

## 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
<p><b>Personal Protective Equipment</b> 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.</p>	\$2,000,000	\$1,960,000	N
<p><b>Health Materials</b> Additional thermometers to screen student temperature and mitigate potential spread of COVID</p>	\$400,000	\$392,000	N
<p><b>Disinfecting Materials</b> Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks</p>	\$300,000	\$294,000	N
<p><b>Visual Cues and Materials to Maximize Social Distancing:</b> 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.</p>	\$100,000	\$98,000	N
<p><b>Plexiglass Panels for Desks</b> These shields will provide an added layer of physical protection, without reducing visibility for students.</p>	\$500,000	\$490,000	N
<p><b>Heating Ventilation and Air Conditioning (HVAC) filters:</b> 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</p>	\$800,000	\$784,000	N

<p><b>Handwashing Stations</b> 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><b>Hydration Stations</b> 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><b>Training Staff on Sanitation Protocols</b> Provide ongoing training for district staff on sanitation and minimizing the spread of infectious diseases.</p>	\$50,000	\$49,000	N
<p><b>Classroom Technology to Enhance the Hybrid In-Person Model</b> 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><b>Professional Development and Coaching for Teachers on the In-Person Hybrid Model</b> Engage staff in professional development in preparation for the hybrid instruction model. They will also receive support through Blended Learning Specialists, EL Specialists, and 21<sup>st</sup> 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.

## 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 it could safely be delivered with the goal to minimize the learning loss of our students and bring normalcy into their lives. This was very important for our students in Compton Unified, which have been disproportionately impacted by school closures and the effects of the COVID-19 pandemic. Our in-person instructional offerings evolved throughout the school year depending on the guidelines and restrictions from the Department of Public Health. The two main models that we have offered were: (1) Full time in-person instruction. At the beginning of the year this option was only offered to high-need students (e.g. Special Education, English Learners, and Homeless), but it was later expanded to all students whenever possible, and (2) Hybrid model, with cohorts of students alternating days at home and at school.

It would not be possible to undertake a realistic analysis of the successes and challenges of in-person instruction this year, without first examining the logistical aspects associated with it. 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 managed to successfully establish clear procedures for health screening, play/equipment use, group congregations/gatherings, transportation, classroom environment setup, etc. In addition, the district was successful in acquiring the necessary 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, 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, overall, Compton Unified was **successful** in this area. Our records show that all of our schools were visited by officials from the Los Angeles Department of Public Health this year, and they attested that all the necessary systems and protocols were in place. Families also acknowledged our efforts to implement all of the necessary guidelines to keep students safe. 90% of the students and 80% of the parents who took the end-of-year survey indicated that their schools took all of the necessary measures to maintain the safety of students during in-person instruction (e.g. temperature checks, use of masks, physical distancing, etc.) and were satisfied with the implementation of the COVID-19 protocols. According to the California School Staff Survey, however, about 32% of those who completed it would have liked to see a better implementation of the COVID-related safety measures and protocols to keep students healthy.

Once all of the safety protocols were in place, 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%. 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 who 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. The implementation of these small pods of students was quite **successful**. Close to 80% of the parents with high-needs students who completed our end-of-year survey indicated that the program was helpful or very helpful for their children. Over 85% of the students in grades 5 through 12 who attended the cohorts and completed the survey also indicated that participating in the student pods was helpful, because it allowed them to receive the assistance that they needed.

On the week of November 2nd, we also started recruiting other students who did not fall under the EL or SPED categories, but also presented acute academic needs and had significant gaps in their learning. 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 Learning Centers would provide students with the necessary support and guidance while students were virtually connecting to their classes. Students participating in the Learning Centers indicated that, although not comparable to the traditional rotation model, at least they had the opportunity to return to school and get the assistance that they needed. In our consultation with parents, they also spoke very favorably about this model, and they believed that it was a **success** because their students were getting the necessary academic support and supervision from an adult at school.

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. However, there were still challenges that we encountered. One of the **challenges** was student attrition, which was impacted by the different waves of the pandemic. In our conversation with parents, many of them 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 6th 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. In this model, teachers had to engage two audiences at the same time: students in the classroom as well as those connecting virtually from home. 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. Some teachers and union leaders shared the many demands associated with this model. All teachers in the learning pods had to undergo the necessary training and coaching so they could learn how to use the different tools, and successfully attend to the needs of all students regardless of their location. Despite ongoing training, 24% of the teachers who completed the California School

Staff Survey in February, still felt that they needed more training or experience with these types of tools. Additionally, teachers had to learn how to balance the benefits of an in-class experience as compared to an online experience. Parents also had an opinion about this model. On the end-of-the-year survey, 67% of them responded favorably, but 10% of them believed that the model did not respond at all to the needs of their students.

The decrease in the incidence of COVID cases in the month of February made it possible for K-6 elementary schools to finally reopen, and we started the transition towards a hybrid model. 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, mostly due to health reasons. About 42.3% of them wanted 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 reopening process required some logistics, but it was **successfully** implemented. We visited all of the sites during reopening day, and parents talked very favorably about the process, and its smooth implementation. We also talked to our elementary students, who were very excited to return to in-person instruction, meet their peers, and regain a sense of normalcy. The local media also visited our district during reopening day, and they highlighted the efforts made by our district to reopen our schools and provide in-person instruction to the best extent possible. Over 75% of our parents completing the end-of-the-year survey also welcomed the district's efforts this year to offer in-person instruction, and they believed that it was done in a successful way.

The hybrid-model schedules for elementary schools were very rigorous. Schedules incorporated time allocated for all the different academic areas, intervention, recess, morning and afternoon breaks, and 60 minutes of office hours and planning time for teachers at the end of the workday. Elementary students participating in in-person instruction would attend school from 8:00 a.m. to 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 participated in distance learning (both synchronously and asynchronously) unless they were students with acute needs, in which case they were also invited to come to school. While our hybrid model called for in-person learning on two weekdays, to the extent possible, we tried to bring our students back to the classroom as many days as possible. Parents were appreciative of this effort, as they shared with us during our meetings. Many parents indicated that in other surrounding districts the opportunities for students to attend classes almost daily was much more restricted. Overall, the implementation of the hybrid-model schedules for elementary schools was very **successful**.

Grade 6 students in traditional middle schools were also given the opportunity to join in-person instruction starting on March 15. However, the recruitment process became quite **challenging**, and only 183 sixth graders 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 all of their teachers, since we had to maintain stable, self-contained cohorts. The returning students 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 their classroom, students would connect virtually with their other classes (using their computers/iPads and a headset), while monitored by the teacher. When reaching out to students, many of them expressed that they would consider coming back to school if they had the opportunity to rotate and take classes with their teachers and their peers, but they did not like the idea of spending the entire day in the same location.

They found it challenging and not very beneficial. Although we understand this was not an ideal model, it was the only way that we could start bringing some of 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 all of our secondary schools (grades 7th-12th). Middle schools opened on March 30th (grade 7th) and March 31st (grade 8th). We had a total of 429 students who were 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 9th and 10th) and April 21st (grades 11th and 12th). We had a total of 355 students attending in-person instruction as of the beginning of May. At the middle school and high school levels, we 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 hybrid schedules for secondary schools offered in-person learning two days a week, in most cases we were able to **successfully** bring our students back to the classroom four days a week. Students with high needs were invited to attend in-person instruction daily. After a year participating in distance learning from home, we felt that our students truly needed 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 reopening our schools for in-person instruction. The secondary hybrid schedules still included preparation time for teachers, office hours at the end of each period, and lunch break for students/teachers. Based on our survey, 46% of our students completing it indicated that it was not difficult to follow their schedule, and 33% of them saw just a small level of difficulty. Only 9% of the students believed that their schedule was very difficult to adhere to.

