

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Since school closures started in March 2020, we quickly learned that they have carried high educational, social, and economic costs for all districts and people across communities. Their impact, however, has been particularly severe for the most vulnerable and marginalized boys and girls, and their families. The resulting disruptions have exacerbated already existing disparities within the education system, but also in other aspects of their lives.

The closure of schools impacted Compton Unified School District in many ways. Bell schedules, curriculum pacing, traditional methods of instruction, and assessments of student learning were clearly disrupted, and they also had to be modified for the current school year. Our professional development plan quickly shifted and focused on distance learning implementation as well as creating weekly lessons and activities that our teachers and students could use in their virtual classrooms. Ongoing weekly packets were also created and distributed in the spring for those students who did not have access to connectivity. In addition, financial resources had to be allocated to provide our students with the necessary devices for learning as well as connectivity to the extent possible. We also had to rethink the ways in which we traditionally provide our students with access to basic services and targeted supports that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Teletherapy services were provided virtually for families and students in need of social-emotional support, while we had to reach out to outside providers such as Presence Learning to support our students with speech services. Student attendance and chronic absenteeism rates were heavily impacted in the fall, disrupting our upward trajectory on the California Dashboard. Finally, our nutrition program was also impacted. The reduction in meal participation rates had a direct negative impact in our district budget, since the reimbursement from the state for school meals decreased by almost 75% during the last trimester of the 2019-2020 school year. As a result, the general fund had to contribute to the student nutrition fund to support its financial obligations.

In addition to the impact that the closures have had on our organization, the effects that the closures had on our Compton community were many, including educational, economic, and social-emotional. The most substantial short-term impact for our Compton families was that parents had to quickly adjust to keeping their students confined at home all day. From one day to the next, students were no longer going to school or attending the after-school program where they would spend a substantial number of hours under the care and supervision of our school personnel. Traditional schooling as we know it suddenly came to a halt. This especially affected families with children too young to be left home alone. For these families, parents had to figure out how to stay home with their children every single day of the week. Even though there was an option of childcare provided by the district, concerns with COVID-19 and the fear of compromising their children's health made most parents pass up this opportunity. This challenge was even more difficult for working families who did not have the option

of working from home or taking extended paid leave from their jobs. Often, these parents had to take unpaid time off from work to stay home and watch their children. Even for those who were able to work from home, many found it challenging to maintain the same number of work hours they typically work as they juggled having to care for their children. The result is that this crisis has had an even more adverse financial impact on the families who could least afford the financial strain.

From an educational standpoint, despite the efforts from Principals, teachers, and families, the reality is that learning was clearly impacted for many of our students. Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. While this is true for all districts across the nation, the disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. During the first few days of the school closures, many of our parents felt unsure of their obligations and how to maintain connections with teachers so that they could support learning. They also felt unprepared for distance and home schooling. Parents understood that, to the extent possible, they needed to help facilitate the learning of children at home, but we know that many of them struggled to perform this task. This was especially true for parents with limited education and resources, many of whom faced challenges creating, maintaining, monitoring, and improving distance learning.

While the academic struggles and the challenges of measuring and validating learning during the global school closures have been significant, the social-emotional impact of the closures cannot be ignored. School closures have caused stress, uncertainty, and job insecurity for many families and students in the country, and in our community. For this reason, as soon as school closures started, our Department of Child Welfare and Attendance continued to provide the much-needed intervention that many parents and students needed. This included mental and social-emotional learning support through our partners and their telehealth virtual platform, our CUSD mental health practitioners, and our Wellness Centers. Physical health support was also provided through our district nurses and district health assistants. In addition, one of our major concerns during school closures has been social isolation for many of our students. Schools are hubs of social activity and human interaction. When schools closed, many children and youth missed social contact, connections to friends, and supportive adults that are essential for learning and development. Even though school Principals, classroom teachers, and counselors continued reaching to our families and students during the spring closure, the day-to-day interactions and experiences are something that many of our students expressed to have truly missed during the last few months.

Another implication of the school closures was the inability for students to receive daily breakfast and lunch at their respective home schools, as they would usually do. For many of our students, school meals are probably the most nutritious meals of the day; therefore, continuing to provide food to students during the closures became critical for our district. As a response to this challenge, Compton Unified maintained several of our school sites opened as meal distribution centers. While the majority of our families took advantage of the grab & go meals that we offered twice a week, others feared that leaving their homes could jeopardize their health or that of their loved ones. This led to some families—who were already seeing a decreased income as they had to stay home to watch their children—now also seeing a significant increase in expenses at the same time. The combination of less income and higher expenses caused extreme financial hardship for many families in our Compton community, and millions of families in the country in just the first few weeks of school closures.

The impact of the pandemic and school closures have been significant at many levels, including educational, social-emotional, and financial. Compton Unified, in coordination with its partners, educators, classified staff, and community will continue doing its best to minimize these

impacts by ongoing communication with families for better understanding of their needs, and to strategically coordinate our resources and services in order to guarantee the continuation of student learning, participation, and attendance.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

As part of the planning process for the *CUSD Learning Continuity and Attendance Plan*, our district created a Distance Learning Task Force. Our task force is comprised of representatives from numerous departments, including Educational Services, Pupil Services (Trauma and Wellness, PBIS, and Foster Youth), Special Education, Business Services, and Facilities/ Maintenance. Our task force has been responsible to work on the plan and we will closely monitor its implementation. In addition, we were also responsible to consult with numerous groups and district wide committees during the development of the plan. The input was collected in a variety of ways including townhall meetings with the community; video conference meetings with parent groups, site administrators, and bargaining unit representatives; as well as surveys shared with teachers, parents, and students.

In the month of July, we held four virtual townhall meetings with the community. During these meetings, we shared the plans to reopen the schools as well as the different learning models that we anticipate seeing during the 2020-2021 school year. Altogether, we had over 1,200 participants, and they provided us with hundreds of comments and very valuable input. Surveys were also sent to teachers, classified staff, and parents, and the data collected was carefully analyzed. A total of 1,168 staff members and 5,174 parents completed the surveys, and their feedback became instrumental as we later started developing our learning continuity plan for this academic year.

The Learning Continuity and Attendance Plan was presented to our PAC/DAC and our DELAC/EL PAC on August 31<sup>st</sup>. We held a morning session (10:00 a.m.) with the first group, and an afternoon session (3:30 p.m.) with the second group. Both presentations were done via video conference (Zoom). Participants in these committees had an opportunity to ask questions and they provided valuable input. Our Superintendent provided responses to their comments on September 23. Responses were posted on our CUSD website.

On September 1<sup>st</sup> we presented the plan to site and district administrators, and they also shared ideas and recommendations. Finally, on September 2<sup>nd</sup> a presentation of the plan was done with the presidents of several of our bargaining units including the Compton Education Association, Teamsters Local 911, California School Employees Association, and AFT-Compton School Police Office Union. In addition to the video presentations, surveys were sent to all the different stakeholder groups including parents (271 responses in Spanish and 743 in English), high school students (1,529 responses), and teachers (449 responses). Surveys were also shared with DELAC, PAC/DAC, and bargaining units. In all instances, stakeholders provided multiple recommendations on how to improve distance learning for our students, ideas to bring students back for in-person learning, and ways to address the learning loss that the school closures have caused.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation happened in the form of video conferences as well as multiple surveys that were sent to different stakeholder groups. The notification for the September 8 public hearing was posted 72 hours in advance, following state and LACOE guidelines. A final draft of the plan was also included on the agenda for public review before the board meeting.

The draft of the Learning Continuity Plan was presented during a public hearing at the September 8 board meeting; the attendees had the opportunity to access the public hearing both via internet as well as by telephone. Interpretation in Spanish was provided. Opportunity for public comments followed the public hearing, and answers were provided accordingly. In addition, a link to a feedback survey was placed on the board agenda for those members of the public who wanted to provide written feedback and recommendations on the Learning Continuity and Attendance Plan. The plan will also be available at the school sites for families to review it, before it is board approved on September 29. Any comments or feedback will be reviewed before submitting the plan for final approval on September 29<sup>th</sup>.

[A summary of the feedback provided by specific stakeholder groups.]

Overall, the feedback that stakeholders have provided during the summer months included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. Listed below are the key ideas that emerged from the different stakeholder groups.

### Parents

The *Reopening of Schools Parent Survey* administered in July showed that over 60% of the parents were willing to send their children back to school following either an all-in person or a hybrid/blended model. More than 85% of the parents advocated for the implementation of safety protocols such as daily temperature checks (86.9%), frequent handwashing (88.8%), and frequent sanitation of high-touch areas (86.8%). In addition, parents provided feedback based on how to improve their spring experience with distance learning: 76.3% of the parents asked for teachers to provide ongoing feedback on the academic progress of their students; 65.6% indicated the need for teachers to set learning goals for students and monitor progress towards meeting these goals; and 65.1% of the parents advocated for tutoring and interventions. Finally, over 61% of the parents indicated that they wanted to see more synchronous teaching (or live lessons with their students) rather than independent work assigned to students (asynchronous learning).

Some of the most significant feedback that we received from parents to include on the Learning Continuity and Attendance Plan is the following:

- Follow CDC guidelines regarding the use of masks, physical distancing and sanitizing of facilities
- Provide students the necessary technology equipment and internet connectivity if necessary
- Limit the number of students in the classroom during in-person learning
- Shorter time online
- Provide tutoring and intervention both in distance learning and in-person learning
- Provide mental health support for students through counselors and social workers
- Provide more opportunities for students to communicate among themselves during distance learning
- Provide office hours so that adults in schools can closely communicate with students and families
- Continue professional development for teachers so that they can be as effective and possible with the new model of teaching and learning
- Continue motivation and engagement of students during distance learning through assemblies and/or awards ceremonies
- Healthier food options for students

## **Teachers**

Some of the most significant feedback that we received from teachers to include on the Learning Continuity and Attendance Plan is the following:

- Continue implementing safety protocols and CDC guidelines
- Reduce class sizes and implement a hybrid model of instruction that would bring the students back to the classroom
- Continue professional development for teachers as well as parents so that they can better support their students
- Reduce screen time to keep students engaged and allow more teacher planning time
- Hire (college) tutors for small group intervention with students
- Offer extended day learning opportunities for students before/after school and on Saturdays
- Provide counseling services for students at the site level and/or create virtual clinics with appointment access
- No synchronous teaching from 11:00 a.m.-12:00 p.m. to allow parents to pick up lunch for their students during that time of the day

## **Students**

The student input collected through a student survey includes the following:

- More counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Students need more opportunities to share their voice that include authentic questioning, constructive feedback and open dialogue.
- Consistency of instruction is important as well as a balance of synchronous and asynchronous learning. Reduce the number of hours that they are connected online.
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and recorded lessons provide a key support to students who need flexibility.
- Address the learning loss of students and provide support through intervention and tutoring
- Credit recovery opportunities for those students who are credit deficient

## **DELAC**

The most significant feedback that we received from DELAC to include on the Learning Continuity and Attendance Plan is the following:

- Opportunities for students to communicate among themselves and collaborate during distance learning
- Improve communication between teachers and parents during distance learning so that they can better support student learning and their needs
- Access to online instructional programs for English Learners that will help students with language development while filling in their gaps in learning
- Provide support to schools and English Learners through Curriculum Specialists and Bilingual Instructional Assistants
- Provide a better quality of food for students

## PAC/DAC

The most significant feedback that we received from DAC/PAC to include on the Learning Continuity and Attendance Plan is the following:

- Enforce the guidance and protocols for school reopening outlined by the district and the Department of Public Health
- Hold office hours so that teachers can support individual students and families' needs
- Balance of synchronous and asynchronous learning. Reduce the number of hours of live teaching/learning
- Reduce the number of students during in-person learning for safety reasons and to better address their academic needs
- Provide professional development for teachers so that they can effectively present content for students in an engaging way
- Individual support and small group intervention for students who have experienced the most significant learning loss
- Administer screening tools and diagnostic assessments to effectively identify the learning loss of students
- Provide social and emotional support for students in need

## [A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The valuable feedback and recommendations from the different stakeholders provided during our townhall meetings, surveys, and video conferences have influenced multiple components of the CUSD *Learning Continuity and Attendance Plan*. Some of these areas are:

**Health and Safety:** The plan calls for the creation of safety protocols in alignment to CDC guidelines to ensure safety for all. As indicated by parents, teachers, and students the plan incorporates actions to acquire the necessary personal protective equipment, health and disinfecting materials, as well as visual cues. Hydration stations, handwashing stations, and new AC units have also been purchased for all schools. Also, custodial staff will continue to receive the necessary training.

