

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Compton Unified School District	Mario Marcos –Executive Director of Educational Services	mmarcos@compton.k12.ca.us	June 16, 2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

**Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.**

## Change to Program Offerings

School closure decisions during the COVID-19 pandemic were not easy and were made with the safety of students and staff as the top priority. For California’s more than 1,000 districts and 10,000 schools, school closure decisions were made at the local level, by the district or charter school, in cooperation with their local public health officials. This was the case for Compton Unified School District. In Compton, school closures started on March 14, 2020. Since then, our administrators, teachers, students, and parents had to quickly adjust to a new learning environment. The efforts made by all of our stakeholders during the last few months have been nothing short of heroic, as everyone also navigated how this personally affected them and their households.

The main role of District leadership and site Principals during the school closures was to assess the academic and social-emotional needs of our students, maintain the continuation of learning, continue with the implementation of programs and services, and support families and students to the extent possible. Administrators and teachers were asked to maintain open channels of communication during this process so that needs could be effectively identified and addressed. In a very short period of time, we were able to establish a system around distance learning. The Central Office team, Principals, and support staff assisted in coordinating professional development for teachers, creating a Distance Learning Platform and Google Classrooms, distributing the necessary learning materials to students including close to 18,000 devices (iPads and/or Chromebooks), and reaching out to families in order to keep them connected through distance learning. Both activity packets and online learning through platforms such as Google Classroom or SeeSaw, and video conferencing tools such as Zoom or Google Meets soon became the “new normal” in Compton Unified.

To the extent possible, schools tried to continue with the implementation of those programs and services that they already had in place for our students. Unfortunately, school closures forced us to put some programs on hold until schools reopen in the fall. Some of these programs include our Think Together After-School Program, Project REACH & RISE student tutors in partnership with California State

University Dominguez Hills (CSUDH), CF Fitness, and multiple district athletics programs. Some of the Visual and Performing Arts programs at the schools were also partially interrupted. Other programs and services, however, were easier to continue virtually, including 9-Dots, Gear Up, Young Musician Foundation, Education through Music, and all of our online academic programs. Students and families were informed of these program changes, adaptations, and/or discontinuation through site Principals and teachers.

Services and additional support continued online for all students, and very intentionally for those with the highest needs. Instructional Assistants, Bilingual Instructional Assistants, RSP teachers, speech pathologists, behavior interventionists, and Nonpublic Agencies (NPA) representatives implemented services accordingly and through ongoing virtual communication with students and families. Since March 14, we made it a priority for our low-income students, English Learners, students with disabilities (SPED), Foster-Youth, and Homeless students to continue receiving, to the extent possible, the support that they needed.

School closures and the transition to distance learning had an impact on some of our policies and procedures, including student attendance, grading, graduations, or even the way we conduct our Board meetings or other parent group meetings. During the week of March 16 through March 25, our focus was on device distribution. It was not until April 3 that we established a protocol for online attendance taking (sign-in in Google Classroom). Although the California State of Education did not require LEAs to collect student attendance during school closures, we believe that collecting attendance has helped us monitor whether students were engaged in learning, completing assignments on time, or staying in touch with teachers.

In line with the California Department of Education's (CDE) guidance for grading practices and "holding students harmless" during COVID-19, our Board of Trustees also took action to revise our grading policy. Based on the revised policy, students were not to receive a grade lower than the one earned at the end of the 2nd trimester (TK-8 students) or spring semester 10-week grading period (High School students). Our promotion and graduation ceremonies were also impacted during the pandemic. Most of our Elementary and Middle Schools conducted virtual promotion ceremonies. Some school sites organized drive-in promotions, since the County officially approved them on May 22. Our high schools celebrated the class of 2020 with a drive through graduation ceremony, yard signs and other activities that allowed for social distancing while recognizing our graduates.

Regarding our Board meetings, these have continued taking place since school closures started; however, we have been using Zoom so that participants do not have to be confined in a small space for long periods of time. The regular protocols of the board meetings, including opportunities for public comments, have not been impacted. Similarly, our DELAC meetings continued via Zoom as well as the School Site Council (SSC) and ELAC meetings at the site level.