Overall, we could say that the implementation of in-person instruction at the secondary level was logistically far more **challenging** than at the elementary level. The guidelines became more flexible over time, and students were allowed to rotate to take classes; however, the stable cohorts were limited to only 120 students. These limitations became particularly challenging during elective or physical education classes. It is important to note, however, that a significant number of students chose to finalize the school year participating in the distance learning model.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p><b>District Leadership Planning and Collaboration</b> 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><b>Classroom Technology and Equipment</b> 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><b>Student Devices</b> 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><b>Hotspots for Students in Need</b> Acquire the necessary hotspots so that our unduplicated, low-income students can implement remote learning successfully.</p>	\$300,000	\$294,000	Y
<p><b>EdTech Support and Professional Development</b> 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><b>Distance Learning Professional Development</b> 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>	\$1,000,000	\$980,000	N
<p><b>Collaboration Time for Teachers</b></p>	\$500,000	\$490,000	N

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.			
<b>Curriculum and Instruction Resources for the Virtual Classroom</b> 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.	\$100,000	\$98,000	N
<b>Online Instructional Programs</b> 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.	\$1,400,000	\$1,372,000	Y
<b>Academic Counselors and Master Scheduling</b> 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.	\$600,000	\$588,000	N
<b>Distance Learning Resources for ELs</b> 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.	\$40,000	\$39,200	Y
<b>ELD Professional Development</b> 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.	\$50,000	\$49,000	Y



<p><b>Training for Parents of ELs</b>  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><b>Special Education Professional Development</b>  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><b>Special Education Instructional Assistants and Psychologists</b>  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><b>Services for Foster Youth Students</b>  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><b>Services for Homeless Students</b>  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.

**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 including Los Angeles County, would start the year with distance learning.

### **Continuity of Learning**

Although not an easy task, throughout the school year we have been able to guarantee continuity of learning for our students through the distance learning model. While back in October we started bringing some students back to the classroom for in-person instruction (Special Education students, English Learners, 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 start reopening our schools. Even then, less than 25% of our students district-wide returned to the classroom.

After a year of Distance Learning implementation, we have made significant progress and experienced many **successes**. One of our successes that allowed for continuity of learning to happen was the significant improvement of our technology infrastructure and tools in the schools. 100% of our teachers received the necessary equipment (laptops and/or iPads), hotspots (if needed), tools (Zoom, Google Meet, SeeSaw, Google Classroom) and programs/applications (e.g. Nearpod, GoFormative, etc.) to effectively teach through distance learning. In a short period of time, we also were able to equip 100% of our classrooms with the necessary ClearTouch panels, speakers and cameras to effectively implement a concurrent classroom. ClearTouch panels would allow all students to participate in live instruction daily, and to be connected to their classroom and their peers regardless of their physical location (in the classroom or at home). All stakeholders, including administrators and teachers, agree that the technology infrastructure in our schools this year has truly been a **success**, and an integral part to guarantee the continuity of learning throughout the pandemic.

Another **success** was the creation and implementation of rigorous distance learning schedules. 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. Many parents and students expressed their satisfaction by the fact that the distance learning schedules implemented this year truly allowed for live interaction with teachers, compared to last spring when most of the instruction happened through asynchronous work through Google Classroom.

Another **success** that has helped guarantee the continuity of instruction during distance learning, was the modification of our pacing guides. Educators throughout the district emphasized how lessons taught virtually truly required more time than those taught in-person. It would normally take much longer for teachers to go through a lesson, check for understanding, and effectively move through the curriculum. Therefore, many of our 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, at least in the areas of literacy and mathematics. Site Principals and many of our classroom teachers and Curriculum Specialists have commented on how these tools were helpful, and the modifications made to the pacing guides and the time allocated for each unit were more reasonable.

Our curriculum department, in collaboration with lead teachers and Curriculum Specialists throughout the district, have played a very important role in guaranteeing the continuity of learning during this last school year. Working in close collaboration, they created the CUSD Distance Learning curriculum platform. This platform has offered weekly digital, interactive, standards-aligned lessons for each subject area. Many educators throughout the district have been using these lessons since the beginning of the school closures and throughout the entire school year. This has probably been one of our biggest **successes**, and many educators have shown true appreciation for our efforts to provide them with this great resource, saving them a lot of hours of researching and planning. More than 80% of the students who took our end-of-year survey felt that their lessons became more engaging as they moved through the year. 84% of the English-speaking parents and 78% of the Spanish-speaking parents who completed the survey also saw improvement or significant improvement in the quality of the lessons their students received in comparison to last school year.

Students have also had access to multiple online programs (i-Ready, My Writing Coach, Dreambox, Next Gen Math, Carnegie Math, Discovery, Khan Academy) which helped them enhance their distance learning experience. Teachers have indicated how these programs have been extremely beneficial, particularly during these challenging times, and they have helped minimize the negative impact of the school closures and the pandemic. Our parents truly valued being able to access these programs from home, 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. We surveyed both our parents and students in grades 5th - 12th at the end of the school year, and the results were very positive. 86% of the students who took the survey indicated that these programs helped them stay engaged in learning, while 86% of the parents indicated that these programs were **successful** in meeting their child's needs this year.

Despite the successes in guaranteeing the continuity of instruction of learning through distance learning, our teachers also faced various **challenges**. To begin with, the learning curve was significant for the majority of our teachers this year. Many teachers have indicated that one of the initial challenges this year was that 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, the challenge continued. In conversation with our teachers and union

leaders, they highlighted the difficult task of teaching a concurrent classroom using Cleartouch, and having students both at home and in school connecting at the same time.

In addition, distance learning has presented other **challenges**. 55% of the parents who completed the end-of-year survey, for example, indicated how distance learning limited the opportunities for their students to fully participate in some of the activities that in-person instruction would offer, including some CTE pathways, sports, performing arts, effective physical education, or in-person support from college tutors. 60% of the students shared the same sentiment. We know that this was a challenge difficult to overcome given the restriction brought about by the pandemic.

Finally, many teachers have expressed concerns about the level of student engagement during distance learning instruction, which many of them indicated was a **challenge**. On the California School Staff Survey, for example, 75% of our teachers indicated that students were less engaged in remote classes than they were in in-person instruction, and only 34% agree or strongly agree that students were learning as much or more now as they were prior to switching to distance learning. This is in alignment to what parents indicated on the end-of-year survey. Less than 45% of the parents indicated that their students were fully engaged with distance learning, and about 33% of them indicated that there was some level of engagement. The survey also shows that almost 40% of the students admitted that it was difficult or very difficult to remain engaged in distance learning lessons and activities.

### **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 devices, connectivity, our digital curriculum, as well as the plethora of programs and applications that we offer in our district. Accomplishing this goal has been one of the most difficult **challenges** that we had to face, but at the same time, one of our major **successes**.

