learners, African-American students, Foster Youth, Homeless, Students with Disabilities, and Gifted and Talented students); and increasing extended learning opportunities (e.g., in areas such as STEM, the arts, sports) and enrichment opportunities (e.g., field trips, labs, and clubs).

In addition to English Language Arts, Mathematics, and Science, we analyzed and reflected on student performance in other areas so that we could inform the development of the new LCAP in a more comprehensive way. Even though we have seen progress in the areas of **College and Career Readiness** and **Graduation** since 2017, these are still areas that require full attention. If we look at the 2019 CA Dashboard, only 36% of our students were prepared at the end of the school year for college and career choices, in comparison to a state performance of 44.1%. Some of the student groups were even performing at the RED Level: Students with Disabilities (14%), English Learners (15%) and Foster Youth (23%). Homeless students were at the ORANGE Level, but still with only 25% of them hitting the bar. Regarding graduation performance, Foster Youth had the lowest graduation rates in 2020 with only 71% of them graduating. Students with Disabilities (75%) and English Learners (78%) also graduated last year well below the district average of 88%, and the 2019 CA Dashboard has them at the YELLOW and ORANGE Levels respectively (vs. GREEN -All Students). In addition, there is a significant need to increase graduation rates for our Chavez Continuation High School students, as well as those who attend our Marshall Alternative Education program. Last year, Chavez students' graduation rate was only 76%, while only 71% of the seniors at Marshall graduated. At this point we are still to see what the graduation rates will look like for 2021.

In order to better address student performance in the areas of College and Career Readiness and Graduation, both as a district and with specific student groups, the new 2021-2024 LCAP will incorporate a variety of actions in Goal #3. This goal will mainly focus on our high school students, offering them a variety of services including access to rigorous courses, college and career support staff, activities that will promote a culture of college and career, specific support for student groups (e.g. Low-Income, Foster Youth and Homeless students), and the strengthening of our CTE program. Support for English Learners will also be provided, in conjunction with the actions incorporated in Goal #5.

Finally, we have also analyzed student outcomes in the area of **Student Engagement**, and our findings and reflections will have a significant impact on the new LCAP. The CA Dashboard back in 2019 indicated that chronic absenteeism rate for CUSD was 10.6%. Although not alarming as a district, the gap was significant for some student groups: Homeless students were at 31.2% (RED Level), Pacific Islanders at 20% (ORANGE Level), and White students at 19% (ORANGE Level). Several other student groups were at the

YELLOW Level, for example, our African American students (16.3%), Students with Disabilities (14.4%), and Foster Youth (13.2%). Needless to say, these chronic absenteeism rates from 2019 have been aggravated since March 2020 due to the COVID-19 pandemic and the school closures. The most recent weekly attendance average for our district as of 3/26/21 is 94.56%, with schools ranging from 99.23% (Compton Early College) to 88.58% (Centennial High School). Our K-8 chronic absenteeism is currently 11.92%, while for high schools it is as high as 21.90%. The recently administered Healthy Kids Survey brings light to this data, and explains some of the root causes that have challenged our engagement strategies and student participation. The CHKS indicates that 40% of the secondary students in grades 7, 9 and 11 felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. About 12% of the students even indicated that they even seriously considered attempting suicide. Between 24% and 31% of the students completing the survey also indicated that they have experienced high levels of social-emotional distress during this school year.

In order to better address this issue, Compton Unified will incorporate multiple actions on the new LCAP that create a positive connection between school and families, and help improve our attendance habits and school connectedness. These services will be explained in detail in Goal #4. From automated and personal phone calls for each absence, to attendance incentives, celebrations, SART and SARB, and targeted interventions for each of our student groups, these escalated supports will send the message that CUSD strives to reach out to our students and families, and we are deeply committed to their education. Mental health services, social-emotional learning, counseling, and parent engagement opportunities will also support our efforts to effectively engage students. Finally it is our goal to create an overarching system that analyzes student enrollment, addresses decreasing trends, and aids in the design of academic pathways and academic programs to retain our students in the district and effectively engage them in learning.

In summary, the creation of the new 2021-2024 LCAP has been the result of a careful analysis and reflection of student outcomes during the last LCAP cycle and the current school year. A close look at academic performance in English Language Arts, Mathematics, and Science; college and career readiness and graduation rates; and daily attendance and chronic absenteeism, have helped us shape many of our key actions in the plan. While there are other areas that were closely analyzed (e.g. suspension or expulsion rates) and for which services were also included, we still found that the three areas discussed earlier are truly at the core of our LCAP plan for the next three years.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who

are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021