Special attention deserves our Summer School Program. In full awareness that our students, now more than ever, need support in closing the achievement gap and preparing for the upcoming school year, we have developed a strong summer program for about 6,000 students. The program encompasses both general education students as well as special education students who qualify for extended school year (ESY). At the elementary level, more than 2,700 students that we have identified are mostly unduplicated students who present significant gaps in literacy and/or math. This year we have extended the program to all twenty-one school sites; in the past, only five sites were opened for summer school. At the middle school level, 200 6th-7th graders were invited to summer school, while 400 8th graders will

have the opportunity to participate in a summer program organized and funded through the Gear Up federal grant. At the High School level, 2,200 students will be working on credit recovery. More than 100 students with special needs will benefit from extended school year services (ESY).

The changes and adaptations made to program offerings in our district during the last trimester were the direct result of the school closures that our community faced during these unprecedented times. Each of the changes were made after thoughtful consideration, and in an attempt to best meet the academic and social-emotional needs of our students while safeguarding the well-being of our students and families during the COVID-19 pandemic. As we prepare for the reopening of the schools in the “new normal”, we will carefully review the guidelines provided by the State of California, the Los Angeles Office of Education, and our public health officials.

### Impact on Students and Families

The CUSD Board of Trustees made the determination to implement the school closures at the March 14 special Board meeting. Prior to the meeting, in addition to the usual public notices, parents and staff were notified of the decision coming before the Board by way of direct message, website posting, and social media. Immediately, topic-specific Q&A’s were developed and posted online.

At the point of school site closures and thereafter, Compton Unified was in ongoing communication with families by utilizing a variety of platforms including our district and school websites, our Distance Learning Platform, school marquees, Parent Square, flyers, regular mail, e-mails, surveys, and via telephone. Additionally, social media posts and questions were monitored and questions fielded from 5 am to midnight, to ensure parent and community concerns were addressed and directed to proper feedback channels. This two-way communication helped us learn more about the major impacts of COVID-19 within our school community, and at the same time respond to the needs of families and students to the best of our abilities.

Through close communication with our families and teachers, we quickly learned that school closures carry high educational, social, and economic costs for people across communities. Their impact, however, is particularly severe for the most vulnerable and marginalized boys and girls, and their families. The resulting disruptions exacerbate already existing disparities within the education system, but also in other aspects of their lives. The impacts that the closures had on our Compton community were many. However, 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 amount 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 closure, the day-to-day interactions and experiences is something that many of our students expressed to have truly missed during the last three 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 has 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. It is important to notice, also, that the reduction in meal participation rates has had a direct negative impact in our district budget, since the reimbursement from the state for school meals has decreased by almost 75% during the last trimester. As a result, the general fund will need to contribute to the student nutrition fund to support its financial obligations.

The impact of the pandemic and school closures has been significant at many levels, including educational, social-emotional, and financial. Compton Unified, in coordination with its partners, educators, classified staff, and community did its best to minimize these impacts by ongoing communicating with families for better understanding of their needs, and to strategically coordinate our resources and services.

**Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.**

During the school closures, Compton Unified maintained ongoing communication with the families of our students in order to identify their specific needs, conditions, and circumstances. While the main means of gathering feedback was via telephone and email, both our central office and site principals created numerous surveys, which would allow us to evaluate, for example, how many families had multiple students in the household who needed access to a device, or whether or not they had connectivity at home. Our Communications Department also shared with our families ongoing updates through our district website regarding the status of the school closures, information about COVID-19 and safety preventive measures, distance learning, access to meals and childcare, or the most recent P-EBT cards. In addition, our Distance Learning Platform also offered parents a variety of resources that they could use to support student learning at home. Ongoing communication with families was delivered in both English and Spanish in order to accommodate the needs of our Spanish-speaking parents. Our district translators also were at the service of our community, translating communications, notices and flyers, or interpreting during IEPs and Board meetings.