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, so that they could complete the last few months of the 2019-2020 school year with distance learning. Upon the completion of the school year, proper collection, accountability, and service of devices was not an easy task. All devices had to be collected, so that they could be accounted for, serviced and sanitized accordingly during the summer. Loaned devices were returned to their original school sites, and they were replaced with a new device. This entire process was quite a challenge, as indicated by our ITD staff. It was also 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.

In preparation for the 2020-2021 school year, 2,000 additional devices were ordered and 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 **successfully** distribute learning devices to all students in need. 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. The distribution process continued throughout the school year with any new students who enrolled in our district.

Regarding connectivity, 47.2% of the families who completed the survey at the beginning of the school year indicated that they needed internet connection. In our conversations with parents and students, we soon found out that the connectivity access that many of our families had was quite deficient, which posed a serious challenge. Therefore, our District purchased and distributed additional hotspots so that we could increase the bandwidth in homes with numerous siblings.

Although some connectivity problems still persist, overall, we could say that we have been **successful** in this area. Throughout the school year, parents and students have shared very positive feedback regarding the district's efforts to guarantee that all students had the necessary devices and connectivity for learning. 99% of the students completing the end-of-year survey indicated that the district was successful in providing them and other students with the devices and connectivity that they needed for learning, with only 1.1% of the students and 1.5% of the parents indicating that we were not successful. To our knowledge, however, all of our students in the district have at least once device for learning and connectivity.

Although we were able to secure devices and hotspots for all of our students, there were also some **challenges** that we had to overcome this school year. One challenge that parents and teachers expressed, for example, stemmed from technical issues with student passwords or occasional problems with student rostering. Sometimes, the problems had to do with a broken device or connectivity. 47% of the parents completing our survey indicated that their students encountered some type of technical problem this year, although less than 10% indicated that the problems happened frequently. Only 4.1% of the students in grades 5th-12th indicated that they experienced problems.

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. Despite these challenges, both parents and teachers acknowledge the efforts of the sites to provide the necessary support. Close to 80% of the parents indicated on our end-of-year survey that schools always (or very often) provided the technical support that their students needed. Less than 10% of the parents completing the survey believe that schools were unsuccessful with this task.

### **Pupil Participation and Progress**

Research shows that pandemic-related learning loss has disproportionately impacted 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 closely assessed pupil participation and progress throughout the school year.

In terms of student participation, we experienced some **success**, but also many challenges. Each school kept records for each student participating in distance learning. Together with Aeries, the teachers' Google Classroom as well as their gradebooks were the most effective and realistic ways to track both student daily participation, as well as academic progress. Throughout the school year, administrators were 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 contacted parents whenever the student was absent for 3 days or 60% of the time in the week. 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 would include attendance awards, incentives, gift-certificates, swag tags, parent meetings, messages to the community, and home visits.

While significant work was done to promote student participation, it would be accurate to say that student reengagement has been a challenging task this year. In fact, the California Schools Staff Survey administered this year indicated that 75% of teachers agreed or strongly agreed that students were less engaged in remote classes than in person classes. Many factors contributed to this **challenge**. Firstly, students' living circumstances changed drastically when our schools shut down. Teachers and site Principals, for example, have indicated that some students were not available to meet at specific times because they worked 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% expressed concerns about running out of food because of lack of resources. Other students had disruptions that they were dealing with in the household that prevented 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 became harder to have those one-on-one conversations, especially with students who were not engaged. Another challenge is that many of our students were 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 noticed that once some of our students got off track and missed a few assignments, it felt daunting for them to try to catch up, so they disengaged instead.

The most recent weekly attendance average for the district as of 6/4/21 is 94.52%, with schools ranging from 99.14% (Willowbrook Middle School) to 87.79% (Centennial High School). Our K-8 chronic absenteeism is currently 11.06%, while for high schools is over 20%. The results from the Healthy Kids Survey brings light to these numbers, and may explain some of the challenges that we have been experiencing this year 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 participated in synchronous learning 4 or more days a week. Unfortunately, only 64% of the 5th graders who took the survey indicated that they felt 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, one of our **successes** has been our comprehensive approach to formative assessments. Our assessment calendar for the year was designed to help our teachers identify students' needs and learning loss, and understand how well their students were 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 (at grade level) while decreasing Tier III (far below grade level) 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 rate 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 played a very important role in monitoring pupil progress this year. All K-12 schedules were designed to capitalize on synchronous learning time with the teacher, which was something that both parents and many students had asked for. 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. This year, the number of minutes that our students were expected to spend on synchronous learning would vary between 195 and 220 minutes, and it was based on both grade level, as well as the students' needs. Daily live sessions with the students and completion of activities helped teachers evaluate how well students were progressing. It is through those sessions that teachers were able to better assess students' engagement in the lesson, monitor how well students responded to the material, identify challenges that they were experiencing, and evaluate the progress (or lack thereof) that they were making. In addition, weekly reports from our online programs (e.g. i-Ready, Dreambox, Rosetta Stone, NextGen Math) helped teachers identify how gaps in learning were being closed. At the high-school level, whenever applicable, teachers would also closely monitor the progress that students were 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 California 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 during the school closures. Later, in the month of June, more than 120 teachers participated in training in preparation for our 2020 *K-8 Virtual STEAM Summer School*. High school teachers also had the opportunity to receive training for the summer credit recovery program. The teachers who participated in this summer training found it **very successful**, and they expressed that the resources and strategies shared were very valuable. These teachers also 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 3rd-5th, a two-day Management Retreat was offered for 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 for teachers during distance learning, so that they could better support their teachers in their 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 learner. Overall, we believe that the admin retreat was successful,

and feedback from our participants indicated that they felt better prepared to support their teachers in the classroom, and monitor the implementation of distance learning instruction.

In preparation for the new school year, on August 17th-18th, 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). At the end of the Distance Learning Bootcamp we surveyed our teachers; the feedback received was very positive and they found the training **successful**.

Throughout the school year, our EdTech Department continued to provide the necessary professional development for our teachers and support staff. 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, the most robust training offered by EdTech was on the effective use of ClearTouch so that teachers could better transition to the hybrid instructional model and the concurrent classroom. Most of our teachers in the district embraced the use of Cleartouch in their classrooms and indicated how the tool truly enhanced the teaching and learning experience for their students. 100% of our classroom teachers (unless they were on leave) were trained on the use of Cleartouch. EdTech also organized professional development for 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. In addition to training our teachers, our Curriculum Specialists, and other support staff, Ed. Tech offered ongoing 1:1 coaching throughout the school year .

Overall, all the professional development offerings provided by EdTech throughout the school year were **very successful**. In reviewing the survey results, it seems evident that most participants found the training truly valuable. Educational Services conducted over 40 virtual classroom walkthroughs, and we gathered clear evidence of the impact that our professional development sustained on classroom instruction. Even parents and students noticed improvement in the quality of the instruction offered this year. More than 80% of the students who took our end-of-year survey felt that their lessons became more engaging as they moved through the year. 84% of the English-speaking parents and 78% of the Spanish-speaking parents who completed the survey also saw improvement or significant improvement in the quality of the lessons their children received in comparison to last school year. We are very pleased to see that the end users, our students, can see and appreciate the improvement in the quality of lessons that they received.

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. Overall, these training sessions were also **successful**, and the feedback received was positive.