**Instructional Schedules:** As clearly requested by the community, and in alignment with state guidelines, the daily schedules reflect a balance of synchronous and asynchronous learning, with multiple opportunities for students to participate in live lessons with their teachers. This is something that parents advocated for in the spring and over the summer. Also, as requested by many parents, as well as teachers and students, the schedules call for daily small group, differentiated instruction as a highly effective teaching approach to ensure we are meeting students at their point of need. The schedules also include daily office hours to provide frequent feedback to parents and students on their academic and social-emotional progress.

**Technology and Connectivity:** Input from stakeholders clearly indicated concerns regarding access to devices and connectivity for a successful implementation of distance learning and the hybrid model. As a response to this need, and after a thorough needs assessment, the district has invested heavily on the necessary technology and hotspots for those students and families in need.

**Interventions and Additional Supports:** Educators, parents, and students advocated in their feedback for tutoring, as well as extended day opportunities before/after school and on Saturdays. Support may be provided by teachers, tutors, (bilingual) instructional assistants, and/or schools' curriculum specialists. High school students also advocated for credit recovery opportunities for those students who are credit deficiency. All these additional supports are included in the plan.

**Professional Development for Teachers:** Since March 2020, Compton Unified has conducted ongoing professional development for teachers, specialists, substitute teachers, and other instructional support staff on distance learning. Surveys, townhall meetings, and needs assessments clearly indicate that additional professional development is needed. Professional development will include effective implementation of distance learning as well as the hybrid model, and professional development to meet the specific needs of students with unique needs such as English learners and Special Education Students (SPED students).

**Social-Emotional and Mental Health:** Staff, students, and families shared the need around social emotional wellbeing. The district will continue its wellness initiative and will plan for responding to students' overall wellbeing and emotional supports, including mental health needs. Positive Behavior Intervention Supports (PBIS), restorative practices and circles, and a recently adopted Social Emotional Learning (SEL) program called Second Step will be implemented both during distance learning as well as in-person.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

One of our main priorities in Compton Unified is to provide as much in-person instruction as can safely be delivered as a mean to address learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. Following the CDE guidelines, we plan to bring pods of our **most vulnerable students for in-person learning** as early as October. This model will deliver in-person instruction with physical distancing and health and safety measures in place to protect students and staff. A maximum of 10% of the school population will be able to return to the classroom at this point, including English Learners and Students with Disabilities. In addition, preschool students will also be able to return. No more than 12 students will be allowed in the classroom, and no more than 2 adults. The teacher and the students will stay together for all activities and they will avoid contact with people outside of their group in the school. It is important to clarify that all classrooms will be equipped with the necessary technology including Clear Touch panels, speakers and a camera, and teachers will receive the necessary training. This will allow all students to participate in live instruction daily regardless of their location (the classroom or at home). This is what we call a concurrent classroom. It has students online and in-person in the same class at the same time. Students physically in the classroom have an obvious advantage: they can interact more fluidly and naturally with the teacher and each other. However, students at home will still have the opportunity to be connected to their classroom and their peers on the days that they are at home.

As soon as the safety conditions allow, we will implement the **hybrid model** with the rest of our student groups. At the elementary level, students will be with the same teacher throughout the school day (8:00 a.m. – 2:00 p.m.), and at the middle school and high school levels, we will implement block schedules in order to minimize transitions during the day (8:00-2:45). Students will attend classes in-person on two consecutive days each week, and they will remain at home the other three days where they will attend classes virtually

following the aforementioned “concurrent classroom” model. At the elementary level, the schedules will include planning time for teachers, recess for students, morning and afternoon breaks, and 30 minutes of office hours at the end of the workday. At the secondary level, the schedules will include preparation time for teachers, office hours at the end of each period, and lunch break for students/teachers. On Monday, students will only participate in distance learning (both synchronously and asynchronously), and teachers will provide key supports that maintain the community of learning and address identified student needs. These supports will include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues. While our hybrid model calls for in-person learning on two weekdays, to the extent possible we will bring our most vulnerable students to the classroom daily (if possible). This includes our students with special needs, newcomer students, foster youth, homeless students, and those who have experienced the most dramatic learning loss. We will use the i-Ready diagnostic assessment to determine the learning loss of the students.

All teachers will participate in the **necessary training** on how to successfully implement our hybrid model, attending to students’ learning and competency as well as their social-emotional wellbeing. First of all, it is important that teachers become familiarized with the tools and technology necessary to implement a concurrent classroom. In addition, during the training they will explore different blended learning models that can make this challenging situation more manageable. Finally, teachers will learn how to balance the benefits of an in-class experience as compared to an online experience. As architects of learning experiences, they will be introduced to strategies that will help them focus on providing that human connection to students working remotely. The students online need to feel like they are part of the class community even though they are not sharing a physical space. Conversely, teachers will have more success engaging students attending class in person if they build more agency, autonomy, and flexibility into their lessons.

In-person instruction will be mainly provided by the regular classroom teachers; however, a tiered system of interventions and services will be implemented at each school site by RSP teachers, intervention teachers and substitute teachers, school and district curriculum specialists, instructional assistants, and college tutors. Project REACH and Project RISE tutors will also be incorporated once we start implementing the hybrid model. Interventions will be mainly geared towards those students with the biggest needs including students with disabilities, English Learners and newcomer students, Foster Youth and Homeless students, and students who experienced significant learning loss during the spring closures. ELA and mathematics will be the main areas of focus. The frequency and duration of these interventions will vary depending on the needs of the students. At the high school level, selected teachers will work with students on credit recovery four days a week after school, but additional interventions will take place before/during/after school as well as Saturdays. The social-emotional wellbeing will also be at the center of our priorities. At the K-8 level all teachers will start implementing our recently adopted social emotional learning (SEL) curriculum Second Step, while at the high school level our Wellness Centers and counselors will support our students in this area.

The transition to in-person instruction will require to examine a wide range of operational issues, including health screenings, play/equipment use, group congregations/gatherings, transportation, classroom environment, etc. The district will prioritize the acquisition and use personal protective equipment (PPE), plexiglass screens, health and disinfecting materials, visual cues and materials to maximize social distancing, heating ventilation and air condition (HVAC) filters, handwashing stations, and hydration stations. Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces



include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. It also involves facility reviews at all school sites to develop plans for social distancing, maximum room capacity, and other needs.

In the section below, we mostly focus on those operational actions needed to make in-person instruction possible. Those actions explain the safety protocols and resources that schools will put in place as we transition into the in-person model, the necessary technology resources that will be needed, and the type of professional development, coaching, and support that teachers will need. Any additional actions related to in-person instruction were included in the section called *Actions to Address Pupil Learning Loss*. Those actions mostly reflect resources, services, and interventions for all students, and particularly for those with the greatest needs. The actions to address learning loss will be implemented in both the in-person and the distance learning instructional models.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
<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.	\$2,000,000	N
<b>Health Materials</b> Additional thermometers to screen student temperature and mitigate potential spread of COVID	\$400,000	N
<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	\$300,000	N
<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.	\$100,000	N
<b>Plexiglass Panels for Desks</b> These shields will provide an added layer of physical protection, without reducing visibility for students.	\$500,000	N

Description	Total Funds	Contributing
<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	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	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	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	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	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	N

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Since school closures started in March 2020 student and staff safety, their social and emotional wellbeing, and continuity of learning, have been the top priorities for Compton Unified. We have come to understand that continuity of instruction should be a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for students. We anticipate that throughout the 2020-2021 school year we will see the implementation of different scenarios, including distance learning, a hybrid model, and at some point, a full-time in-person learning model. Regardless of the scenario we are in, Compton Unified will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum.

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, will commence the 2020-2021 school year using a distance-learning model. This resolution was also in alignment with the announcement made by Gov. Newsom on that same day, which indicated that all California counties on the COVID-19 watch list, which includes Los Angeles County, would start the year with distance learning. In the event that state and county health guidelines restrict students in the traditional schooling pathway from returning to campus for either of the in-person instructional settings, traditional or hybrid, students will continue to participate in 100% distance learning this school year.

To provide students access to the full curriculum in both distance and in-person learning, pacing guides were modified to prioritize standards upon which to focus lesson planning and guiding teachers towards resources that can best support students in attaining mastery of those standards. This is one of the district's efforts to minimize the variation in program implementation across and within schools. In addition to identifying prerequisite skills and knowledge, scope and sequence documents (e.g. coherent map) will help our teachers identify skills to be taught in future grade levels. This will allow teachers to conduct multi-grade assessments of students.

Throughout the summer of 2020, a taskforce of teachers, site Principals, and administrators from the Educational Services Department created schedules for distance learning as well as the hybrid model for each grade level. The schedules took into consideration the age and maturity level of the students, the need to incorporate all areas of the curriculum, and time for teachers to address the social and emotional needs of their students. The schedules also incorporate opportunities for both synchronous and asynchronous learning in all grade levels, as well as opportunities for whole group and small group instruction. Depending on the grade level, recess, lunch, break, passing time, and office hours were also incorporated.

The sudden transition to distance learning was challenging for many of our families and students, and the learning loss caused by the school closures is unquestionable. Therefore, our task force created schedules that incorporate all main areas of the curriculum including Math, Literacy, ELD, Science, History/Social Science, VAPA, and Physical Education. Our high school students are on block schedule, and they will take all their regular courses, including CTE, and Electives. Such an ambitious enterprise in a distance learning model require the need to capitalize on "live" or synchronous instruction, where teachers will be actively teaching in real-time with their students via a video conferencing application for most of the day. Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The CUSD community has

strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, CUSD will be offering consistent, daily, live instruction for every student. Live instruction will happen both with the entire class, as well as in small groups, which will give teachers the opportunity to truly identify the learning gaps of each of their students and ways to better meet those needs. All Pre-school through grade 12 schedules also incorporate opportunities for asynchronous learning, giving students the opportunity to work on time value assignments at their own pace or in groups.

During distance learning, students will have access to a variety of tools that they can use on home devices as well as school devices. Students will also have access to multiple online programs which will help them enhance their distance learning experience. Most of these programs can be used in the classroom as well as at home:

- **Email, Google Classroom, and SeeSaw** will help with the workflow of student work. These tools were already used in the spring, and most students and families are familiarized with them at this point.

- **Zoom and Google Meet:** These are the videoconferencing platforms used by our district. In addition, at some point in the year we will transition into Cranium Café. This platform will provide teachers specific analytics that will allow them to measure the amount of time that students participate in synchronous instruction.

- **i-Ready Reading and Math:** We are in the fourth year of implementation, and students and most parents are very familiar with the program. This program helps students address their gaps in learning, while working on grade-level content. The recommended usage is 45 minutes a week. Students can use the program both in the classroom and/or at home, and parents can easily monitor student usage.