Site Principals and teachers were also in close contact with our families during this time of crisis. Their main means of communication included updates on the school websites and marquees, outreach Parent-Square communications, individual phone calls and emails, and platforms such as Google Classroom, SeeSaw or Dojo. In addition, our families had access to the school during the second half of March while devices for learning were being distributed. After that, alternative phone numbers were created for each school site so that parents could reach out to administrators with any questions or concerns.

One of the major concerns from our site Principals and teachers during the school closures was the lack of or limited participation from many of their unduplicated students in distance learning. They would often express worry about some of our neediest students not logging in, not checking in, or not completing assignments consistently. This lack of engagement from our neediest students offers two levels of concern. First, those students have been missing learning opportunities and may fall behind academically. Second, they have been losing their connection to school, which could make it harder to be reengaged next year. Schools were mandated to implement procedures to address these barriers to the extent possible. Every day, an attendance link was posted in Google classroom to monitor student participation during distance learning. This helped provide teachers and Principals valuable information regarding the students who were not participating, and they would often reach out to those specific families and students via telephone and/or e-mail. Support staff including intervention substitutes, curriculum specialists, and classified staff also collaborated in this endeavor. In many instances, they were successful in communicating with families, and they were able to resolve problems related to devices or connectivity. Sometimes, however, there were families whom they were not able to reach. Many teachers and schools implemented incentives in order to promote student participation, or even organized attendance contests to motivate students. Even though these efforts had a positive impact, consistent participation in distance learning has been a challenge for many of our students.

While we were fully aware that the challenges caused by the school closures would have an impact on all of our students, we also knew that we would need to pay special attention to our most vulnerable student groups, including our low-income students, English Learners, and Foster Youth. Therefore, during these last few months we truly united efforts to minimize the impact that the pandemic would bring on our neediest students. Primarily, the well-being of our students as families was at the forefront of the work that we did. For this reason, our Department of Child Welfare and Attendance actively participated in all of the virtual professional developments available in the areas of physical health, mental health, social emotional learning, and parental engagement. The California Department of Education (CDE), Centers for Disease Control and Preventions (CDC), Los Angeles County Office of Education (LACOE), Attendance Works, Wellness Together -Supporting Student Mental Health, and School Health, provided most of these training sessions. Our ultimate goal is to glean all information available to assist our school community.

Physical health services and support were provided through a plethora of modalities during the school closures. When Safer at Home began, our ten district nurses sprang into action beginning with medical check-ins and by closely working with parents to ensure that students with pre-existing health concerns were safe and their conditions were being monitored. The district nurses also began to provide weekly individual and monthly whole-group COVID-19 education and training for the 32 District Health Assistants who are deployed at each school site. These virtual professional developments were designed to ensure complete adherence to the CDC list of Universal Precautions. Additionally, the health staff continued to call parents/guardians of any student with outdated Tdap and varicella vaccinations, search the CAIR2 system to find missing student immunizations, assist school site administrators in identifying “Sick Room and a Well Room” on each campus for 2020-2021 school year, return any unused student medications housed in the Health Office, and assist school administration with any pending Section 504s.

As far as mental and social emotional learning supports, immediately after “Safer at Home” was implemented, our Child Welfare and Attendance (CWA) department began to provide therapeutic services districtwide, which included contacting all mental health service providers to insure that students receiving Tier III individual mental health services would continue to receive this vital intervention. We met with each service provider to ensure that CUSD students made a smooth transition from in-person therapy and case management services to virtual telehealth services. Each of our partners reported that they were continuing to provide mental health services using a telehealth virtual platform. The CUSD mental health practitioners also continued to process Concern Cards and telephone requests for assistance from staff, students and parents. We even started a dedicated mental health-referral email address to receive and time stamp any requests initiated by the school sites. Therapeutic interventions were provided to students through Zoom, telephone, email and by creating Google Classrooms and Google Websites. These Virtual Wellness Centers were designed to provide intervention and mental health support to staff, students and parents at the four school sites where our clinical social workers are housed. Additionally, our CUSD mental health practitioners also took our services to the community at large by providing therapeutic support at our seven grab-and-go meal sites. During this food pick-up, CUSD mental practitioners talked to students, worked with parents, and provided professional assistance and mental health referral services if necessary.