In addition to teachers and support staff, our parents also participated in training so that they could better support their younger children with distance learning. The district offered training sessions on August 24th and 25th, and we received very positive feedback from the parents who participated in them. Most of our schools also held workshops for parents so that they could better navigate the nuances of distance learning with their students. During these sessions, administrators and teachers would walk parents through our Distance Learning Guide for Families, our Digital Resource Guide, they would introduce video tutorials, or they would share multiple resources that parents could use with their students at home. All the training and support that schools provided for families was also very well-received, since families understood the need to be involved in their child's education more than ever before. It is not surprising that 70% of the parents who completed the end-of-year survey indicated that their level of involvement in school this year was higher or much higher than in years past.

Based on ongoing conversations and input from teachers, the main **challenge** in the area of professional development stems from the fact that teachers had to learn multiple tools and applications in a short period of time. This is something that both teachers and administrators have expressed. First of all, teachers received training in Zoom and/or Google Meet so that they could work with students synchronously. They also had to learn Google Classroom and/or SeeSaw as the main learning management system, as well as Cleartouch so that they could effectively run their concurrent classroom. In addition, teachers had to learn countless other applications and tools that would make their lessons more interactive and engaging, and they could effectively monitor student learning and understanding of the material. Moreover, even though Ed. Services created digital, interactive lessons, many teachers still chose to elaborate their own curriculum tailored to their students' specific needs. The process of creating these virtual lessons and activities took time, commitment, and ongoing professional development. In summary, although most teachers indicated that they made significant progress with distance learning implementation this year, the process has been a very challenging one and overwhelming at times.

### **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 was successful, it did not come without associated challenges. In general, the impact that the pandemic 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***

The change in staff roles and responsibilities successfully contributed to keeping the health and safety of our staff and students during this year of pandemic. The Los Angeles Department of Public Health visited all of our schools this year and confirmed that all the necessary systems and protocols were in place. In addition, 90% of the students and 80% of the parents who took the end-of-year survey

indicated that their schools took all of the necessary measures to maintain the safety of students and were satisfied with the implementation of the COVID-19 protocols.

One of our **successes** this year was the creation of two new temporary positions under the department of Human Resources, a Director and a Teacher Specialist, in order to help coordinate all aspects related to COVID-19. These individuals played a key role communicating with the schools and the different departments, while maintaining close contact with the Los Angeles County Office of Education and the Los Angeles Department of Public Health. Site administrators and staff across the district have acknowledged the efficiency in which all cases were handled, information was shared in a timely manner, and the necessary guidance was provided.

Since March 2020, our school site administrators **successfully** monitored the implementation of COVID-19 safety protocols at their sites, and reinforced stay-at-home requirements when applicable. School office staff encouraged electronic communications whenever possible, and they 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 responsibilities increased and/or shifted 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 successfully provided training to staff on any new procedures required by the health department as a result of contact tracing. They 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 saw some of their responsibilities shifted as well. Their daily routines or even their schedule were adjusted to meet the needs of the schools. These changes proved to be successful, and significantly contributed to maintaining the health and safety of our students and staff. Custodial staff managed to display all of the necessary visual cues in schools and central office buildings, plexiglass panels in classrooms and offices, and handwashing stations. They maintained a stock of personal protective equipment to ensure readiness, and ordered additional supplies as needed. In addition, they implemented routine disinfecting of all high-touch areas on a daily basis, and contacted the maintenance department if large-scale disinfecting/cleaning was required because of identified COVID cases. Night custodial crews were created and strategically deployed to the sites on a daily basis to guarantee that all of our schools were appropriately maintained. Site administration and staff recognize the titanic efforts that this new context required from our custodial staff, and, overall, they agree that they have been **successful** at enforcing health and safety in our schools.

There were other staff members, too, who saw some of their responsibilities shifted to **successfully** guarantee the health and safety in the schools. Our food service staff, for example, made the necessary accommodations for the students in the cafeterias and implemented one-way passageways through meal delivery. They would also ensure that their workspace had the appropriate personal protective equipment and cleaning/disinfecting materials. In addition, Principals reported that teachers were very successful at enforcing all required health precautions with students, including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Even our bus drivers played an important role in maintaining the safety of those students riding the bus. They ensured adequate space for physical distancing at bus stops and school loading and unloading zones. They also marked or blocked seats that needed to be left vacant to ensure physical distancing, and ensured good ventilation and open/partially open windows. The

bust company was responsible for thoroughly cleaning and disinfecting buses daily and specially after transporting any individual who is exhibiting symptoms of COVID-19.

Principals indicated that some of the main **challenges** arose after the reopening of the schools in spring. Despite the shift in staff roles and/or responsibilities, once all schools reopened, it became more challenging to enforce all safety protocols (etc. COVID check-in survey, temperature checks, contact tracking); effectively monitor the separation of all student cohorts, 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 truly required a team effort to maintain the health and safety of our students and staff. This might explain why the California Schools Staff Survey administered this year indicated that only 63% of the staff were fully 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.

### **\*\*\*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. Understandably, both our Educational Services and Educational Technology Departments saw a big increase in their responsibilities and took a very active role in the implementation of distance learning. Both departments **successfully** designed and implemented the CUSD 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; over 70% of our teachers (mostly K-8) indicated that they used the lessons provided (in full or partially). 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 were conducted throughout the entire year for K-12 teachers. The EdTech Department also set up a help desk for teachers and it also offered ongoing one-on-one coaching for them. These departments also took an active role in coordinating with the school sites the reopening of the schools, providing guidance and technical assistance. Overall, the increase in responsibilities for these departments proved to give successful outcomes, and many teachers and parents in our district have shown appreciation for the work that they did.

At the school site level, the responsibilities of administrators and support staff also increased and/or shifted as necessary in order to guarantee a **successful** implementation of distance learning. In the course of the year, school Principals 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 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, provided professional development and coaching opportunities for teachers. In addition, they collaborated with classroom teachers to design online learning experiences for students, and they monitored the progress of students and provided timely feedback to site administrators. Furthermore, Specialists communicated regularly with students' families to troubleshoot, provide support, and ensure that they had success with online learning. These efforts were validated by 90% of the parents who responded to our end-of-year survey, who indicated that their schools provided the necessary support when dealing with broken devices and/or technology problems.

The role of the teacher changed dramatically as a result of the coronavirus pandemic. In March 2020, classroom teaching ground 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. Distance learning posed a **challenge** for many of our teachers and the quality of their instruction was affected. 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 also provided teachers with real-time access to student data and insights, which were valuable tools for measuring progress and identifying any knowledge gaps.

Overall, we believe that the transition from a “brick and mortar” teacher to an “online virtual” teacher was very **successful** and has prepared our teachers to better meet the academic needs of their students. 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 increasingly became more rigorous, better aligned to the standards and often incorporated a variety of applications that made them interactive for the students. Over 80% of the students and parents who took the end-of-year survey indicated that they saw improvement in their lessons, and they became more engaging as the year went by. Even though Teachers are still working at various performance levels, and for some, distance learning remains challenging, we are proud of the progress made.

### ***\*\*\*Student Attendance and Participation***

Although teachers, attendance clerks, and Community Relations Specialists routinely reach out to families in an attempt to increase student attendance and participation, their role and responsibilities in this area grew exponentially this year. Attendance clerks, for example, played a crucial role in monitoring student participation and contacting families regarding absences. They actively followed-up with those teachers who were not accurately documenting attendance/engagement in the Aeries system. They also supported any new attendance coding/entry specific to distance learning, and many of them proactively engaged in outreach/intervention to connect students and families with resources. Many attendance clerks even worked past the regular work day reaching out to families, and documenting student attendance accordingly. Their commitment to the process was one of our principals **successes** this school year.