- **Next Gen Math:** The program provides K-8 educators with limitless Common Core resources designed to prepare students for mastery and real-world application of the mathematical standards. Students can also use the program at home, and practice activities aligned to grade level skills, or prerequisites they are missing.

- **Dreambox:** This is our second year of implementation. Students have used this program before in the classroom, in the after-school program, and at home. It is truly an adaptive program which provides students the opportunity to not only fill in gaps in math, but also to advance to higher grade level content. The recommended use of time is 90 minutes per week, and parents can also monitor usage at home by checking the green light in the corner of the screen.

- **My Writing Coach** will provide students the opportunity to continue working on their writing skills while receiving feedback from both their teachers and a virtual coach. Students will have access to the program in the classroom and at home.

- **Edgenuity** is used at the high school level, and it helps those students who are credit deficient. Their online courses and curriculum are built using an instructional model grounded in research and are aligned to state standards, the Common Core, and the NGSS. The

program combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

Copies of physical textbooks were distributed to all students during the month of August and early September. A significant number of textbooks were not returned in the spring and the district has worked to have these returned so they can be sanitized and distributed. Additional textbooks have been purchased as needed to ensure that all students have the appropriate instructional materials. Until the textbooks are received, students will have access to the digital or PDF versions.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Compton Unified already had a significant number of devices back in spring. Most of our schools had been building their technology infrastructure and moving towards 1:1 solutions over the past five years. In addition, some of our school sites, and in particular our ConnectEd and Verizon schools, had a surplus of devices that were relocated to other school sites as needed. In preparation for the new school year, 2,000 additional devices were ordered. Most of the devices were returned to the schools at the end of the school year in order to be sanitized and serviced appropriately and made ready for distribution in the fall.

As of 8/29/2020 our *Device and Connectivity Survey* was completed by 3,406 families. 15.7% of the responses (535) indicated that families opted out of receiving a district device, because all the students in the household had the necessary personal devices for learning at home. However, 84.3% of the families indicated that their students needed devices for learning. During the first three weeks in August, our administrators and their teams worked tirelessly to distribute learning devices to all students in need. The distribution process will continue throughout the school year with any new students who enroll in our district.

Regarding connectivity, 47.2% of the families who completed the survey indicated that they needed internet connection. Compton Unified has been distributing hotspots to all those families. We have found out, however, that the connectivity access that many of our families currently have is quite deficient, so there is a need to purchase and distribute additional hotspots. Our district will also continue to provide technical support to teachers, families, and students through our hotline and with close collaboration of our ITD, Ed.Tech, and Educational Services departments.

Our main goal is to guarantee that all students and educators can successfully participate in synchronous learning, and they have access to our digital curriculum, as well as the plethora of programs and applications that we offer in our district.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Despite heroic efforts to quickly shift to distance learning, achievement and equity gaps remain, and in most cases, are exacerbated. To address loss of learning and widening of achievement gaps, Compton Unified understands that we must closely assess pupil participation and progress in the months ahead and be ready to address any gaps of inequity and subsequent impact on student learning.

Teachers started the school year by establishing systems and routines, getting to know their students and families, introducing the syllabus and schedule to their students, and reinforcing expectations for effective participation in distance learning. Building culture and addressing the students' social and emotional well-being became the priority in the beginning of the school year. However, school plans also include comprehensive approaches to formative assessments, which will help teachers identify students' needs and learning loss, and understand how well their students are learning on an ongoing basis. Some of these assessments include a beginning of the year diagnostic in literacy and math (i-Ready), as well as periodic mini-assessments and common assessments provided by the district.

In addition to formative and summative assessments established at the site and district levels, schedules play a very important role in monitoring pupil participation and progress. All K-12 schedules are designed to capitalize on synchronous learning time with the teacher. We understand that the optimal way for teachers to effectively assess pupil progress is through live contacts and participation in live sessions. Live, synchronous sessions may happen as a whole class or in small groups, depending on whether the teacher is providing whole group instruction, intervention, and/or ELD for English Learners. The number of minutes that our students are expected to spend on synchronous learning may vary from 195 and 220 minutes. This variation in synchronous time does not only depend on the grade level, but on the students' needs. For example, English Learners are required to participate in daily synchronous ELD instruction, while students who have experienced significant learning loss are also to participate in additional small-group intervention with their teacher. In addition, our schedules include asynchronous learning time. Teachers have discretion as to the amount of work that students will need to complete asynchronously.

Daily live sessions with the students and the completion of activities will help teachers evaluate how well students are progressing. It is through those sessions that teachers will be able to better assess students' engagement in the lesson, monitor how well students respond to the material, identify challenges that they may be experiencing, and evaluate the progress (or lack of) that they are making. In addition, weekly reports from our online programs (e.g. i-Ready, Dreambox, Rosetta Stone, NextGen Math) will help teachers identify how gaps in learning are being closed. At the high-school level, whenever applicable, teachers will also closely monitor the progress that students are making on Edgenuity courses, and they will provide students the necessary feedback and instructional modifications.

Our schools will document daily participation of each student on each school day for which distance learning is provided. Our Student Information System (SIS) Aeries will be the platform that teachers will use daily to take attendance. Following state guidelines, a student will be marked "present" if there is evidence of student participation by (a) connecting during synchronous learning, (b) completing asynchronous assignments for the day, (c) completing any assessment for the day, and (d) making contact with district/school personnel (e.g. teacher, counselor, attendance clerk, administration). If there is no evidence of student participation, he/she will be marked "absent" for the day, and the system will automatically notify the student's parents/guardians at the end of the day.

Teachers will be responsible for assigning the time value for assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing

assessment of individual and collective student needs. Time value for assignments will be attached to each assignment (synchronous and asynchronous) on the teacher's Google Classroom.

Each school will keep weekly engagement records for each student participating in distance learning. Together with Aeries, the teachers' Google Classroom as well as their gradebooks will be the most effective and realistic way to track both student daily participation as well as student progress. School administrators will work with families to address attendance and participation challenges on a case-by-case basis. Teachers, attendance clerks, counselors, Community Relations Specialists, and school administration will contact parents personally if the student has been absent for 3 days or 60% of the time in the week. The district will continue to engage families in the school attendance and review team (SART) process, as necessary.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Support for educators with distance learning has been a priority since the spring of 2020 and in preparation for the upcoming school year. During the time of the school closures, all teachers were offered the opportunity to receive the appropriate training. In the beginning stages of distance learning, the training focused on how to set up Google Classroom, how to facilitate paperless communication between teachers and students, and how to streamline educational workflow. More than 200 educators who needed support with Google Classroom took advantage of our initial training sessions. During spring break, intensive training was also provided to over 400 teachers on multiple applications that would help them facilitate distance learning.

More than 120 teachers also participated in training in mid-June in preparation for our K-8 Virtual Summer School. Several high school teachers also had the opportunity to receive training for the summer credit recovery program. Teachers who participated in this training found the resources and strategies very valuable, and they have indicated that the summer school experience truly helped them be better prepared for the opening of the 2020-2021 school year with distance learning.

On August 3-5, 2020, a two-day Management Distance Learning Bootcamp was offered to all school Principals and Assistant Principals. The focus of the training was to provide site administration a better understanding of the digital platforms, tools, and applications available to teachers during distance learning, so that they could better support teachers in their (virtual) classrooms. We reviewed the instructional focus for the year, some of our instructional programs and initiatives, strategies to minimize the learning loss during school closures, and ways to better address the instructional and social-emotional needs of the remote learners.

Before the opening of the school year, on August 17-18, more than 400 general and special education classroom teachers, resource specialists (RSP), curriculum specialists, and school counselors participated in our Distance Learning Bootcamp. Participants learned about the needs of remote learners, tools and strategies to better support our instructional programs, ways to address the social-emotional needs of students in the midst of a pandemic, and strategies to address the specific needs of students with specific needs (e.g. Special Education Students, and English Learners).

In addition, professional development has been provided to more than 100 substitutes so that they know how to navigate the basic tools of distance learning including Google Classroom and Zoom. Training has also been provided for our Instructional Bilingual Assistants on how to better support our English Learners in meeting their academic and language needs. On August 24<sup>th</sup> and 25<sup>th</sup> we provide training for parents so they could better support our younger students with distance learning. These training opportunities will continue in the months ahead.

Throughout the school year, our Educational Services and EdTech Departments will continue to provide the necessary professional development for our teachers and support staff. Most of the training that we will provide will focus on effective implementation of distance learning and the hybrid model. We have already started our elementary and secondary virtual instructional walkthroughs both at the elementary and secondary levels, and we see a need to continue training on areas such as: (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, we will also focus our efforts on training our teachers on how to effectively use Clear Touch as we prepare to transition to the hybrid instructional model and the concurrent classroom.

The EL Department will continue to train teachers on effective implementation of both (a) Designated and Integrated ELD during distance learning, as well as (b) How to effectively administer the optional ELPAC assessments with English Learners. The Special Education Department will continue 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.

As far as professional development for parents, our Pupil Services Department will unite efforts with schools and will focus on topics such as: (a) How to support students at home with best distance learning practices, (b) How to help students monitor the use of supplementary online instructional programs such as i-Ready, Dreambox, and Rosetta Stone; (c) Ways to successfully address the social and emotional needs of students at home.

In addition to ongoing professional development, all teachers will be provided with the necessary resources to implement distance learning. All teachers in the district already have an assigned laptop computer, and many of them also have an additional iPad that they use for their daily instruction. In addition, many classrooms have a Clear Touch panel already installed, and additional ones have been purchased. The goal is for all classrooms in the district to be equipped with a Clear Touch panel and a webcam, which will help enhance the distance learning experience, and it will be pivotal for a successful implementation of the hybrid model/concurrent classroom later in the year. Furthermore, since the school closures started, we have been providing teachers with daily activities and lessons for each grade level and subject area that they can use for their daily instruction. This school year, all lessons and synchronous/asynchronous activities have been aligned to our core curriculum and pacing guides.



## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. In general, the impact that the pandemic has had in the staff roles and responsibilities involves three main areas: (1) the adoption of appropriate health and safety measures, (2) the broader use of technology, and (3) the increased focus on equity, especially when it comes to issues such as learning loss.

Below we share some of the new roles and/or modified responsibilities emerging from COVID-19. It is organized by areas:

### **Health and Safety**

#### **Site Administrators**

- Monitoring implementation of safety protocols at the site
- Reinforce stay at home requirements when applicable

#### **Office Staff:**

- Encourage electronic communications wherever or whenever possible
- Reinforce stay at home requirements when applicable
- Work with school health assistant to follow protocols that lower the risk of infectious students being on campus

#### **Custodial Staff:**

- Maintain a stock of personal protective equipment to ensure readiness and order additional supplies as needed
- Routine disinfecting of all high-touch areas on a daily basis
- Contact maintenance department if a large-scale disinfecting/cleaning is required

#### **Food Service/Cafeteria Staff:**

- Implement one-way passageways through meal delivery
- Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials.
- Increase ventilation for closed areas

#### **Teachers**

- Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures
- Send any visibly sick students or students reporting that they do not feel well to the office

**School Health Assistants:**

- Follow Los Angeles County Public Health guidelines to support contact tracing
- Provide training to staff on any new procedures required by the health department as a result of contact tracing

**Bus Drivers/Transportation Staff:**

- Ensure adequate space for physical distancing at bus stops and school loading and unloading zones
- For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus
- Mark or block seats that must be left vacant to ensure physical distancing
- Ensure good ventilation and open/partially open windows
- Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19

**Student Attendance and Participation****Teacher:**

- While in person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will 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.