CWA also continued to provide coaching support to our 20 school sites who are continuing school-wide implementation of Positive Behavior Intervention and Support (PBIS). This included virtual professional development and coaching support of LACOE. Within the

PBIS structure, we also continued to support school sites and individual teachers with increasing social-emotional learning and school climate building with the use of the Boys Town Social Skills Curriculum. Additionally, students and staff were made aware that they could report bullying and especially cyberbullying through our bullying prevention and investigation application BRIM.

Parent outreach and support to our neediest unduplicated students and families took place through wellness checks, home visitations, assisting families with P-EBT information and applications, and providing quarantine support for COVID-19 positive families. These isolating families, in particular, were provided with the much-needed food, the necessary fluids, making telephone calls, following up with medical information and assisting parents through the process emotionally. Additionally, CWA staffers have built strong community alliances and community partnerships and share those contacts with our families in need daily.

Our homeless liaison closely collaborated with site administrators, classroom teachers, parents, or counselors to address specific issues associated with homelessness during this time of crisis. She maintained regular contact with identified homeless students and families requiring additional community resources and support services. To ensure homeless students would engage in distance learning, their respective classroom teacher(s) were expected to log in daily and communicate with students virtually utilizing various distance learning and/or virtual conferencing platforms such as Google Classroom, SeeSaw, or Zoom. Additionally, site administrators, support staff, or counselors periodically communicated with homeless students regarding access to devices, connectivity, and the weekly learning packets created during the school closures. Whenever a specific problem would arise, information was forwarded to the school's principal or counselor. If the principal or counselor were unable to resolve it, they would notify the homeless liaison to address or provide individualized support, resources, or services to the homeless student and family.

Compton Unified School District also developed systems of equity during distance learning to address the academic, linguistic, and social emotional well-being of all English learners. During the transition to Distance Learning, the Department of English Learner Services in collaboration with ELD, Dual Immersion, and World Language teachers created K-12 weekly activities pertinent to Designated and Integrated ELD. These weekly activities were in alignment with the district adopted ELA/ELD curriculum. Activities were made readily available to teachers via CUSD's Distance Learning platform and took into consideration effective language development instructional components. Distance Learning resources were differentiated according to English learner typologies and ELD proficiency levels. Development of the home language in addition to English was emphasized by providing Dual Immersion distance learning activities. Designated ELD and Dual Immersion Student Activity Learning packets were reproduced on a weekly basis for students that were not participating in virtual learning.

In the implementation phase of Distance Learning, teachers provided ongoing support to English learners by a combination of synchronous and asynchronous interactions in a distance learning setting. The expectation during synchronous learning was that teachers would interact virtually with English learners via Zoom or Google platforms. Instruction in a synchronous setting consisted of additional scaffolds to assist English learner students in acquiring academic language by interactions with peers and the teacher. Platform considerations for asynchronous learning for English learners took into account features to support language acquisition. Asynchronous learning consisted of district adopted web-based programs specifically designed for English language acquisition and individualized learning support (for example Imagine Learning or Rosetta Stone).

The district assessed the effectiveness of English language instruction by ensuring that site administrators were responsible for overseeing the implementation of Integrated and Designated ELD during distance learning. This consisted of working collaboratively with teachers to integrate activities within their respective online platform conducive to English language acquisition. The various online platforms utilized during Distance Learning including i-Ready, Imagine Learning, and Nearpod provided formative and diagnostic assessment data pertinent to English learners.

Professional development on Designated and Integrated ELD specific topics were provided to English Learner Specialists and teachers throughout the district. These topics were all relative to Distance Learning and English language acquisition. Topics included Immersive Reader, Nearpod for English learners, Go Formative, and integration of ELPAC task types.