The teacher’s involvement in attendance also required a much more active role this year. While in person, a student’s attendance is determined solely by their presence or absence during the assigned date/class, in distance learning, teachers 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 was definitely a very **challenging** task that required time and close monitoring on behalf of the teacher.

The active role that Community Relations Specialists (CRS) played this school year supporting student participation and attendance was also one of our **successes** this year. CRSs were called upon to support the process 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

closely communicated with Pupil Services for mental health and community outreach services. Occasionally, Community Relations Specialists also facilitated families walk-ins for troubleshooting purposes.

The increase in responsibilities for these stakeholders aimed to establish closer communication with families and students with the goal to improve student attendance and reduce chronic absenteeism. Overall, we believe that this was **successfully** accomplished. Over 87% of students in grades 5th-12th who completed the end-of-year survey indicated that their school made efforts to contact them in a variety of ways throughout the school year if they were absent. Close to 80% of the parents completing the survey indicated the same. Close monitoring of student attendance helped minimize the impact that the pandemic has had on student attendance in our district. Thus, while we closed the week of November 13th with a chronic absenteeism rate of 21.80% for our K-8 students, by the week of June 4th we had brought it down to 11.6%. Unfortunately, high school was much more **challenging**, and our local data indicates that only at two of our comprehensive high schools chronic absenteeism was kept under control this year (Dominguez HS 12.40% and Compton Early College 7.50%).

### **\*\*\*Technology Support**

During the transition to distance learning, the IT Department also played a crucial role in the area of teaching and learning. Their duties and responsibilities shifted as necessary to attend to the many needs of the schools, and we believe that the department, in coordination with the schools, was very **successful** in accomplishing its goals. The team worked expeditiously to purchase, inventory, and distribute devices and hotspots to all students in need. In the end-of-year survey, only 1.1% of the students and 1.9% of the parents indicated that the district had not been successful in providing students the devices that they need for learning. During our stakeholder meetings, parents 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 all classrooms throughout the district 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 provided this year. 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, due to high call volume.

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

We know that the social-emotional needs of our students since the pandemic started have multiplied. Responses to the California Healthy Kids Survey indicated 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 admitted to using alcohol or marijuana.

During this past year, the Department of Pupil Services strove to maintain its commitment to providing our students with quality social-emotional and mental health services. 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. In our parent meetings, those families who received mental-health support indicated that the services were very effective and provided the necessary help that their child needed. Some of our survey responses also captured the same type of positive feedback. 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 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 were supported in many ways. The overall implementation of these supports proved 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, teachers have found it more difficult to closely monitor the implementation of these programs.

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

Finally, during distance learning we offered our English Learners ongoing extended day opportunities and tutoring to the greatest extent possible. These were offered before/after school and on Saturdays. These tutoring sessions helped increase the quantity of services for ELs past the regular school hours. In addition, these sessions took place in small groups of students or even individually, thus improving the quality of services provided. Unfortunately, the biggest **challenge** was 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 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 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 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 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 resulted in the development of a case management system able to meet 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 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 displayed irregular attendance, while ensuring that students remained engaged in online learning. Through our Pupil Services Department, Compton USD 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 proved to be a daunting task. Despite persistent efforts made by Compton USD, inconsistent attendance continued to be a **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
<b>Focused Professional Development for Teachers</b> Provide professional development to teachers on how to assess and identify the learning loss of students, implement effective interventions, and accelerate learning.	\$100,000	\$98,000	N
<b>Academic Interventions for Low-Income Students</b>	\$250,000	\$245,0.000	Y



<p>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, 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>			
<p><b>Summer Learning Program</b>  The CUSD K-7 Summer program is 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> <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.  The Summer Learning Program will continue during the summer of 2021 and will target low-income students, English Learners, Foster Youth, Homeless, and</p>	<p>\$1,200,000</p>	<p>\$1,176,000</p>	<p>Y</p>

<p>Students with Disabilities. The method of delivery (remote, hybrid, in-person) will vary depending on the state of the COVID-19 pandemic.</p>			
<p><b>Compton STEAM Camp for Low-Income Students</b>  Compton STEAM camps were offered to students in grades 3<sup>rd</sup>-12<sup>th</sup> giving them the opportunity to engage in STEAM disciplines via a virtual project-based curriculum. Students in grades 3<sup>rd</sup>-8<sup>th</sup> 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><b>Data Dashboard and Software Tools</b>  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><b>Fingerprinting for College Tutors to Support Low-Income Students</b>  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><b>College Tutors to Support Low-Income Students</b>  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><b>Utilize Block Grant for Low-Income, Low-Performing Students (Grades 3-12)</b>  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><b>Project REACH Program</b>  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><b>Project RISE Program</b>  Provide tutoring support to unduplicated students through our Project RISE Tutors from the California State University Dominguez Hills in the area of mathematics</p>	\$600,000	\$588,000	Y

(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.			
<b>Extended-Day Credit Recovery Classes</b> Provide credit recovery classes, tutoring, summer school, and access to the Edgenuity program for our high school unduplicated students who are credit deficient.	\$400,000	\$392,000	Y
<b>Academic Interventions for Special Education Students (SPED)</b> 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).	\$1,000,000	\$980,000	N
<b>Academic Interventions for English Learner Students</b> 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.	\$250,000	\$245,000	Y
<b>Academic Interventions for Foster Youth Students</b> 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.	\$50,000	\$49,000	Y
<b>Academic Interventions for Homeless Students</b>	\$50,000	\$49,000	N

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.

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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.

**There were no 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.

**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 was 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 (e.g. after school tutoring and Saturday school), enrichment opportunities,

support from college tutors, credit recovery opportunities, 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 held 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 **successful** and 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 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 community meetings, they have strongly advocated to continue with these support services during the new LCAP cycle. In addition, many teachers across the district provided interventions after school and on Saturdays to address the learning loss of their students, and at the high school level, there many teachers were working with students on credit recovery opportunities after school. On the other hand, the biggest **challenge** in addressing pupil learning loss effectively was the lack of consistency with some students due to lack of engagement or excessive absences. For some of these students, the gaps in learning 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.

i-Ready Diagnostic assessments place students in three different tiers: Tier I (students at grade level), Tier II (students approaching grade level), and Tier III (students far below grade level). 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 III in 2019 vs. 47% in 2020. However, in the area of Math 42% of the students were in Tier III 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 III in 2020 to 40% of the students in Tier III in 2021. In math, 26% of the students were in Tier III in winter 2020, compared to this year with 37% of students in Tier III. That is an 11 percentage points increase in Tier III students, which is significant. We are in the process of analyzing the spring diagnostic results.

Despite the unquestionable evidence that learning loss started since the beginning of the pandemic and it has negatively impacted our students, we can affirm that our intervention efforts to address pupil learning loss were a **success** because they had 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 III 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 I students going from 28% in the fall to 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 III also decreased from 47% in Diagnostic #1 to 37% in Diagnostic #2.

In addition to iReady data, we also looked at the ICA to help us analyze the progress that our students made 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 context of the pandemic. 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. The positive trends of the data is also supported by the feedback and input from our parents, teachers and site administrators. Over 66% of the parents who completed the end-of-year survey indicated that the interventions provided for their students this year were "successful" or "very successful", and less than 10% indicated that these interventions did not make any impact on their students. Site administrators and the many teachers involved in the interventions this year also believe that they were truly successful and they helped address many of the gaps in learning that students had.