**Attendance Clerk:**

- Follow-up with teachers who are not documenting attendance/engagement in the Aeries system
- Support any new attendance coding/entry specific to distance learning
- Engage in outreach/intervention to connect students and families with resources
- Contact families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Los Angeles County Office of Education

**Special Education**

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

**Site Administration**

- Support teachers with the set-up and completion of IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting if applicable

**Social Workers, Psychologists, Resource Teachers, Speech Pathologists, Related Service Providers and Administration**

- Work collaboratively with their current site teams to schedule consultation and counseling sessions with the students and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.

### **Psychologists, social workers, counselors, and related service providers**

- Be available to sites for consultation on strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the needs that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.

### **Resource Specialists**

- Two of the five positions will primarily support the assessment process, monitoring student progress, and coordinating with instructional aides.
- The other three positions will primarily support school sites to implement inclusive practices. They will offer direct support, including coaching for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).

### **Instructional Aides**

- In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

### **Teaching & Learning/Technology Support**

Some of the responsibilities have been impacted as a result of COVID-19 and distance learning implementation:

#### **Educational Services and EL Department**

- Update *Distance Learning Platform* with daily, engaging, interacting synchronous and asynchronous activities. Activities are being built for all grade levels and content areas. This is a new, and very ambitious task that requires the collaboration from teacher leaders across the district.
- Enhance the ELD curriculum with interactive and engaging online lessons, and train teachers on best practices to meet the needs of ELs in the context of distance learning
- Support teachers and teams as they develop strategies to differentiate instruction and design appropriate methods to assess student learning in the context of distance learning

#### **EdTech and ITD Support Team**

- Provide schools with the necessary devices and hotspots to guarantee all students can participate in distance learning
- Review and develop how-to tutorials, ensuring teachers, students and parents have the necessary manuals to excel in an at-home learning environment

#### **School Principal & Leadership Team**

- Support staff, students and families to transition to distance learning, the hybrid model, and in-person learning as necessary

- Help teachers implement high-quality learning experiences for all students during the implementation of distance learning and the hybrid models

### **Subject or Homeroom Teachers (Pre-school to Grade 12)**

- Implement modified daily schedules, synchronous teaching, and design engaging asynchronous learning activities for students
- Maintain accurate records of student engagement through their Google Classroom and gradebook. Assign time value to all their synchronous and asynchronous activities.

### **Blended Learning Specialists and 21<sup>st</sup> Century Specialists**

- Provide professional development and coaching opportunities for teachers to be successful with distance learning
- Collaborate with classroom teachers to design online learning experiences for students
- Communicate regularly with students' families to ensure they have success with online learning
- Monitor the progress of students and provide timely feedback to site administrators

### **Library Assistants**

- Collaborate with colleagues to find resources for high-quality at-home learning experiences and research
- Regularly check in with subject and classroom teachers to identify ways to support their design of at-home learning experiences

### **Foster Youth and Homeless**

- Administrator will schedule virtual home visits to support Foster Youth and homeless students/families in their learning environment to ensure equal access and inclusion in MTSS/RTI collaborative groups and/or counseling supports

### **Socioemotional Learning (SEL)**

Teacher Specialist from Ed. Service will work closely with Pupil Services to support CUSD's social-emotional learning efforts and assist in the development of a comprehensive SEL plan across the school system. The areas of focus include:

- Developing a shared understanding of social-emotional learning in the context of distance learning
- Conducting ongoing needs and resource assessments to support SEL
- Monitoring SEL program (Second Step) implementation processes and outcomes
- Providing professional development to all K-8 schools and monitor implementation

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

It is important to reiterate as often as possible that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

### **English Learners**

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed 60 minutes. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive the necessary support and professional development on ELD instruction.

Some additional supports that English learners will receive during distance learning are included below:

- Access to web-based programs specifically designed for English language acquisition (Rosetta Stone, Wonders-Adaptive Learning for ELs, and Nearpod EL). These specific programs do not only help increase the services for ELs past the instructional day, but they also help improve the quality of services.
- Access to districtwide online resources targeted to low-income students (96% of district student population). Many of these programs (e.g. i-Ready, Dreambox, My Writing Coach) also help support the academic needs of English learners, since they are personalized and tailored to the needs of each student. These programs can so be used both at school and at home, increasing services for ELs.
- Support from Instructional Bilingual Assistants, which will help better meet the language and academic needs of these students. During distance learning the support will be provided virtually.
- Supplementary, interactive, and engaging online activities that will help enhance the ELD core program that we currently offer to our English learners. These activities are created by the EL Department and shared with teachers of ELs.
- Extended day opportunities and tutoring as needed. These will be offered before/after school and on Saturdays.

### **Students with Disabilities**

To fully include students with disabilities and ensure that the needs of all students are addressed, the following will occur:

- Individualized Education Program (IEP) Addenda: IEP Addenda on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation, district IEPs will address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new agreement is being developed and signed for the 2020-21 school year. These new agreements will address distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event

of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

- The Success Through Educational Participation Program (STEPP) will provide an alternative placement with specific interventions for students with unique needs and challenging behaviors.

### **Students Who Are Experiencing Homelessness**

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of CUSD Homeless Services
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer
- Participation in extended learning opportunities before/after school and on Saturdays

### **Foster Youth**

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail
- Monitoring of attendance/engagement and communication with teachers and administrators when needed
- Referrals to both district and community agencies for additional support/resources as needed
- Online tutoring services will be offered to eligible foster youth
- Participation in extended learning opportunities before/after school and on Saturdays

### **Gifted and Talented Education (GATE)**

Google classroom, and the online environment in general, allows for the differentiation of content, process, and product for gifted and advanced learners. Virtual instruction allows for flexible grouping, curriculum compacting, and assignment of targeted enrichment.

- During the 2020-21 school year students in grades 4-8 will continue to be screened to determine whether they might require gifted education services. However, the CAASPP criteria used in the past will need to be on hold for this year.
- Students who are already identified will continue to receive gifted education services according to the GATE service plans in place at their school site.

- District staff will use the National Association for Gifted Children’s resource on Virtual Instruction for Gifted Students as guidance for strategies and resources to support gifted learners during distance learning.
- Students will provide extended day opportunities before/after school and on Saturdays (e.g. GATE Academy)

Additionally, students enrolled in Advanced Placement (AP) classes will be automatically registered for AP exams at no cost to the student or family. Advanced Placement courses will be taught in alignment with the resources provided by The College Board in their AP Classroom learning portal.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	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	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	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	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	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	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	N

Description	Total Funds	Contributing
<p><b>Collaboration Time for Teachers</b> Schools will provide teachers collaboration time with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.</p>	\$500,000	N
<p><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.</p>	\$100,000	N
<p><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.</p>	\$1,400,000	Y
<p><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.</p>	\$600,000	N
<p><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.</p>	\$40,000	Y
<p><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.</p>	\$50,000	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	Y



Description	Total Funds	Contributing
<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	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	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	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	N

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The primary means of addressing the learning loss and accelerating learning of students will be the tiered instruction delivered through synchronous instructional time. The strategies at each tier of instruction are:

**Tier 1:** All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

**Tier 2:** Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

**Tier 3:** Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

The main goal of this tiered approach is a twofold: teach grade level content and standards while re-teaching concepts not taught or mastered in the prior year. In order to identify the concepts not mastered by students the previous year as well as any other gaps in learning, a baseline assessment will be administered within the first few of weeks of school. In grades K-8<sup>th</sup>, students will take the i-Ready Diagnostic Assessment (both in reading and math). This diagnostic assessment has been implemented during the last 3 years, and students and teachers are already very familiarized with it. In any case, we are providing families a series of training sessions to make sure the administration of the assessment is as accurate as possible, and students do not receive any support from their families while taking this diagnostic. For high school, we will also administer the i-Ready diagnostic at the beginning and at the end of the school year. i-Ready reading will be administered to grades 9<sup>th</sup>-12<sup>th</sup>. i-Ready Math will only be administered in grades 10<sup>th</sup>-12<sup>th</sup>. In the 9<sup>th</sup> grade, we will administer the Math Readiness Assessment, which is also a screener, and our teachers are already familiarized with it. These baseline assessments will help teachers identify the learning gaps that students have so that they can adjust their instruction accordingly.

In addition to baseline assessments, we will implement the district assessment calendar throughout the school year. The type of assessment and frequency of administration will vary by grade level and content area. In the area of ELA, for example, the calendar includes ongoing mini-assessments and common assessments to be administered at least monthly. The assessments will be aligned to the core curriculum (K-5 Wonders, 6<sup>th</sup>-8<sup>th</sup> Collections, and 9<sup>th</sup>-12<sup>th</sup> My Perspectives), grade level pacing guides, and common core standards. In the area of Mathematics, teachers will also administer end-of-unit assessments as well as mini-assessments. These assessments will also be aligned to the core program and pacing guides. While these district assessments will help guide student progress as a district, teachers will still have the autonomy to administer any grade level or classroom assessments that they consider necessary. Teachers will have the opportunity to virtually meet in their Professional Learning Communities (PLC) to review assessment results and make the necessary changes to their instructional plans.

Both the small group (Tier II) and individual sessions (Tier III) will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In the area of English Language Development (ELD), some students will take the optional ELPAC assessment in the fall, which will provide data in the four language domains (reading comprehension, listening comprehension, speaking, and writing). For those students not taking the optional ELPAC, a baseline assessment for ELD (built in EdCite or Illuminate) will help identify specific gaps that English Learners have in their language development. A district action plan will be developed to address the language gaps and accelerate learning for English learners. This action plan will include specific goals and strategies implemented at the district and site level. At the student level, Language Appraisal Team (LAT) individualized learning plans will be created for English learners with specific language and academic goals. At the middle and high school levels, CUSD will have an Early Warning Indicator system which will identify English learners that have exhibited areas of concern in the areas of attendance and grades. In addition, progress monitoring of English learners in the areas of listening, speaking, reading, and writing will be conducted on an ongoing basis.

In summary, daily schedules are designed so that teachers can meet with students as a whole group to teach grade level standards, as well as in small groups to focus on remediation, English Language Development (ELD), and acceleration activities based on individual needs. Teachers will capitalize on synchronous teaching during distance learning, because we understand that this will be the most adequate part of the instructional day for teachers to assess student progress. Teachers can also use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

While Compton schools made impressive, bold efforts to rapidly shift to remote instruction during spring closures caused by the COVID-19 pandemic, the unfortunate reality is that it is unlikely that all critical core content would have been taught and, more importantly, would have been mastered by all of our students. Moreover, the well-documented challenge of summer learning loss has been even greater this year because students have been away from the routine of school for much longer than a few months. It is our hope, however, that the thousands of students who participated in our summer program and STEAM Summer Camp opportunities in the months of June and July were able to see some of their gaps in learning closing.

The resulting learning loss will present challenges this fall for both students and for teachers. We believe that traditional approaches to scheduling, course offerings, and intervention are not likely the best model for these unprecedented times. Therefore, Compton Unified will be implementing several strategies that can have positive impact for ALL students:

- 1. We will identify missed learning standards and content that are prerequisites to future learning.** As explained in the section above, we will begin by determining key learning standards and content in Math and Language Arts that are prerequisites to future learning and might not have been fully mastered by students. The Reading and Math i-Ready Diagnostic Assessment will identify the gaps in learning that our K-8 students have, and the program will automatically cluster students by instructional groupings based on their needs. The program will place students in a specific individualized learning path that will allow students to work at their own pace to meet their needs. At the secondary level, the i-Ready Math and Reading diagnostic #1 assessment will also be administered. Teachers will be able to meet and work with homogenous groups of students based on any similar prerequisites that they are missing. The Math Coherence Map in Achieve the Core will also be very useful for teachers as a tool to identify prerequisites that need to be taught.
- 2. We will create a *different* schedule with longer blocks for addressing missed learning standards and content that are prerequisites for future learning.** For areas such as math, it is critical that all students have extra instructional time to cover missed chapters or learn missed concepts alongside current-year content. At the elementary level, time has been built for teachers

to work with small intervention groups. At the secondary level, all middle and high schools will implement block schedules. During the first part of the block, the teacher will introduce new, grade-level content. However, a big portion of the block is dedicated for teachers to meet in small groups so that prerequisites can be taught.