Support for parents of English learners was provided in various ways. A Family Resource website was made available to provide instructional resources and social emotional support guidance during school closures. A Digital Resource Guide was also provided to families with a detailed description of web-based programs along with instructions on how students could login. In addition, the English Learner Services Distance Learning newsletter included a parent corner with a plethora of resources available to parents related to at-home learning. In collaboration with school sites, the district established a procedure of utilizing bilingual instructional assistants to call families of English learners on an ongoing basis to assess their participation in Distance Learning. School site administration was also held responsible for monitoring students who were not engaging online, and ELD learning packets were mailed to these students' homes.

A Newcomer Support Google form was created to provide student and parental support to immigrant families. Teachers, counselors, and students were able to make requests for additional academic and/or social emotional support. Support for Newcomer families consisted of Bilingual Instructional Assistants' weekly phone calls, individualized tutoring, and communication regarding accessing community resources and websites during school closures.

Finally, despite the school closures, some site English Language Advisory Council (ELACs) and District English Language Advisory Council (DELACs) continued to meet in order to evaluate how the needs of our English Learners were being met and what additional supports were needed.

Regarding the needs of our Foster Youth student population, during the school closures the district's Foster Youth liaison continued networking with school administrators, counselors, and students' caretakers/families through emails, tele-communications, or postal services. These virtual welfare checks helped ensure the safety and well-being of foster youth. Additionally, ongoing collaboration occurred with the Los Angeles Department of Children and Family Services' (DCFS) social workers, educational specialists, and LACOE Foster Youth Unit. The main goal was to identify best ways to address students' specific challenges while continuing providing them the necessary instructional materials and resources such as school supplies, technical supports, backpacks, hygiene kits, tutorial services, enrollment supports, and graduation and credit analysis.



In all instances, our district personnel took the appropriate steps to address all reported cases where a foster youth displayed distraught behavior during this health crisis. In those instances when a foster youth demonstrated or communicated to his/her caretaker, social worker, or school staff that he or she was experiencing emotional distress, appropriate processes were taken in order to evaluate the nature of the youth's anxiety and provide the necessary mental health services. In some cases, our mental health professionals were the ones providing the services. In other instances, an outside therapist or social caseworker implemented the Individual Student Plan. The Department of Mental Health, Bayfront, and Shields for Families, Tessie Cleveland are affiliated agencies that collaborate with our district, and they have been very supportive during this time of crisis. These agencies have continued to provide counseling sessions, access to community resources, and support services to alleviate the youth's anxiety.

Classroom teachers, school administrators, and school counselors also conducted regular check-ins with these students to assess their needs with on-line instruction as well as their social well-being. Whenever a concern transpired regarding the student's disposition, the counselor and/or teacher notified the school administrator and the district's foster youth liaison so that the matter could be addressed accordingly. Many foster youth have indicated that although the delivery of instruction had changed, school personnel continued to address their specific instructional and educational challenges during school closures. Students welcomed frequent check-ins from classroom teachers, counselors, and the foster youth liaison, and how district personnel have responded when concerns surfaced regarding lack of food, school supplies, hygiene materials, or accessibility to different resources.

At the secondary level, for foster youth using the credit recovery program Edgenuity, the district's foster youth liaison, along with the department's teacher and counselor, closely monitored and provided immediate feedback to students related to course completion. They reviewed students' transcripts virtually, provided immediate responses regarding classes, and disseminated information pertaining to AB 167/216 -graduation exemption requirements. Numerous secondary foster youth embraced the opportunity to dialogue virtually with school and district personnel, DCFS, and caregivers regarding educational opportunities/options focusing on their "best interest," such as AB 167/216.

**Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.**

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. Because of the closures, Compton Unified transitioned from onsite instruction to distance learning across the different settings (Elementary, Middle, and High Schools) and in the different programs including alternative education and students with disabilities.

Our main priority with the implementation of distance learning was to continue with the delivery of core instruction for all students, while maintaining access and availability to learning materials, activities, and lessons that were standards-aligned and met the grade-level expectations for our students. In developing our plan for distance learning, Compton Unified considered what was realistic in the short-term and what may be possible should a longer-term closure become necessary. Our district's ability to deliver robust and meaningful educational opportunities increased as we started assessing e-learning options, the degree of access to devices and internet among our

students (our goal was 100%), and as we started planning with our staff to develop content and operationalize effective instructional delivery channels.