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, 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 also became 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 had engaged in 6,407 tutorial sessions and had submitted 1,029 essays. In total, 2,487 students had utilized the program. In addition, interventions had been provided to expand the learning opportunities beyond the regular school day/week. Saturday school was also an additional opportunity for academic support and attendance intervention for these students. 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 were insufficient to ensure that all interventions were carried out with optimal fidelity. Chronic absenteeism for this group was reported at 13.8% in Aeries, which posed a challenge. 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 have impacted the use of online instructional/intervention programs. Many teachers shared with their Principals that they have also found it challenging to implement interventions virtually, while 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 these challenges, the overall implementation of services to address the learning loss of our low-income students proved to be **successful**. 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 III 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 I students going from 25% in the fall to 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. We are in the process of analyzing data for Diagnostic #3.

### \*\*\**English Learners*

Our District has **successfully** provided targeted support for our English Learners throughout the school year. We specifically provided extended learning opportunities before/after school and Saturdays for ELs at greater risk of experiencing learning loss. The areas of



focus were English, Math, and ELD. In addition, bilingual Instructional Assistants at each site provided small-group instruction in language and vocabulary development while assisting with primary language support. Four ELD Specialists worked closely with the school sites that have the highest numbers of English Learners and provided professional development on specific strategies geared to addressing the learning loss of ELs. These students also benefited from Project REACH and Project RISE tutors, and extended-day credit recovery classes. At the secondary level, instructional assistants were also working after school with EL students who were making up assignments so that they could pass their classes. This initiative was very well-received by parents as well as students, because it provided them with an extra layer of support. Some parents reported during DELAC meetings that these layers of support significantly kept their students engaged with their learning and raised their self-confidence.

Addressing the learning loss of English Learners in the context of distance learning was an easy task this year. To begin with, distance learning made it more **challenging** for ELs to effectively develop oral language due to limited student-to-student interaction. EL students were 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 students 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. Parents of Newcomer students, in particular, expressed their appreciation for this opportunity, because they said distance learning was a challenge for them due to their inability to assist their students at home. Additionally, problems with attendance (chronic absenteeism for this group was reported at 15.1%) 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 implemented during the school year to address the learning loss of English Learners proved to be effective and **successful**. i-Ready diagnostic data, for example, shows that our EL students made progress from the fall to the winter diagnostics. In the area of reading, for example, the percentage of Tier III 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 I students going from 11% in the fall to 17% in the winter. In the area of Math, we also observed 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 III 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 10%.

### **\*\*\*Foster Youth**

We **successfully** implemented multiple systems to address the learning loss of our foster youth students during this school year. To begin with, 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 shifted to 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, teachers, and parents 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 also received multiple levels of support this school year. To begin with, the Foster Youth district administrator closely worked 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 received small-group intervention from teachers, as well as college tutors, Project REACH/RISE tutors, instructional assistants, or intervention substitutes. Some students 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 was (and still is) accessible 24 hours a day, 7 days a week to receive homework help in any given content area. Parents and students reported to our principals and teachers that PAPER live tutoring gave them some sense of relief from stress over homework completion. In addition, all teachers provided 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 struggled the most with distance learning. The **challenges** that these students faced were many. To begin with, many of our students in foster care, who had 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 encountered greater placement instability as caregivers struggled to meet their needs while balancing increased responsibilities. All of this compounds the trauma that foster youth

and can make it difficult for foster youth to focus on school and learn. Other challenges specific to this group included attendance (19.6% FY vs. 15.4% all students), active engagement in the virtual classroom, and completion of class assignments and assessments. These ongoing issues posed a challenge with consistency in implementation of services.

Despite these challenges, the services that we implemented this school year to address the learning loss of Foster Youth proved to be successful. i-Ready diagnostic data, for example, shows that our FY students made progress from the fall to the winter diagnostics. In the area of reading, for example, the percentage of Tier III 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 I 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 III 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 was a priority for our Homeless and Foster Youth Liaison to identify our homeless students, create a plan that satisfied 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 effectively provided and tracked intervention support for these students during regular school hours and beyond. Teachers, substitutes, and college tutors also provided intervention to address learning gaps. In addition, Homeless students also had access to on-demand tutoring 24/7 through the Paper tutoring platform.

Although many homeless students successfully benefited from the interventions in place, it is unquestionable that we found **challenges** that made it difficult to fully implement these services for every child. It is important to understand that homeless students experienced greater challenges during distance learning than any other group. Parents often reported to our Principals, teachers, and district liaison that without a stable place to stay, attendance (43.5% chronic absenteeism), completion of class work, participation in activities, and assessment completion was a struggle for their students. Connectivity also was a constant issue, depending on the current location of the family.

To the extent possible, our school and district teams did our best to address the learning loss of our students experiencing homelessness. As a result of the multiple and ongoing services provided, we noticed that our Homeless students made steady academic growth this year. i-Ready diagnostic data, for example, shows that in the area of reading, the percentage of students performing at the intensive level (Tier III) 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 students approaching grade level (Tier II), going from 18% on Diagnostic #1 to 26% on Diagnostic #2. The number of students at grade level (Tier I) 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 III 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 are in the process of analyzing the progress of these students based on the spring diagnostic, and we plan to continue providing interventions throughout the summer to mitigate the learning loss of this student group.

#### **\*\*\*SPED students**

There have been many **successful** systems that we put in place of Special Education students this school year. 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 provided in-class and virtual support for months in order to guarantee the continuity of learning and address the learning loss caused by the school closures. Special Education students had access to intervention support after school, on Saturdays, Extended School Year (ESY) and during summer school. These extended learning opportunities were 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 reported that the coronavirus pandemic 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 (chronic absenteeism at 17.9%) 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 (IDLPS) 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 **successful**. i-Ready diagnostic data shows that our Students with Disabilities (SWD) made progress from the fall to the winter diagnostics. In the area of reading, the percentage of Tier III 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 I students going from 26% in the fall to 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.

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 had 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 continued to implement our Tiered Response to Intervention (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 gave special attention to the mental health and social-emotional wellbeing of our families and staff.

Throughout the school year, our teachers continued to reinforce our **Tier I universal interventions** with the goal to create a culturally responsive virtual environment. Positive Behavior Interventions and Supports (PBIS) were 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, Dickson 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* was also successful, and it has been well-received by our teachers. The program made a plethora of resources available to our teachers 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 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, were able to continue with the implementation of trauma-informed practices throughout the school year,

which was 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 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 continued working actively in supporting individual students during distance learning. These centers 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 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 provided access to tele-health services for group and individual counseling. These Tier III mental health services 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 were 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 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 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 was not 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. 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.

Despite the challenges of distance learning, we believe that we have been **successful** involving our parents this year. This is clearly reflected in the results of the California Parent School Survey (CPSS) that we administered. 80% of the parents completing the survey indicated that their schools promptly responded to their phone calls, messages, or e-mails. 82% acknowledged the efforts made by their schools to encourage them to become an active partner in educating their child, particularly in the challenging context of distance learning. Thus, we were pleased to see that over 70% of the parents completing the end-of-year survey indicated that, compared to previous years, they had been "more" or "much more" involved in their child's academics. In addition, 74% of the parents indicated that their schools actively seek the input of parents before making important decisions. This is an indication that schools still continued with their efforts to have active and well-functioning advisory parent committees such as SSC and ELAC this year. Finally, over 80% of the parents completing the CPSS survey shared that teachers still found ways to effectively communicate with them about what their students were expected to learn in class.