3. **As much as possible, we will build extra help and direct instruction intervention time for kids who need it across elementary, middle & high schools.** Students of all grade levels who continue to need extra help to address prior learning gaps and fully master new content will benefit from having extra instructional time built into the day/week in addition to core content instructional time. Some of these interventions will take place after school or Saturdays. Students will be grouped for intervention and make-up courses based on student-specific learning needs, not necessarily by grade or homeroom. At the high school level, distance learning credit recovery classes will be offered for students who are credit deficient.
4. **We will take advantage of any staff attrition to provide "extra-time" interventions.** It is not enough to simply provide extra time in the schedule for intervention; in order to make the greatest gains, students will need to receive that extra support from a content-strong teacher. As more students are likely to need intervention this fall to make up for lost learning, we may require more staff with expertise in subjects such as reading, math, and English to provide these services. We will take advantage of any staff attrition as teachers retire or move away to add capacity to deliver effective "extra-time" interventions without adding significant costs.
5. **We will take advantage of any other staff on campus who can provide interventions.** All school sites have support from a Blended Learning Specialist and/or a 21<sup>st</sup> Century Specialist. While they will work closely with teachers providing professional development and support, they will also have a caseload of students to whom they will provide ongoing interventions. Similarly, schools have allocated funding in their budgets to receive support from intervention substitutes, college tutors, and/or instructional assistants who will also provide interventions as needed.

Unprecedented times call for unprecedented solutions. A structured, thoughtful approach to covering missed content and providing intervention and remediation will help students catch up, and carefully managing resources will help fuel the effort.

In addition to these baseline strategies, our district will implement specific actions and strategies to address the learning loss and accelerate learning progress for each student group including low-income, English learners, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. These strategies are designed with the specific academic and social-emotional needs of each group at the center:

- **English Learners:** The Compton Unified School District will implement a data-informed cycle of inquiry consisting of diagnostic assessments to determine the learning loss of English learners because of spring school closures and distance learning. A thorough analysis of the data disaggregated by English learner student group will be conducted in order to identify specific learning gaps. A district action plan will be developed to address academic gaps and accelerate learning for English learners. This action plan will include specific goals and strategies implemented at the district and site level. At the student level, Language Appraisal Team (LAT) individualized learning plans will be created for English learners with specific language and academic goals. At the middle and high school levels, CUSD will have an Early Warning Indicator system, which will identify English learners that have exhibited

areas of concern in the areas of attendance and grades. Teachers will work with these “at-promise” English Learners providing extended learning opportunities before/after school and on Saturdays. During the instructional day, Instructional Bilingual Assistants will also provide the necessary support to these students to the extent possible.

The EL Department and ELD Specialists will work closely with the school sites that have the highest numbers of English Learners, and they will provide professional development on specific strategies to address the learning loss of English learners. The professional development will focus on these students’ need for both language and academic development, and it will focus on strategies that will target the four language domains (listening, speaking, reading, and writing skills), ELPAC preparation, and bridging access to the core curriculum

- **Low Income:** During the summer of 2020, Compton STEAM camps were offered for students in 3<sup>rd</sup>-12<sup>th</sup> grades to engage them in STEAM disciplines. They participated in programs such Scratch, Minecraft, and programming games. They also learned to build models based on community issues. In addition, during distance learning and for the remaining of the school year schools will provide “at-promise,” low-income students with tutoring support. Once we return to in-person learning, Project REACH (K-2) and Project RISE tutors (K-12) will also be assigned to work with these students as necessary. Furthermore, the district will acquire supplementary online applications and programs for our low-income students, including i-Ready, Dreambox, NextGen Math, and My Writing Coaching. These programs will help students engage in personalized learning both at home and school.
- **Foster Youth:** The CUSD Foster Youth Administrator will work closely with all schools to ensure foster youth students are included in schools’ Multi-tiered Systems of Support (MTSS), and receive the necessary interventions as well as the counseling services provided by district’s Therapists and/or partner support providers. She will also work closely with high school counselors to support these students with class/course placement and ensure that they have access to the Edgenuity (credit recovery) program to address deficiency in credits/courses. Tutors will be specifically assigned to “at-promise” Foster Youth students as necessary.
- **Pupils with Exceptional Needs:** Students with exceptional needs who have an individualized learning plan (IEP) will receive the necessary support from the classroom teachers, Resource Specialist, and any other service provider as specified in the IEP. These students will need intensive support in small groups, and will benefit from some research based strategies such as assistance in one or more areas of student learning; increased use of peer discussion; spaced practice over time; directed self-verbalization and self-questioning; increased use of visual input; and breaking information down into smaller unit.

Under this group we could also include students who qualify for GATE services. These students will receive differentiated instruction from the regular classroom teachers during the instructional day. However, all K-8 schools will implement an after-school GATE academy that will help make up for some of the learning loss that these students experienced during the school closures. Students will be engaged in rigorous projects and activities that will promote collaboration, communication, critical thinking, and creativity. GATE students will also be closely monitored throughout the school year by their Site GATE Coordinator.

- **Pupils Experiencing Homelessness:** With the support of the District Homeless Administrator, school site Principals, teachers, and counselors will identify these students and create a support plan for each of them so that they can closely monitor their progress

throughout the school year. The Foster Youth Administrator will work closely with families and schools to ensure that these students receive the necessary learning tools and connectivity; they are scheduled for the necessary interventions during the instructional day; and they participate in extended learning opportunities before/after school and on Saturday. The Administrator will also work closely with our high school counselors to support these students with class/course placement and ensure that they have access to the Edgenuity program (credit recovery) and they participate in the credit recovery classes provided after school and/or Saturdays.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Our district and schools will measure the effectiveness of services and supports that are in place to address learning loss through a variety of indicators including:

### **1. Implementation indicators**

- a. Percentage of school sites that develop a Multi-Tiered System of Support (MTSS) inclusive of the different student groups (low-income, English learners, foster youth homeless, and students with disabilities). Educational Services and Pupil Services will oversee that all sites are implementing a consistent MTSS framework to meet both the academic and social and emotional needs of their students.
- b. Percentage of students from the different student groups receiving services and/or interventions. All student groups must have access to the interventions offered as needed.
- c. Frequency of interventions and services provided to students in need of intervention. The frequency of participation in the different interventions must be consistent and tailored to the students' needs.

### **2. Intermediate indicators**

- a. Percentage of educators who monitor students' academic progress at least twice a week as evidenced by third-party observers (administration, Specialist, counselor, etc.). It is imperative that progress monitoring of interventions is frequent, and adjustments are made as necessary.
- b. Frequency of Student Support Monitoring Team meetings by teachers, students, parents, and administrators to discuss student academic progress. All school sites must have a clear referral system in place, and a MTSS calendar will be implemented with consistency.

### **3. Long-term indicators:**

- a. Improvements in the academic growth of any students receiving Tier II and Tier III supports as measured by formative and summative assessments as well as diagnostic assessments. Throughout the school year we will administer math unit assessments and mini-assessment as well as ELA common assessments in all grades K-12<sup>th</sup>. The i-Ready diagnostic assessment will be also administered in the winter and the spring. Teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they

can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

- b. Decrease in number of students referred or identified for special education

The district will use data from all three indicators to inform the effectiveness of the actions and strategies in place. The evaluation process will take place both at the school and district levels:

- a. **At the school level:** Teachers will meet in Professional Learning Communities (PLCs) twice a month in order to discuss student attendance/truancy issues, behavior challenges, and wellness (basic needs, social/emotional, physical/mental health). In addition, the PLCs will closely monitor the academic progress (or lack of) of the students as measured by multiple formative and summative assessments; reports from our online intervention programs (e.g. i-Ready, Dreambox, Rosetta Stone); and the implementation of our credit recovery program at the high schools (Edgenuity). Data will be disaggregated as a school, grade level or department, class, student group, and individual students. In addition, ongoing progress monitoring conducted by classroom teachers, curriculum specialists, college tutors, Project REACH and RISE tutors, and bilingual instructional assistants will also help inform whether the actions/interventions in place are helping to effectively address the learning loss or if changes are necessary.
- b. **At the district level:** Monthly data chats with site Principals have been scheduled throughout the school year in order to review information collected from all 3 indicators and determine the effectiveness of the strategies and actions in place. The methods to measure effectiveness will include the evaluation of the SSMT program at each of the schools, as well as the academic progress (or lack of) of the students as measured by the multiple diagnostics; district formative and summative assessments; online intervention programs, and the Edgenuity credit recovery program. The use of surveys and questionnaires shared with teachers and parents will also help us evaluate the effectiveness of the strategies in place, and gather feedback on how to improve them.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
<p><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.</p>	\$100,000	N
<p><b>Academic Interventions for Low-Income Students</b> 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>	\$250,000	Y

Description	Total Funds	Contributing
<p><b>Summer Learning Program</b></p> <p>The CUSD K-7 Summer program offered at all 21 elementary schools. The program served to not only address learning loss for many of our low performing students but was also a pilot opportunity for many of the program elements to be implemented in the fall. In addition, the CUSD Gear Up program provided a distance learning summer bridge session for all rising freshman 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 1700 students participated in the various course offerings, including 20 seniors who graduated with the additional credits earned during the summer.</p> <p>A total of 338 Special Education students also participated in our virtual Summer Learning Program with the ultimate goal to minimize the learning loss caused by COVID-19 during the spring closures. In addition to specialized academic instruction via Google Classroom and Zoom, the students received the following services per their Individualized Education Program (IEP): Speech and Language, Occupational Therapy, Physical Therapy and Counseling via tele-therapy.</p> <p>The Summer Learning Program will continue during the summer of 2021 and will target low-income students, English Learners, Foster Youth, Homeless, and Students with Disabilities. The method of delivery (remote, hybrid, in-person) will vary depending on the state of the COVID-19 pandemic.</p>	\$1,200,000	Y
<p><b>Compton STEAM Camp for Low-Income Students</b></p> <p>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	Y



Description	Total Funds	Contributing
<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	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	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 supports 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	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 on tutoring services provided by the classroom teacher and/or and 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	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	Y

Description	Total Funds	Contributing
<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 (K-8). Project RISE has proven to be successful during the last five years at addressing the foundational math skills of our K-8 students. Tutors will return once we start implementing the hybrid model. They will work with small groups of students in the classroom under the close supervision of a certificated teacher. Services will be provided 2-3 times a week for a minimum of 30 minutes each session.</p>	\$600,000	Y
<p><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.</p>	\$400,000	Y
<p><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).</p>	\$1,000,000	N
<p><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.</p>	\$250,000	Y
<p><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 of the needs of the student, and sessions will be offered for a minimum of 2 hours a week.</p>	\$50,000	Y
<p><b>Academic Interventions for Homeless Students</b> 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 of the needs of the student, and sessions will be offered for a minimum of 2 hours a week.</p>	\$50,000	N

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

## Addressing the Mental Health and Social and Emotional Well-being of Pupils

We understand that social and emotional wellbeing is essential to academic success and total wellness. For this reason, the Compton Unified School District (CUSD) uses the Student Success and Monitoring Team (SSMT) process to provide three tiers of intervention services to students district wide. Whether through distance learning or in-person, CUSD will continue to reinforce the implementation of Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Wellness Centers, and all the trauma-informed practices that are already in place- these structures create a positive school climate and discipline with dignity. In addition, we will ensure the implementation of daily SEL (Social Emotional Learning) instructional activities and practices to foster a sense of wellbeing both at home and/or in class. Compton Unified recently adopted Second Step. Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through grade 8. All teachers will receive the necessary training so that they can effectively implement the program in our elementary and middle schools.