Our short-team goal pertaining to distance learning initially focused on developing an educational continuity plan to address the school closure from March 16, 2020 to March 27, 2020. This plan relied upon the implementation of *Activity Learning Packets* for all grade levels from preschool through the 12th grade. These packets were developed during the week of March 9, 2020. Digital copies were posted on our CUSD district website on March 13, 2020, and school sites began distributing the packets on Monday, March 16, 2020.

Our long-term goal to continue delivering high quality learning opportunities for our students took into consideration that the school closures would last longer than the initial two weeks. With this in mind, and after careful analysis, Compton Unified started the implementation of online distance learning during the week of March 31, 2020. In developing distance learning strategies, our district assessed how all students would be able to access e-learning looking at the following factors: (1) whether a student had access to the internet; (2) whether a student had access to a device (school property or personal); (3) how familiar a student was with online learning, the device, and necessary support to ensure they were familiar with navigating its features; and (4) additional support for teachers.

In order to effectively implement distance learning during school closures, Compton Unified made it a priority for all of our students and educators to have access to their learning materials as well as a learning device and connectivity (factors 1 and 2). We felt confident that Compton USD had all of the necessary devices for our students, although additional chargers and devices were ordered as reserve. Most of our schools have 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, have a surplus of devices which were relocated as needed in order to guarantee universal access.

A survey was sent to all of our families in order to find out the number of students at home, whether they needed a personal learning device for distance learning, and if they had access to Wi-Fi connectivity or they needed a hotspot. Site Principals also reached out to parents regarding any device or connectivity need that they might have. During the first two weeks of the school closures, our site Principals and district administrators worked tirelessly to distribute learning devices to students. As of 3/27/2020, almost 80% of the students in our district had received a learning device (15,509). Over 1000 students had opted out because they indicated that they had their personal device at home. Based on data collected as of 5/12/20, numbers showed that the total number of students using devices and having access to connectivity was 19,194 (17,713 distributed by our district, plus 1,481 students with personal devices). This means that about 94% of our students had devices and connectivity during distance learning.

We sent a survey to our CUSD families and we identified those families without internet access. Families were provided the necessary information regarding free internet connectivity through internet providers. In addition, our ITD Department distributed hotspots to CUSD families who were in need of one. For those unreachable families who never collected a device, nor they confirmed that they already had a personal one (about 6%), we created learning packets that we distributed on a weekly basis or sent in the mail to students' homes in coordination with our Warehouse Department.

Regarding factor 3, or familiarity with students with learning devices, it is important to clarify that all of our students in Compton Unified have access to technology on a regular basis during the school year, which includes iPads and/or Chromebooks. Because state assessments require students to be familiar with working digitally, our district has already developed a framework for incorporating digital materials into every day instructional practice. Our district-adopted core programs offer a wealth of research-based digital resources for students, while students use many of our supplementary online district-adopted programs daily both at school and at home. While many of our students were currently familiarized with Google Classroom before the school closures, particularly at the upper elementary and secondary levels, we understand that other students had to transition into this teacher-student communication tool for the first time. In addition to providing families with a Digital Resource Guide with detailed instructions on how to work with Google Classroom, students and parents received the support from teachers, site administrators, and curriculum specialists as needed. Our Ed. Tech and Instructional Technology Department teams were also accessible for parents in order to address any connectivity, technical, or program access issues that may arise during school closures.

Finally, regarding factor 4 and additional support for educators with distance learning, all teachers were offered the opportunity to receive the appropriate training, and we will continue providing them with ongoing support through the Educational Services Department. In the beginning stages of distance learning, the training was focused on how to set up their 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.