In addition to the positive local survey data that we just shared, we have been **successful** engaging families through multiple events. Families have talked highly about some of the events that we organized this school year in order to keep students engaged and

connected to school. Some of the most successful and popular outreach efforts include our school assemblies, which helped celebrate students for their progress, attendance, and academic achievement. These events took place at each of the school sites throughout the school year, and hundreds of parents and students were able to participate. Quarterly assemblies were also organized at the district level, acknowledging students for the success and/or progress in academics, as well as in attendance.

Very successful, too, was our Read Across Compton! Celebration, hosted by Access Books and Colin Keepernick Foundation. The same organization hosted the Authors' Meet and Greet with Edwin Aguilar & Studart Gibbs, which our students truly enjoyed. Our scholars also had the opportunity to participate in a Meet and Greet with athlete Santia Deck (hosted by Music Unites), which has become an inspiration for many of our young girls. Finally, multiple schools established partnerships with different organizations such as The Fountain Theatre, Actors Gan, Education Through Music LA, Young Musician Foundation, Junior Achievement, CB-Mentor, which have helped keep our students engaged in learning and motivated.

Finally, one of the biggest successes that we have had in terms of student engagement happened in the area of STEM. Some of these opportunities included: Our 2020 Summer STEAM Camp (Over 300 students impacted); Apple App Challenge (300 students impacted); e-sports, which available remotely in all four High Schools (112 students impacted) and all 6 Middle Schools (120 students impacted); CS EXPO (360 students impacted 6-8); Minecraft Challenge (279 students impacted); robotics (190 K-12 students impacted); Scratch Challenge (447 students impacted); Black History Month Scratch Coding Challenge (over 250 students impacted); Engineering Week (1500 students impacted); Boeing Project Wingspan (100 6th-8th impacted). Based on input from Principals, teachers, parents, many students found in these opportunities a way to reconnect with school, and stay engaged and motivated.

Our families were able to participate in a variety of activities and events, too. These events were not only organized by the school sites, but also districtwide. In our conversations with parents throughout the school year, during consultation sessions or just regular meetings, parents have shared their appreciation for the district's efforts to organize these events, which have helped bring a sense of normalcy in a very difficult school year. The traditional Back-to-School Night or parent-teacher-conferences still took place virtually at all of the school sites, and they were implemented successfully. In addition, this year we successfully organized coding workshops for parents (hosted by Apple and 9Dots), multiple PBS SoCal Family Math and Literacy Nights at various schools (hosted by PSB SoCal), a very-well attended Music Unites the World Festival for students and families (hosted by ETMLA), and a very successful Drive-thru Thanksgiving Basket Giveaway (hosted by the Water Buffalo Club).

The biggest **challenge** that we faced in this area of family and pupil engagement had to do with the logistics aspect of coordinating all these events virtually, which we had never done before. It truly required a lot of collaboration between schools, teachers, and families. In some instances, we faced connectivity problems, and some families or young students also reported challenges due to lack of familiarity with all the nuances of distance learning.

Regarding the implementation of tiered reengagement strategies for students who were absent from distance learning, we also experienced success and challenges. These will be shared in the section below:



### **Level I (any unexcused absence)**

- *The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.*
- *With two absences, teachers or other school employees will attempt to contact the student and parent.*
- *Teachers will inform students and parents of their expectations for daily attendance and participation.*

Overall, we have been **successful** with the implementation of Level I strategies this year. Automated messaging happened daily for each student that was marked absent by the teacher. Schools successfully used school marquees, flyers, newsletters, Parent Square, website, and phone calls to the school community to message the importance of engagement and attendance in distance learning. Teachers and administrators consistently provided positive reinforcement for attendance via student recognition or rewards, and we also implemented this practice at the district level on a quarterly basis. Principals have reported that teachers were very proactive in regards to attendance, and they were the first ones reaching out to the families. They understood that the lack of response could be a sign that a family may be experiencing challenges that required support. Many teachers have kept communication logs this year. These efforts have been validated by our students. Almost 88% of the students who took the end-of-year survey indicated that their teachers have made an effort this year to contact them/their parents whenever they were absent.

One important **challenge** that we experienced at this level, particularly at the beginning of the school year, was that not all of our families were receiving the automated phone calls and the information that schools were sharing in a timely manner. During our meetings with parent groups, some parents indicated that they did not always receive information and updates from their school sites. Sometimes they received this information through neighbors, family members, or social media. We quickly learned that we had to revisit our approach to keeping our database with students' contact information updated at all times so that every single family in our district can easily be reached.

### **Level II (3 unexcused absences in a week)**

- *Students that are deemed 60% absent from any instructional model will be reported to the school site attendance clerk and site administrator.*
- *The school site attendance team will attempt to reach out and determine the cause for the absence. The team will:*
  - o *Ensure that contact information is working (e.g. phone number, e-mail, home address)*
  - o *Determine if there is a breakdown in communication and make any corrections*
  - o *Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.*
- *Parents will be informed that continued absences will result in:*
  - o *A formal conference with an administrator*
  - o *Development of an Attendance Plan through a Student Attendance Review Team (SART) where other forms of support will also be discussed, including emotional or mental health supports, and more intensive academic supports and interventions.*

It is fair to say that COVID-19 has imposed a great strain on student attendance for reasons beyond their control and many students were absent more than three times within one week. Student responses to the end-of-year survey indicate that about 40% of them found it difficult or very difficult to remain engaged in distance learning lessons. From the beginning of the school year, we knew that we would have to become really proactive with the implementation of our level II reengagement strategies.

Overall, our schools were **successful** with the implementation of Level II strategies. As of March 2021, school sites had placed 10,003 documented phone calls and they had conducted 327 home visits. We found out that home visits became one of the most effective ways to contact some of our hard-to-reach families and re-engage students. In addition to home visits, this year schools have been continually reaching out to families through texts, phone calls, email, social media, and mail, as well as through friends and neighbors. Administrators and their support teams were able to hold hundreds of conference meetings with parents, and discussed the next steps to improve attendance expectations for their children. Our parents and students have validated these efforts made by the schools. According to our end-of-year survey, over 75% of our parents recognize that they have received phone calls every time their child has been absent, or at least often. During our consultation sessions, many parents indicated that the outreach efforts made by teachers and schools to address barriers and provide support helped keep their students more connected to school.

One of the main **challenges** with the implementation of Level II reengagement strategies had to do with the difficulty to contact a number of families whom we have lost contact with. We realized that some of the contact information was not accurate, because contact phone numbers had changed and families had not communicated with the schools. There were times when families still lived in the area, but they had changed addresses and they had not communicated with the schools. We had to rely on family members to locate them. There were instances where students had traveled outside of the state, country, etc. and their schools were not notified. Principals and staff indicated that the needs were many, and schools had to assemble teams of people to address student reengagement, which would add to the many responsibilities that had already been assigned to them.