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 will continue working actively in supporting students during distance learning. These centers have offered support to schools in the areas of social-emotional learning, mental wellness, resilience, and positive connections between students and adults. Some of our partners include Counseling 4Kids, Bayfront Youth & Family Services, Children and Families Inc.com, Centinela Youth Services (CYS), Tessie Cleveland Community Services Corporation, and Shields for Families. This consortium meets every Monday to share information, discuss treatment plans, and to ensure that students receive high quality interventions.

In the months ahead, tier III mental health services will continue to be requested through our dedicated referral email address. This dedicated email address logs and timestamps every mental health referral received from school sites, families, or students. Upon receipt, our three Marriage and Family Therapists (MFT) will be assigned to case manage each referral, providing telehealth services as necessary to any of the siblings in the home irrespective of grade/school.

In addition to our three therapists, CUSD has working partnerships and affiliation agreements with several mental health providers. These partners are part of our Mental Health Consortium and they will continue to provide individual, group, grief, and loss counseling as needed. The CUSD consortium meets every Monday to share information, discuss treatment plans, and to ensure that students receive high quality interventions. Additionally, the CUSD Consortium meets with the Department of Mental Health and our mental health partners monthly to discuss new trends, best practices and ways to improve services as a part of our Wellness Initiative.

### **Addressing the Mental Health and Social and Emotional Well-being of Staff**

CUSD recognizes the importance of staff’s mental wellness, and we are working in partnership with *Care Solace*. This web-based care navigation system enables the 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 community-based mental health programs and resources or telehealth services. Care Solace's mission is to ensure every student, family member, and school-based staff member is not left to carry the heavy burden of finding accessible mental health care.

Our district also maintains 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, loss and traumatic incidents. Both EASE and Care Solace send out a monthly newsletter with guidance on how to handle current pressures.

### **Professional Development for Staff**

Child Welfare and Attendance (CWA) as well as selected school teams will continue to participate in the professional development and coaching provided by LACOE on Positive Behavior Intervention and Supports (PBIS). We are in year four of implementation, and the school teams participating this year will be Anderson, Clinton, Dickison, Jefferson, Laurel, McKinley, and Rosecrans. Also, using PBIS as the foundation, CUSD has already trained 200 teachers on restorative practices and restorative conferences. This professional development for teachers will continue during the school year for K-12 teachers, and it will be facilitated by the International Institute of Restorative Practices (IIRP) as well as our CWA team.

In addition, CWA 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 already completed Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom and Help for Billy. There is a new title to be added this school year: Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners by Kristin Van Marter Souers and Pete Hall.

Finally, our teachers will also receive training on the implementation of our newly adopted Social-Emotional Learning curriculum, *Second Steps*. The program also provides *Second Steps*® *SEL for Adults Resilience during the Crisis Module*. This module is designed to guide school communities in responding to events that cause extreme stress and to help teachers and school leaders strengthen their own resilience as well as recognize the signs in students. *Second Steps*’ and The Committee for Children’s websites both provide our staff with a plethora of resources for use to address trauma and other impacts of COVID-19 in adults, families and students.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

For the school year 2020-2021, we will be looking at four key metrics when addressing student attendance and engagement: **Contact, Connectivity, Relationships and Participation**. These metrics paint a holistic picture of whether students are positioned to benefit from distance as well as hybrid, in-person learning opportunities.

**Contact:** The pandemic has made it clear that many schools across the state lacked current contact information for their students and families. In some cases, we found out that families moved suddenly because of lost jobs or health concerns. In others, contacts were outdated. Maintaining current contact information is essential. Our schools will implement a variety of strategies to contact students and families, which include reaching out through text, phone, email, social media, and mail, as well as contacting friends and neighbors. Once contact is made, educators will focus on addressing barriers to attendance rather than absenteeism per se.

**Connectivity:** Students and their families need internet access, proper equipment and training on utilizing online learning platforms to participate in distance learning. Our district has assessed the families who need devices and connectivity, and schools are making every effort to provide them with the necessary tools for learning. Schools have also assessed whether school staff have access to needed technology and equipment as well as the skills to use them. The necessary training has/will be provided throughout the school year.

**Relationships:** Research and experience show that strong reciprocal relationships with caring adults and educators are key to keeping students and families involved in school and learning. We understand that, with support, our teachers in Compton Unified can make a huge difference by adapting traditional classroom relationship-building strategies to online settings. That can include taking attendance in a caring manner, noticing when students have been absent and welcoming them back, positive messaging, incentives, and social-emotional checkpoints—at either the classroom or individual-student levels. We want our teachers to encourage connections among students in virtual classrooms, using group assignments and online chats to keep students engaged with each other. Teachers are especially well-positioned to monitor if students have responded to daily opportunities for interaction. Staff are to connect with students daily since the lack of response could be a sign that a family may be experiencing challenges that require support. Our schools will also monitor the extent to which Compton families are responding to outreach and support including for example, picking up or receiving meals, responding to wellness checks, attending on-line office hours or participating in community events.

**Participation:** During the 2020-2021 school year, our schools will track whether students participate in learning. Participation is more than simply measuring electronically logging on. It is measuring at a human level whether a student is showing up for an entire class, including for breakout sessions with classmates. Doing so acknowledges that even if a school has been able to contact a family, ensure connectivity, and support engagement and relationship building, it is still important to monitor if a student is participating, such as posting to chats, showing up to pick up learning materials and showing up to submit complete assignments. If these do not happen, outreach is needed to determine why. Additionally, within the first two weeks our schools have focused on identifying which students did not show up for the 2020-2021 school year. Prior analysis of chronic absence data has demonstrated that a low level of student participation in the first weeks of school are a strong predictor of later absenteeism. We will utilize this information to organize an outreach effort to find students and families and understand why they are not participating.

Teachers will take attendance as required by SB98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a leveled re-engagement process.

## **Re-engagement Process**

### **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.

### **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:
  - Ensure that contact information is working (e.g. phone number, e-mail, home address)
  - Determine if there is a breakdown in communication and make any corrections
  - 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:
  - A formal conference with an administrator
  - 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

### **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

### **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

*Student will be marked PRESENT if: (a) Participates in synchronous, in-person learning, (b) Completes asynchronous assignment for the day (time value of pupil work), (c) Completes assessment for the day, (d) There is contact between the LEA and the student or parent/guardian. If none of these happens, the student is marked ABSENT.*

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During the time of school closures, Compton Unified School District will follow the guidelines established by the United States Department of Agriculture’s (USDA) National Waivers regarding non-congregate feeding, meal service time flexibility, meal pattern flexibility, and the possibility for parents or guardians to pick-up meals for children. All enrolled students will continue to receive breakfast and lunch at no-cost to them. We will offer meal distribution at all schools from 8:00 a.m. through 2:30 p.m. Meal distribution will take place on Tuesdays and Thursdays. Parents/guardian/students may collect two breakfasts and two lunches on Tuesdays, and three breakfasts and three lunches on Thursdays. Meals are intended for instructional days only.

When Compton Unified moves to a hybrid model, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors in alignment with the plans designed by every school site.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	<p><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. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.</p>	\$2,000,000	N
Mental Health and Social and Emotional Well-Being	<p><b>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL)</b> 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 impacts of COVID and school closures. Professional learning is being provided to increase</p>	\$1,750,000	N

	connectedness/belonging and address trauma – both within the remote context.		
Mental Health and Social and Emotional Well-Being	<p><b>Nursing Services</b>  District Nurses will play key roles in the district’s efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports 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>	\$300,000	N
Mental and Social and Emotional Wellness Centers	<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, 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>	\$100,000	Y
Pupil and Family Engagement Outreach	<b>Services Provided by Enrollment Center at 417</b>	\$10,000	Y



	<p>While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Foster Youth, Low-income and Homeless students, and English Learners need and often do not have access to. These include referral to community immunization clinics such as St. Johns' (which is based on our Dominguez HS Campus), family services and therapy, a summer feeding program, services for families in transition, partnerships that provide them shelter, and translators. These are in addition to the core function of a more streamlined enrollment process to efficiently place students and families into schools. The enrollment center, during school closures, is supporting the overall district efforts to plan for reopening in a hybrid model and ensuring that students who are entering the district during the time of COVID-19 are appropriately placed and connected to their school. As a result of COVID-19, the Enrollment Center has also increased engagement with families of unduplicated students, guiding and connecting them with resources within the community and trying to meet their basic needs.</p>		
<p>Pupil and Family Engagement and Outreach</p>	<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>	<p>\$50,000</p>	<p>N</p>
<p>N/A</p>	<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</p>	<p>\$300,000</p>	<p>N</p>

	Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites.		
N/A	<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.	\$350,000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.22%	\$65,419,528

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Almost 97% of the students in Compton Unified are Low Income, Foster Youth, or English Learner pupils. There are no areas of the district not impacted by poverty. In addition, English Learner students, and foster youth are at every school site. The District knows that unduplicated count pupils were disproportionately impacted by the school closures and they will start the year with a significant deficit in learning.

The following actions are (1) being provided districtwide and (2) principally directed to and effective in meeting the needs of low-income students, English learners, and foster youth, particularly during the COVID-19 pandemic. The actions are categorized by the main sections of the Learning Continuity and Attendance Plan.

**DISTANCE LEARNING**

- We surveyed our families over the summer, and we found that over 40% of our families did not have reliable connectivity at home. Without reliable connectivity, our students would not be able to utilize their devices and participate in synchronous or asynchronous learning, enrichment activities, extended learning opportunities, or any other necessary services. Our ITD Department has been closely working with schools and families to guarantee that hotspots are distributed accordingly. Access to hotspots will allow these students to be regularly engaged and not frustrated by unreliable connectivity. Also, for those families with multiple students,

it will be much easier for all of them to be connected at the same time. Providing **connectivity access** is intended to support our low-income and other unduplicated students during the regular instructional day and beyond.