During the school closures, distance learning has been mostly delivered online and following both a synchronous and asynchronous model. Many teachers posted lessons, instructional videos and assignments for their students in Google Classroom and/or Seesaw while providing the necessary feedback. In addition, many other teachers interacted with their students frequently using Zoom or Google Meet, which are platforms for video and audio conferencing. All teachers were expected to hold office hours for parents/students daily via district email. These office hours were posted on our Distance Learning Platform so that parents/students were fully informed.

Compton Unified continued to use our district adopted curriculum, whether in the form of hard copy textbooks, or digitally. Many of our instructional programs, for example Wonders, Collections or GoMath, are digitally available for teachers and students through ClassLink. As soon as school closures started, many teachers began creating lessons and activities aligned to the programs and resources that they normally use in the classroom with their students. Also, teachers within and across schools started pooling their lessons and resources. In order to support the continuum of learning during school closures, Educational Services, with the collaboration of Site Curriculum Specialists and teacher leaders, established a Distance Learning Platform. This platform was made available to all Compton Unified teachers at [bit.ly/cusddistancelearn](https://bit.ly/cusddistancelearn). The main purpose of our platform was to provide all of our teachers with additional grade-level and content-specific activities that were interactive and could be easily placed into Google Classroom. Assignments were created on a weekly basis for all grades preschool-grade 12, for all areas of the curriculum, including English Language Arts, English Language Development, Mathematics, Science, History/Social Science, Physical Education, or Visual and Performing Arts.

Student privacy and safety, which have always been a priority for us, have taken special relevance during school closures. In the last few years, our EdTech Department has been working with our schools and teachers on how to train our students on good digital citizenship,

engaging young students and showing them how to connect with one another, empathize with each other, and create lasting relationships through digital tools. Similarly, our teachers have covered topics such as cyberbullying, irresponsible social media usage, and how to safely use the Internet. School closures and distance learning have encouraged teachers to revisit these topics with their students. Teachers and Principals have been very vigilant and proactive in addressing any inappropriate student behaviors or concerns observed during these months of distance learning.

Compton Unified has worked diligently to provide, to the extent possible, the necessary support to all of our students with the implementation of distance learning. Particular attention has been paid to our high need students, including students with disabilities, English Learners, and Foster Youth students, the majority of whom are low-income. Our special education teachers, for example, collaborated with general education teachers to support best practices in determining how to meet the individual needs of our students. The SPED department, in alignment with Educational Services, provided ongoing training, meetings, and professional development for case managers and other service providers to reach out to students and parents based on their assigned caseloads. District speech pathologists reached out to parents to guide the transition to online teletherapy and family check-ins. Non-Public Agencies continued their services virtually in supporting the students in their caseloads. School psychologists provided counseling support for identified students including check-in sessions with families, while our behavior interventionists provided additional support by contacting families and offering in-home strategies based on students' IEPs. Home hospital teachers have been making daily contacts with families to offer support and check-in on their child's academic progress and needs. Parent newsletters and online resources were sent out weekly to provide communication and resources in instructions and related services.

Lessons and activities emphasizing oral language development, academic language, and specifically designed instructional supports to access the core curriculum became integral in supporting English learners during distance learning. Our English Learner Specialists and teachers collaborated with the Department of English Learner Services to ensure that all activities created for the Distance Learning platform included research-based pedagogical features aligned to Designated and Integrated ELD. Taking into account the distinct needs of our English learner student population, bilingual instructional assistants provided additional instructional supports via online platforms. In particular, newcomer students at the secondary level were provided with individualized tutoring or classroom support at the request of teachers or counselors. Monitoring of English learners continued during Distance Learning; English learners that were not making academic progress were recommended to attend Virtual Summer School. Additionally, a Virtual Summer School for Newcomers will be provided for students at the middle and high school levels.

English learner parental support for at home learning consisted of providing resources and establishing ongoing communication during school closures. Online resources specific to English learners were embedded on the Family Resource website. Additional information regarding teachers' Google classroom or any other online platforms were made easily accessible via the district website. In addition, parents received constant updates and communication via Parent Square and through personalized phone calls by bilingual instructional assistants and English Learner Specialists. All information provided was interpreted and translated in English and Spanish.