### **Level III**

- *If the re-engagement strategies in Levels 1 & 2 fail to improve attendance, then a follow-up SART will be held.*
- *Review of the family circumstance for outside connection with health and social services*

Overall, many schools **successfully** implemented Level III strategies for those students who failed to re-engage with Level I and Level II strategies. In many instances, schools worked together with families to review the family circumstances. For those students who had device or connectivity issues schools contacted the Information Technology Department (ITD) and got the problems resolved. For social-emotional issues, schools contacted the Child Welfare and Attendance department and they provided the necessary services. For parents with work-schedule issues or students having a consistent need to do their learning during non-school hours, the admin team worked on developing a plan with the family. Another Another success with Level III strategies was the implementation of SART meetings at the school site. We collected data from all of the schools on the number of SART meetings that were held this school year, and we found out there were over 1,000 of them. The implementation of SART meetings and attendance had a direct impact on increasing

student attendance and reducing chronic absenteeism. Thus, while we closed the week of November 13th with a chronic absenteeism rate of 21.80% for our K-8 students, by the week of June 4th we had brought it down to 11.6%.

Unfortunately, the implementation of Level III strategies was much more **challenging** at the high school level and some schools seemed to be more successful than others. Our local data indicates that chronic absenteeism was kept under control only at two of our comprehensive high schools: Dominguez HS 12.40% and Compton Early College 7.50%. Centennial reported 31.7% chronic absenteeism and Compton HS reported 28.3% as of 5.28.21. During SART meetings, many families indicated family circumstances as the main reasons why students were absent from distance learning. Some students also shared with teachers and site Principals that they were taking care of their younger siblings, while other students were working and supporting their family. Some families were not responsive and did not attend the meetings, and in some instances, the students had moved with relatives outside of the district, country, or even the state.

**Level IV If strategies in Levels 1-3 did not prove to be effective:**

- *Meeting with District SARB staff*
- *Making a recommendation to transitioning the student to an alternate program model*

While Level IV strategies are in place in our district, they were not implemented this year. The impact that the pandemic had on the families of our working class school community, which prior to COVID19 were already operating under the poverty line, was so extensive that we decided that it was in the best interest of the students and families to closely cooperate with their schools and find solutions regarding attendance. Needless to say, our Pupil Services Department still did substantial follow-up with our students' families and closely worked with the schools to support their efforts reaching out and re-engaging students.

## **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 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 was successful and we did not experience major concerns from parents or students. Following the request from families, we offered a 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 distributed 564,190 combined healthy servings of

breakfast, lunch, supper and snack at no-cost to recipients. Furthermore, we distributed over 45 thousand pounds of donated food to adults outside of our reimbursable meal programs.

The pandemic, however, also presented some significant challenges to our school nutrition program, and we did 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 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. After schools 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	<b>Nutrition Services and Supplies</b> 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.	\$2,000,000	\$1,960,000	N
Mental Health and Social and Emotional Well-Being	<b>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL)</b>	\$1,750,000	\$1,715,000	N

	<p>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 addressing 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>			
<p>Mental Health and Social and Emotional Well-Being</p>	<p><b>Nursing Services</b>  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><b>Wellness Center/Social Workers/Therapists</b>  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 &amp; 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,</p>	<p>\$100,000</p>	<p>\$98,000</p>	<p>Y</p>

	<p>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 (NAMI). All wellness centers provide the opportunity for mentoring services to assist our students with the daily rigors of life.</p>			
<p>Pupil and Family Engagement Outreach</p>	<p><b>Services Provided by Enrollment Center at 417</b>  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</p>	<p>\$10,000</p>	<p>\$9,800</p>	<p>Y</p>

	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 trying to meet their basic needs.			
Pupil and Family Engagement and Outreach	<p><b>Home-School Communication</b> Administrators and teachers promote home-school communication to engage families through:</p> <ul style="list-style-type: none"> <li>• Websites, auto-dialer system, newsletters, social media, Aeries portal.</li> <li>• Email and a platform which can be accessed on mobile or desktop devices</li> <li>• Family nights and parent-teacher conferences which provide information about student progress and targeted support/enrichment their child receives</li> </ul>	\$50,000	\$49,000	N
N/A	<p><b>Mitigation of COVID-19 and Operational Support</b> 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><b>Technology materials and services for staff to work remotely</b> 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 substantive differences** between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## 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 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 would 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 next 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 includes 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 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 was 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 reached 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 includes 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 also includes a variety of services that will help improve both student and parent engagement. Student engagement was a 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 witnessed a much higher level of parent involvement in schools. Particularly at the elementary level, parents became true partners in the learning process, and they were essential to successfully implement 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 4.10). 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 4.11).

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.

Compton Unified has planned 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 were intentional in identifying the students who will be participating in the program. The selection was based on the results of our end-of-year assessments, and priority was 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 (i-Ready), summative, and formative assessments will be created to provide feedback to students, educators, and parents about academic progress as well as the effectiveness of services and interventions for all student groups, including low-income, English learners, foster youth, students with disabilities, pupils in foster care, and those experiencing homeless.

Several other actions in Goal #1 focus on the need for our unduplicated student groups and other students with unique needs to have access to effective programs, interventions and supports. The Department of Educational Services will provide our low-income students access to a variety of applications and online instructional programs that provide individualized academic support in literacy and mathematics both in the classroom and at home (Action 1.7). In addition, having access to focused interventions during the instructional day, as well as before/after school and on Saturdays will help address the gaps in learning of those Low-Income, English Learners, and Foster Youth students who are in most dire need for support. Curriculum Specialists (Action 1.8) and 21st Century Learning Specialists (Action 1.9) will not only work with teachers to improve their instructional practices, but they will also work with students to address their gaps in learning. Under the supervision of Educational Services, and in close collaboration with the schools, intervention groups will be created and assigned to them, and they will provide support to students on unmastered prerequisites in literacy and math following a push-in or pull-out model. Instructional Assistants (Action 1.10) and college tutors (Action 1.11) will also be assigned to the classrooms to provide academic support for our unduplicated student groups. Before and/or after school interventions, Saturday School, and access to PAPER tutors (Action 1.12) will also be in place to help meet the academic needs and address the learning loss of our Low-income, English Learners, and Foster-Youth students.

The new LCAP also incorporates actions and services for some specific student groups. For example, Action 1.16 was created to support and better meet the needs of our Foster Youth student population, while 1.17 and 1.18 will focus on providing focused interventions for Foster Youth and students experiencing homelessness respectively. Every school will provide Foster Youth and Homeless students with specific extended day opportunities (e.g. intervention, tutoring, credit recovery classes) before/after school and on Saturdays so that their academic needs can be met to the greatest extent possible. These interventions will be provided by a classroom teacher (or any other certificated staff), and they will focus on both core and/or elective classes. Similarly, Action 1.25 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.

Under Goal #3, Action 3.9 calls for an early-warning monitoring system for African-American, Low-Income, ELs, Foster Youth and Homeless Students. All school sites will require a School Site Designee who will be working closely with the school administration and teachers and help progress monitor their improvement (or lack thereof). 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 5.11 specifically focuses on the personalization of academic and social-emotional learning of English Learners. Administrators, counselors, teachers, and bilingual instructional assistants will conduct data chats with EL students using data that can be easily measured and tracked (such as academic grades) 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.

## 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 at 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 an 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, Students With Disabilities, students experiencing homelessness, and our most vulnerable unduplicated populations (Low-Income, ELs, and Foster Youth). Therefore, Goals #1 and #5 of the LCAP 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 incorporates 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 have had 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 has incorporated 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 are 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](mailto: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