

LEARNING CONTINUITY AND ATTENDANCE PLAN

RESPONSE TO DAC/PAC COMMENTS/SURVEY RESULTS

Video Conference Meeting Held on August 31, 2020 @ 3:30 p.m.

1. Enforce the guidance and protocols for school reopening outlined by the district and the Department of Public Health

Our Learning Continuity and Attendance 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.

2. Hold office hours so that teachers and support individual students and families' needs

Our elementary schedules provide 30 minutes of office hours for teachers at the end of the school day so that they can community with families as needed. Schedules for middle and high schools incorporate block schedules. The last 10 minutes of each block is for office hours so that teachers can attend to any specific questions that students and/or families may have and provide individual clarification.

3. Balance of synchronous and asynchronous learning. Reduce the number of hours of live teaching/learning

Our schedules are designed to capitalize on synchronous learning time with the teacher. The number of minutes that a student will spend on synchronous learning may vary between 195 and 220 minutes, depending on the day (regular day or shortened day), the language proficiency of the student (English Learner, English Only, Reclassified student), and the

academic level of the student (on-grade level, approaching grade level, below grade level). Students with the highest needs should receive additional instructional synchronous time with the teacher.

Teachers have discretion as to the amount of work that students will need to complete ASYNCHRONOUSLY. During asynchronous time students will complete assignments independently or in groups, but they also may need to meet with teachers for small-group intervention or ELD, resulting in added synchronous time.

During the allocated asynchronous time on the schedule, students who have completed their independent work or their additional synchronous intervention/ELD time with the teacher, may choose to take a break or have a snack.

4. Reduce the number of students during in-person learning for safety reasons and also to better address to their academic needs

Following the guidance of the Department of Public Health, at this point only 10% of the student population can come back to the classroom (in addition to preschool students). The student groups that the state indicates are Special Education students, and Students with Special needs. The number of students per classroom at this point is limited to 12 students with a maximum of 2 adults.

5. Provide professional development for teachers so that they can effectively present content for students in an engaging way.

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 was 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 new 2020-2021 school year.

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 18-19, 2020 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. Professional development 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 24th and 25th training was also provided to parents so they could better support our younger students with distance learning, and these training opportunities will continue in the months ahead.

6. Individual support and small group intervention for students who have experienced the most significant learning loss is needed.

Our schedules are designed for teachers to provide small group synchronous intervention to students during the “asynchronous” time reflected on the daily schedule. Part of these additional synchronous times will also be dedicated to English Language Development for English Learners. In addition, schools will be able to provide extended learning opportunities before/after school and on Saturdays for those students with the highest needs.

7. Administer screening tools and diagnostic assessments to effectively identify the learning loss of students.

We will begin the school year 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.

8. Provide social and emotional support for students in need.

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 and 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.

9. Physical Education Classes (P.E.)

Physical education minutes have been waived at this time. However, on a weekly basis we share P.E. activities with our teachers via our Distance Learning Platform. These activities can be done synchronously (with the teacher) or asynchronously.

10. Training for Maintenance Department

Training for the maintenance department consisted of proper sanitizing and disinfecting procedures as well as which type of chemical can and cannot be used for the purpose of COVID-19 disinfecting.

11. Free Lunches-Nutrition Department

Students can pick up free meals at their assigned and/or any school nearest to their home.

12. Opportunities for students to communicate among themselves and collaborate during distance learning.

Teachers have access to various online platforms with built in features to facilitate communication among students during distance learning. In addition, teachers can utilize the break-out sessions in Zoom to have students collaborate in small groups. During whole group instruction, the teacher can elicit responses among students to increase collaboration among the whole class and encourage