The work that we normally do with our Foster Youth students and families continued during the school closures. During these past months, we have proceeded with enrolling foster youth, employing graduation exemption requirements, evaluating secondary students' transcripts, conducting credit analysis, providing and/or obtaining partial credits from previous districts, ensuring transfer of school records, and making certain students have access to curricula. In addition and upon request, the Foster Youth liaison, Department of Children and

Family Services (DCFS) representatives, and district staff continued to provide parental technical support to caretakers regarding remote learning platforms to ensure foster youth would have access to education continuity.

We understand that even in the best of times many of our low-income, most vulnerable students are most at risk to seeing their education derailed and their personal well-being threatened. Therefore, since March 14, Compton Unified administrators, teachers, and families have worked together to take the necessary steps to continue delivering high-quality distance learning opportunities. For thousands of these students, we are also offering summer school as well as summer STEAM camps as a way to continue targeting their gaps in learning, and pave the way for a successful transition to the upcoming school year.

**Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.**

During school closures, Compton Unified continued providing school meals to students while maintaining social distancing practices in non-congregate settings. In order to cover CUSD's geographical school locations, we selected schools from the east to the west and from north to south; we selected a central location as well. Meal distribution took place at McKinley Elementary on the west side, Clinton Elementary on the east, McNair Elementary on the northwest, Longfellow Elementary on the southwest, Kelly Elementary on the southeast, and Jefferson Elementary on the northeast. Rosecrans Elementary was the selected school in the central area. Some schools were on a bus route to offer convenient access to those families who did not have a personal vehicle.

Our district took parent and family needs into consideration when planning for provision of meals. We started the school closure with a breakfast and a lunch schedule. However, parents requested to have breakfast and lunch issued at the same time. The district granted this request. As time passed by, parents also requested to have multiple days distributed on the same day. We responded to this request as well, and we started to do a multi-day distribution. The method for food distribution was *Grab & Go*. Families had the opportunity to either drive up or walk to the school/distribution center. Meals were distributed on Tuesdays and Thursdays from 8:00am through 11:00am, and families were able to grab a total of five breakfasts and five lunches per week.

During school closures, our district coordinated also with a local organization called Food Forward to distribute fresh fruits and vegetables on a weekly basis. We distributed close to 30,000 pounds of food at no cost to parents/guardians. In addition, other organizations worked with our district and food and other essential goods were distributed on multiple occasions at some of our school sites. Among others, we would like to highlight Food Bank and Lace Up for Charity.

**Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.**

During the school closures, Compton Unified School District Early Childhood Education took the necessary steps to reopen two school sites for the purpose of childcare and supervision. Following the directives of Manage Bulletin 20-06, the Compton Unified School District, and Early Childhood Department applied to the Department of Social Services Community Care Licensing Division (CCLD) for a

childcare waiver request. The request made was to serve students three-ten years of age. The district requested the waiver for two school sites to serve families in the east side and the west side of Compton. The sites requested for reopening were Kelly Elementary and Washington Elementary.

While waiting for the waiver approval from Community Care Licensing, the district had the classrooms professionally cleaned, disinfected, and arranged to have the classroom in use disinfected daily. We organized the classroom in a way that would allow social distancing between students. Markers were placed in each area, to facilitate visual cues for students. We also provided space that allowed separation of younger children and school age children. Our district also purchased personal protective equipment such as gloves, facemasks, and face shield for students and caretakers. Additionally, provisions for meals were also implemented.

Once the waiver was granted, the district started with the implementation of childcare services as directed in the Manage Bulletin 20-06 COVID-19 Guidance regarding Emergency Childcare Services for Essential Workers and At-Risk Populations. Our district sent the announcement of childcare services to the community via parent square, mailers, and flyers. The Early Childhood Staff contacted those families with at-risk students and distributed flyers to hospitals, police station, grocery stores, clinics, fire department, and other essential service providers. The district understands that there is a need for continue childcare services as result, the Early Childhood Education department will start providing full day preschool services for the 20120-2021 school year.

California Department of Education  
May 2020