- As we connected with our families and received input from surveys over the summer, we learned that, in addition to having unreliable connectivity, many of our low-income and other unduplicated students have limited instructional resources at home, including reading materials or engaging activities to practice readiness and essential skills in literacy and math. In response to this need, the district has identified additional **online programs** that our students can use to engage in personalized learning. Some of these programs include i-Ready, Dreambox, NextGen Math, and My Writing Coach. These programs allow students to engage in activities that are fun and engaging and help them work on grade level content while filling in many of the learning gaps that they have. In addition, these programs will also allow teachers the opportunity to easily monitor student progress throughout the year. Providing these programs is intended to address the learning loss that our low-income students have experienced during the school closures while giving them the opportunity to engage in personalized learning beyond the regular instructional day.
- Compton Unified has historically had an achievement gap between English learners and their peers, and school closures place EL students at greater risk of learning loss. As the EL Department analyzed the impact of COVID-19 in our district, communicating with families and educators, they soon realized that the school closures deprive our English Learners of the opportunity to easily interact and learn from their peers, socialize, practice, and develop their language skills. Many of these families also lack the educational resources at home that would allow their students to engage in language development in a meaningful way. For this reason, the district determined the need to provide English learners across the district with **resources and activities** that would help them continue learning English at home in a fun and interactive way. Some of these resources include Rosetta Stone, Wonders-Adaptive Learning, and Nearpod EL. This action is principally directed to improve the language and academic needs of English Learners during the instructional day and beyond.
- English learners comprise 28% of the overall student population in the Compton Unified School District. After virtual classroom observations and ongoing communication with classroom teachers and site administrators, the English Learners Department has identified the need for ongoing, **focused professional development** that will help increase the efficiency of those working with **English Learners** in the context of distance learning. Professional development will include teachers of English Learners, bilingual instructional assistants, and site administrators, and will provide participants with strategies related to various online platforms aimed to enhance student engagement while developing the four language domains (listening, speaking, reading, and writing). Academic vocabulary strategies, oral language development, and writing will be emphasized during each training session. By improving the knowledge and skill set of those working directly with English Learners, we will better meet the language and academic needs of these students, which have been aggravated by the COVID-19 pandemic and the school closures.
- Parents' input from surveys and different meetings has revealed that parents of English learners have faced the most challenges with regards to supporting their students' academic learning during the implementation of distance learning. Most of our English learners' parents also struggle with English themselves, understanding the instructional implications of distance learning, or even sharing best coping strategies related to the social emotional needs of their students. In order to address this need, Compton Unified will **facilitate trainings for parents of English learners** on topics related to the instructional implications of distance

learning, academics, and strategies for social emotional support. These trainings, both in English and in Spanish, will be provided by the EL Department, the Educational Technology Department as well as the school site-based Community Relations Specialists. In addition, parents will also get ideas for social emotional support during their monthly District English Learner Advisory Committee (DELAC) & the English Learner Advisory Committee (ELAC) meetings. Providing these training sessions will boost the parents of English learner students' confidence on being able to support their children academically and emotionally during distance learning. Furthermore, it is during these trainings that parents will also get social emotional support for themselves from educators and other parents.

## **PUPIL LEARNING LOSS**

- Classlink data analytics in the spring showed that many of our students were not consistently engaged in distance learning. This was due to various reasons such as unreliable connectivity, level of comfort with technology, or specific family circumstances. This lack of engagement resulted in many of our students finishing the school year far below grade level in the areas of literacy and mathematics. We knew that most families in our community did not have the financial means to provide their children with tutoring services during the summer, nor access to supplementary materials or programs to use at home. As a response to the needs and conditions of our students caused by the school closures, Compton Unified launched the **Summer STEAM Camp**. Students who attended the Compton Summer STEAM Camp gained leadership skills while engaging in activities that enhanced their problem solving and communication skills. Furthermore, during the summer, teachers assisted in providing our students with social and emotional support while overcoming an overwhelming sense of isolation caused by weeks of confinement. Attending the Summer STEAM camp did not only help as a buffer to the learning loss, but it also helped students build confidence, creativity and resiliency. We will continue to implement the Compton Summer STEAM Camp for low-income and other unduplicated student pupils during the summer of 2020-2021 school year.
- The academic needs of our **low-income students**, as well as other unduplicated pupils, have been exacerbated by the pandemic. Educational opportunities during the school day are insufficient in addressing those needs. **Extended, targeted supports** are necessary. In nearly all of the stakeholder surveys and committee meetings, extended interventions have arisen as a top priority among parents. 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 will student interventions after school and on Saturday will expand learning opportunities beyond the school day and week.
- During the past few years, our schools would allocate funding to support low-income students who were struggling in academics, particularly in the areas of English Language Arts and Math. College tutors would work with students one-on-one or in small groups under the guidance and supervision from classroom teachers. Historical data shows that targeted tutoring had a positive impact in closing the achievement gap of our students. Unfortunately, last school year, these services came to a halt when all schools were forced to close due to COVID-19. Most recent i-Ready diagnostic data from grades K-8 show that 75% of our students are below grade level in reading and 80% below in math. In response to this, Compton Unified plans to provide tutoring services to those students who have experienced the most significant learning loss during the school closures. A total of 40-50 **tutors** will be

deployed to schools to support our low income, and other unduplicated students. The number of college tutors and their schedules will vary by school site. Under the supervision of the classroom teacher or another certificated staff, college tutors will work with targeted groups of students (virtually or in-person when permitted) providing the targeted assistance that they need in the areas of literacy and mathematics. The frequency of services per week will vary depending on the needs of the students. Schools will allocate the necessary funds to pay for the cost of fingerprinting fees. The continuation of these services will help our low-income students get the support that they need to recover the learning loss caused by the pandemic and the school closures.

- For many of our unduplicated students, Kindergarten is their first experience with schooling. This puts them at a disadvantage in comparison with students who attended quality early childhood education programs prior to Kindergarten. There has always been a great need to provide our low-performing, unduplicated students with additional support in literacy (especially in our lower grades). With the school closures and the challenges brought about by distance learning this need has increased. i-Ready Diagnostic #1 results for the current school year reveal that 75% of our students are performing below grade level entry expectations in reading. To address this need, tutoring will be provided for our unduplicated students through our **Project REACH Program (K-2)**. Tutors from California State University Dominguez Hills will start working with students 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. This setting will provide opportunities to better meet our unduplicated students' specific needs and address learning gaps in reading thereby increasing their chances of success in school and life.
- Math CAASPP data from 2019 shows that by the time our students get to the 5th grade, only 31% of them show mastery of state standards. i-Ready Diagnostic #1 data shows that 80% of our students are performing below the grade level entry expectations in the area of math. In response to this deficiency, the **Project RISE Program** will help close the existing learning gap of our unduplicated students by providing personalized support in the areas of procedural and conceptual understanding. Project RISE provides math tutoring to 3<sup>rd</sup>-8<sup>th</sup> graders through tutors from California State University Dominguez Hills. Tutors will start working with students once we start implementing the hybrid model. The intervention will focus on explicit and targeted instruction to address the learning loss as revealed by our diagnostic assessments. 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. The goal is to help our unduplicated students fill in some of the gaps created by the school closures while gaining strategies that will help them access grade level content.
- Conversations with high school administrators, teachers, and school counselors have disclosed that COVID-19 is clearly having a negative impact in our most vulnerable, unduplicated high school students. With the school closures, these students have not only lost a sense of normalcy, social interactions with their peers, participation in sports and extracurricular activities; many of them also worry about not being ready for graduation. While students in other communities receive academic support from parents or personal tutors, most of our unduplicated students lack those safety nets. In response to this need, we determined that Compton Unified will offer **extended-day credit recovery classes** to steer "at-promise," unduplicated students on track to earn their credits needed for graduation. While this is not a new strategy in our district, it has now become more relevant than ever

before. This action will provide credit recovery classes, tutoring, and access to the Edgenuity program for our high school students whose credit deficiency has been aggravated by the COVID-19 pandemic.

- Beginning-of-the-year baseline data reveals that 89% of our **English Learners** are performing below grade level in reading and 93% are performing below grade level in math. Many of these students do not have the academic support that they need at home, nor access to tutoring services after school. In response to this, **academic intervention supports** will be in place to address the specific language needs and academic challenges of those ELs who have experienced the greatest learning loss during remote learning. During the instructional day, English Learner Specialists and Bilingual Instructional Assistants will provide differentiated small-group instruction according to the students' academic language proficiency levels. The small group setting will provide more opportunities to scaffold content, help lower the affective filter, and increase engagement and communication. This intervention is geared towards meeting the needs of ELs by providing linguistic support and equipping them with the necessary strategies to develop vocabulary and comprehend grade level text.

### **MENTAL HEALTH AND SOCIAL EMOTIONAL WELLBEING**

- Our school counselors and therapists have expressed the many challenges that our low-income students had to face throughout this pandemic. 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 continued reaching to our families and students during the spring closure, the day-to-day interactions and experiences are something that many of our students expressed to have truly missed during the last few months. Some of our students experienced an overwhelming sense of isolation and even episodes of depression. In response to these challenges, we determined that the **School Wellness Centers** will offer support to schools in the areas of social-emotional learning, mental wellness, resilience, and positive connections between students and adults. They will also help students facilitate communication and understand barriers/challenges. Some of our partners include Counseling 4Kids, Bayfront Youth & Family Services, Children and Families Inc.com, Centinela Youth Services (CYS), Tessie Cleveland Community Services Corporation, and Shields for Families. 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. Providing the wellness centers will give our low-income and other unduplicated students the opportunity for mentoring services that will assist them with the daily rigors of life.
- During the townhall meetings and conversations with parent groups, we heard from families about their need to access food resources, mental health support, connectivity, and even shelter. In response to the needs, our Enrollment Center will increase engagement with families, guiding and connecting them with resources within the community and trying to meet their basic needs. The **Enrollment Center** will continue working very closely with our most vulnerable students and families during the pandemic, including Homeless, Foster Youth, Low-income students, and English Learners. The Center will provide families with referrals to community immunization clinics such as St. Johns' (which is based on our Dominguez HS Campus), guidance regarding devices and connectivity, family services and therapy, a summer feeding program, services for families in transition, partnerships that provide them shelter, and translators. It is expected that the Enrollment Center will continue increasing engagement with families and supporting them during these difficult times.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Many actions in the Learning Continuity and Attendance Plan are directed to students in most need, including low-income students, English learners, and foster youth students. Those actions are principally directed at increasing or improving services and outcomes for unduplicated students. The almost 40% allocated to increase or improve services for unduplicated students is reflected in providing additional monitoring, support, resources, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as professional development that is focused on evidence-based approaches to best support students with the most needs.

In the section below we will describe how services for our unduplicated students will be increased or improved through a variety of actions and/or strategies:

### **LOW-INCOME STUDENTS**

The actions on the plan that will help increase or improve services for low-income students during distance learning as well as in-person learning are described below include:

- Close to 47% of the low-income students in our community indicated that they did not have connectivity, or connectivity was unreliable due to the area where they live in. Not having **reliable connectivity** negatively impacts not just their access to daily instruction, but also their participation in supplemental activities after school and on Saturdays. Access to **Wi-Fi hotspots** will increase the quantity of services and supplemental activities that our low-income students can participate in.
- Among the many needs and deficits of our low-income students is the lack access to learning resources at home. Access to **programs such as i-Ready, Dreambox, NextGen Math, and My Writing Coach** are very beneficial for students because they are tailored to their levels. They are student friendly and motivating, and they can be accessed at any time, which increases opportunity for practice. The recommended usage of these programs varies from 45 minutes to 90 minutes per week, and the available reports will give teachers the opportunity to easily monitor student progress throughout the year and better organize their interventions based on student's needs. This action will help increase both the quantity as well as the quality of services for our low-income students, since they will give them the opportunity to engage in personalized learning at any time and in any place where there is connectivity.
- A survey of 1,500 families nationwide from ParentsTogether Action found lower-income parents are 10 times more likely to say their child is doing little or no remote learning compared to higher-income parents. This is also true for many of our students in Compton Unified. Our data analysis indicates that a high percentage of our student population was not consistent with distance learning in the spring, resulting in a significant learning loss for our low-income students. Starting in the fall, we will implement **extended day learning opportunities for low-income students including before/after school interventions, Saturday school, and summer school** in order to address their academic needs. This action will help increase the quantity of services for our low-income students beyond their regular instructional day, providing them additional opportunities to focus on reading and math intervention as well as STEAM.

- Our baseline diagnostic assessments show that 75% of our K-8 students started the current school year below grade level entry expectations in reading. The data is even more alarming with 80% of the students struggling in mathematics. Once we return to in-person learning with the hybrid model, our schools will start implementing **Project REACH (K-2) and Project RISE (K-8) tutoring services** for our low-income, low-performing elementary and middle school students. Using a push-in/pull-out model college tutors and instructional assistant will work with our low-income, low performing students on a weekly basis (for a minimum for two sessions) targeting the ELA and math pre-requisites that students missed during the school closures as well as grade level content and skills. This action will help increase the quantity of services and interventions that our low-income students receive during the instructional day.
- Our current data shows that 7% of our seniors are currently credit deficient. This is not taking into consideration that we have 321 students in Chavez and Marshal (alternative high schools). We will offer **credit recovery classes for our underperforming low-income students** who are credit deficient starting in the fall. This action will help increase the quantity of services for this student group by providing them with additional opportunities after the instructional day to make up credits. Students will work closely under the supervision of a certificated teacher, and they will utilize Edgenuity.

### **ENGLISH LEARNERS**

Actions on the plan that will help increase or improve services for English Learners during distance learning as well as in-person learning include:

- Teachers of English Learners understand the needs of these students as well as how challenging it is to meet those needs in the context of distance learning. The EL Department, in coordination with some of our teacher leaders in the district, will provide **ELD activities for both synchronous and asynchronous learning** that will be shared with all teachers of English Learners. This particular action will help improve the quality of services for English learners by enhancing the ELD curriculum through activities that are engaging, interactive, and promote the language development of these students during distance learning.
- Many families of English learners do not have the resources at home that would help students continue mastering language and content past the regular instructional day. Our district will provide EL students **access to web-based programs specifically designed for English language acquisition (Rosetta Stone, Wonders-Adaptive Learning for ELs, and Nearpod EL)**. These targeted online instructional supports will be differentiated according to English learner typologies (Newcomers, At-Promise, LTELs). In addition, data acquired from Rosetta Stone, Wonders-Adaptive Learning, and Nearpod EL will provide teachers with additional information to guide their instruction during distance learning. Access to these resources will increase the quantity of services by providing extended learning opportunities at home. In addition, the action will also help improve the quality of services for English learners by providing them with customized and differentiated learning paths that can truly meet their individual needs.
- During the school year, the EL Department will provide ongoing, research-based **professional development and coaching for teachers, English learner designees, and bilingual instructional assistants** on best practices related to English Language Development (ELD). This action allows for professional development days for teachers on meeting the needs of English learners



during distance and in-person learning. District English Learner Specialists will work with assigned school sites and grade levels on addressing the needs of English Learners during synchronous and asynchronous learning. These best practices will include building and activating background knowledge, academic vocabulary development, and oral language development. This particular action will improve the quality and quantity of services provided to English learners by building a system of districtwide coaching and support to teachers, administrators, and bilingual instructional assistants on implementing best practices for English Learners in distance learning.

- The district will provide targeted support to Newcomers and Long-Term English Learners through **Bilingual Instructional Assistants** in an effort to better meet the language and academic needs of these students. This support will be provided both during distance learning (virtually) as well as during in-person learning. This action will help increase both the quality and quantity of service for English learners as our bilingual instructional assistants will be used strategically to connect with students and families, support instruction in the classroom, and focus on newcomer students.
- The EL Department will provide **ongoing training for parents of English Learners** on topics related to the instructional implications of distance learning. This action will help improve the quality of services for English learners by providing parents with tools and strategies on how to support students in their home language and in the context of distance learning. Parent workshops will also focus on technical support, strategies, translation applications, and how to co-create instruction at home.
- During distance learning, the district will provide **supplemental materials in students' home language**, access to primary language reference materials, and additional translated materials essential for distance learning instruction. This action will help improve the quality of services for English learners in the context of distance learning, since students do not currently receive the same type of support from their teacher as they would in an in-person setting.
- The district will provide **extended learning opportunities** for English Learners before/after school, on Saturday, and during summer school. This action will increase both the quality and quantity of services for English learners by providing targeted instructional support for students who have experienced learning loss through various options such as individual tutoring, small group instruction, and extra periods for small group Designated ELD.

### **FOSTER YOUTH STUDENTS**

The actions on the plan that will help increase or improve services for Foster Youth students during distance learning as well as in-person learning are described below:

- The academic and social emotional needs of our Foster Youth students are many, particularly in the context of distance learning. During distance learning and throughout the school year, the **Foster Youth Administrator** will help increase the quantity and improve the quality of services for foster youth students. He/she will serve as a liaison between schools, group homes, substitute care providers, placing agencies and others to assure that the educational needs of students in foster care are met. He/she will organize and oversee activities and projects for our foster youth students including tutoring, mentoring, transition services and

emancipation programming to postsecondary education. In addition, he/she will work closely with Foster Youth's caregivers to determine immediate needs including accessibility to learning devices, connectivity, as well as their socioemotional wellbeing.

- Initial i-Ready diagnostic data, ongoing communication with site Principals and teachers, and close collaboration with our district Foster Youth Administrator reveal that the complex issues and critical needs of foster youth students have been amplified during the COVID-19 pandemic. Many of these students often lack the necessary resources that can support their learning at home. In response to this need, we determined that **intervention supports before/after school** will be implemented to the greatest extent possible. These interventions will focus on the areas of ELA and mathematics, and they will be provided by classroom teachers or other certificated staff throughout the school year 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. The intervention will ensure that our foster youth students will continue to receive the level of support that will address their unique needs and ensure continuity of learning despite the challenges brought about by the pandemic. This action will help increase the quantity of service that Foster Youth students receive in the areas of ELA and mathematics by adding an additional layer of instructional support and interventions outside the regular school day.
- The district will provide low-performing Foster Youth students with tutoring support from **college tutors (K-5) and/or instructional assistants (K-12)** in order to address their gaps in learning. This action will increase the quantity of service that our Foster Youth students receive during the instructional day. Using a push-in or a pull-out model college tutors and instructional assistant will work with our Foster Youth students on a weekly basis on ELA and math pre-requisites that students missed during the school closures as well as grade level content and skills.
- In an effort to guarantee that our Foster Youth students graduate from high school and they are college and career ready, the district will offer **credit recovery classes** after school for Foster Youth students who are credit deficient. This action will help increase the quantity of services for Foster Youth by providing them with additional opportunities after the instructional day to make up credits. Students will work closely under the supervision of a certificated teacher and will utilize Edgenuity.

In addition to the actions reflected on the Learning Continuity and Attendance Plan for 2020-2021, Compton Unified is implementing other actions that contribute towards meeting the increased or improved services requirement for Low-Income, English Learners, and Foster Youth students. The paragraphs below describe those actions.

Over the years, parents and educators in our district have advocated for maintaining lower class sizes, particularly in our primary grades. Research supports that small class sizes benefit low-income, students of color the most. **Providing primary grades (K-3) with lower class sizes** allows greater teacher-student interaction to support increased achievement. K-3 unduplicated students in our district benefit from smaller group settings allowing additional opportunities to interact directly with the teacher during instruction. Smaller classes help create a sense of community in the classroom, and our students have more opportunities to receive the necessary individualized feedback and support, which helps improve the quality of services that they receive.

**Extended school day/year** is another important action that helps increase services for our unduplicated students. Many low-income students do not have access to extended learning opportunities outside of the school setting or during summer. Therefore, it is important that we build as much instructional time and “time-on-task” opportunities as possible. By adding instructional days to the school year (CUSD has 183) and by providing longer school days (36 hours annually) we ensure that unduplicated students have more instructional opportunities to learn the skills needed to close the achievement gap. EL students benefit from additional time learning and using English, while foster youth students and low-income students receive the benefits of additional instructional time to either enrich or intervene their skills depending on their individual needs.

Safety is a number one priority for the families in our low-income community. This is something that parents express every year during the LCAP parent meetings or when completing LCAP surveys. Ensuring **safe school campuses** is critical to providing our unduplicated students with the school environment best designed for learning. By providing additional school-based security, students have a healthier school environment to learn. This additional staff, in an urban setting, provides our high-needs students with another adult they can look to for support on campus. This adult not only maintains a safe environment by patrolling the campus and enforcing safety rules, but he/she also supports students with positive student-to-student interaction. They are mentors and leaders on the campus who can help all unduplicated students with accessing available support services. They also serve as support systems to our newcomer students as they are actively involved in ensuring safe home-school passage and helping students to become part of a new school setting. When our students feel safe, well connected, and have adult mentors at school their ability to engage in school increases and their students' achievement also increases.

One of our biggest needs for unduplicated students is to increase opportunities for engagement, collaboration, communication, and developing their critical thinking skills and academic language. Our district offers **enrichment programs** that are critical to supporting the success of our unduplicated students in those areas. These students, for example, benefit from photography, music, or computer science teachers that are funded centrally. In addition, our district also provides a combination of district-level and site-level staff to support the implementation of educational technology in the classroom. Access to participate in STEM-related programs such as **Project Lead the Way (PLTW), 9 Dots Coding, and our own Lego First Robotics** program provide unduplicated students with experiences that will help them be competitive in future academic and career pursuits. With these programs foster youth, low-income students, and EL students are provided with experiences and language opportunities that are critical to enriching their schema and furthering their academic development. These programs clearly help increase the quantity and improve the quality of services for our unduplicated students.

Our most recent A-G data shows that only 43% of our unduplicated students are complementing A-G requirements. Their AP participation rate is only 33%. Broadening access to **college and career courses and programs for unduplicated students** is critical to providing them the same opportunities as other students. Extending access to course work/programs such as Advanced Placement (AP), Computer Science (CS), and Early College High School is a priority in our district. The partnership that CUSD has with Compton College for its Early College High School program also extends to college level enrichment/extension courses provided to students after school and during summer sessions. Unduplicated students have a variety of opportunities to enroll concurrently in college courses while continuing in high school. Broadening access also includes the development of the various academies within our schools. Some schools are specializing in Project Lead the Way, some are working on robotics and STEAM, others are focused on being a center for the arts all in

an effort to provide students with options and experiences that will better prepare them for college and career. AVID plays a huge role in ensuring equity and access to college preparedness for our unduplicated students. Their experiences in the program, elementary through high school, help them to not only be ready for the demands of college, but to also explore the courses that will allow their college/career experience to be rich. Similarly, there are systems in place to ensure that students take a competitive course of study that goes beyond the minimum A-G requirements, i.e. a 4th year of math. Each action and service extend the access that unduplicated students have to preparing for rigorous college work and expand their individual experiences to broaden their options/choices for the future. In addition, providing these programs that are appealing for students helps support maintaining their interest in school and future careers.

i-Ready Diagnostic #1 results for the current school year reveal that 75% of our low-income students are performing below grade level entry expectations in reading and 80% in mathematics. The implementation of the online **Educational Support System, Paper**, will help provide our unduplicated students a platform to augment teaching and promote learning. Many of our unduplicated students do not have the necessary academic support systems at home, and our families often lack the financial means to hire tutoring services for our students. This online tutoring platform will help increase services for our unduplicated students by providing qualified tutors in a safe online environment. Students will have access to these tutors at any time during the day, increasing both access and equity. By receiving individualized support in any content area, this platform will also help increase student engagement while improving the quality of services.

While providing designated and integrated English Language Development to English learners is a requirement, Compton Unified has built a task force dedicated to increase and improve services for our English Learners in the district. The **EL Director** and the **Administrator over the English Learners Department** play a very important role in closely monitoring the progress of our English learners in the district while coordinating the extended work, interventions, and services that our **(EL) Blended Learning Specialists** are providing at the sites. The department provides ongoing professional development, coaching, support to teachers, and a plethora of instructional resources that help significantly enhance the distance learning experience for our English learners. In addition, it facilitates and guides school sites in providing targeted support to all English learner typologies inclusive of long-term English learners and Newcomers. Part of this department's work also entails the development and support of bilingual and multilingual programs throughout the district. These efforts directly contribute to increase and improve the quality of services that our English learners receive.