



Compton Unified School District

COVID-19 Operations Written Report

June 16, 2020

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Report to the Community

- ❑ On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure for schools by educational agencies (LEAs) in response to the COVID-19 pandemic. More than 1,000 California districts and 10,000 schools were impacted.
- ❑ The school closures also affected the LCAP development and adoption process. As a result, Order N-56-20 was also issued. This order extends the deadline for a local school district governing board to adopt the LCAP and the budget overview for parents from July 1 until December 15, 2020.

Report to the community

- ❑ Included with this extension is the condition that the governing board adopts, during the same meeting at which the annual budget is adopted (due July 1, 2020), a written report to the community.
- ❑ The report must explain the following:
 1. 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 such closures on students and families.

Report to the community

2. How the LEA is **meeting the needs of unduplicated students (ELs, Foster Youth, Low Income)** during the period of school closures;
3. The steps taken by the LEA to support the **delivery of high-quality distance learning** opportunities;
4. The steps taken to provide **school meals** in non-congregate settings;
5. How the LEA arranged for **supervision of students** during ordinary school hours.

Prompt 1

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.

Overview of Changes

- ❑ Compton Unified School District Board of Trustees approved school closures on March 14, 2020.
- ❑ School closures in California and throughout the nation had an impact on:
 - ❑ Program offerings
 - ❑ Families and students

Overview of Changes

Change to Program Offerings

- ❑ For District leadership, site Principals, and teachers the main role and responsibilities became to:
 - ❑ Assess the academic and social-emotional needs of our students
 - ❑ Help maintain the continuity of learning
 - ❑ Continue the implementation of programs and services
 - ❑ Support parents and students

- ❑ Transition from onsite/in-person learning to distance learning
 - ❑ Activity Learning Packets
 - ❑ Online Distance Learning (Google Classroom, SeeSaw, Zoom, Google Meet)

Overview of Changes

Change to Program Offerings

- ❑ Some **programs were put on hold** until schools reopen. For example:
 - ❑ Think Together After-School Program
 - ❑ Project REACH & Project RISE Program (CSUDH Tutors)
 - ❑ CF Fitness
 - ❑ Athletics program
- ❑ Other **programs we were able to continue** virtually
 - ❑ Gear Up for Middle Schools
 - ❑ Young Musician Foundation
 - ❑ Education through Music
 - ❑ All online programs (i-Ready, Dreambox, My Writing Coach, Next Gen Math)

Overview of Change

Change to Program Offerings

- ❑ Online **services and supports** continued, to the extent possible, for students with highest needs including ELs, Foster Youth, Low-Income, SPED students:
 - ❑ Instructional Assistants
 - ❑ Bilingual Instructional Assistants
 - ❑ RSP Teachers and RSP Instructional Assistants
 - ❑ Speech Pathologists
 - ❑ Behavior Interventionists
 - ❑ Nonpublic Agencies (NPA) Representatives
- ❑ Ongoing virtual communication with families students regarding student progress (or lack of).

Overview of Change

Change to Program Offerings

❑ Attendance

- ❑ California Department of Education did not require LEAs to collect student attendance during school closures.
- ❑ Compton Unified implemented a protocol for **online attendance** through Google classroom as a way to monitor student participation and engagement in distance learning.

❑ Grading Policies

- ❑ Board of Trustees took action to revise our grading policies in line with CDE guidance to “hold students harmless”. Students were not to receive (in any area) a grade lower than the one they received in previous trimester/semester.

Overview of Change

Change to Program Offerings

- ❑ **Promotions and graduations**
 - ❑ Elementary and Middle Schools conducted mostly virtual promotion ceremonies. No in-person promotions were conducted.
 - ❑ 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.
- ❑ **Board meetings, and parent-community meetings (e.g. SSCs, DELAC, etc...)**
 - ❑ Continued virtually via Zoom meetings

Overview of Change

Change to Program Offerings

❑ Virtual Summer School (Close to 6,000)

- ❑ KIDS Virtual Summer School (K-7). All 21 school sites will participate. We invited over 2,700 students. The focus will be on both intervention and acceleration in order to minimize the learning loss caused by the closures.
- ❑ 200 6th and 7th graders from traditional Middle Schools and 400 8th grade students will participate in Gear Up.
- ❑ Over 2,000 High School students will work on credit recovery.
- ❑ Extended School Year (ESY) offered for close to 200 Special Education Students

Overview of Change

Impact on Students/Families

- ❑ Ongoing communication with families regarding school closures and changes to program offerings has been done in a variety of ways including:
 - ❑ Personal phone calls
 - ❑ Parent Square messaging
 - ❑ Website posting
 - ❑ Social media
 - ❑ Flyers
 - ❑ Regular mail
 - ❑ Emails
 - ❑ Surveys
 - ❑ Distant Learning Platform.

Overview of Change

Impact on Students/Families

The impact that the closures had on our Compton community, like in many other communities across the nation, were many:

- ❑ Parents had to quickly adjust to keeping their students confined at home all day.
- ❑ Financial strain for families who stayed with their students at home
- ❑ Fear of compromising student's health made many parents pass up the opportunity of childcare provided by the district.
- ❑ Parents and students faced challenges creating, maintaining, monitoring, and improving this new learning context.
- ❑ Impact on social-emotional well-being of many students who now had to face social isolation from their peers, uncertainty about their academics, or future participation in school activities such as promotions or graduations
- ❑ Breakfast and lunch program was also impacted. Although our district opened 7 schools as distribution centers, not all families benefited from it due to the “safer at home orders” and the fear of compromising their families’ health.

Prompt 2

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

Meeting the needs of unduplicated students

Low-Income/Homeless

- ❑ Devices were provided to all students in need
- ❑ Families were contacted and provided with wifi connectivity as needed
- ❑ Online distance learning and Learning Packets were available to all students
- ❑ Homeless liaison closely collaborated with identified families, administrators, classroom teachers, or counselors to address specific issues associated with homelessness during this time of crisis.
- ❑ Mental and social-emotional learning supports were available through our Child Welfare and Attendance Office as needed

Meeting the needs of unduplicated students

English Learners

- ❑ **Distance Learning Weekly Activities Specific to Course and Grade Level**
 - ❑ Designated/Integrated ELD
 - ❑ Dual Immersion
 - ❑ Spanish
 - ❑ Web-Based Programs (Nearpod EL, Writing Coach, Imagine Learning)
 - ❑ Learning Packets
- ❑ **English Learner Support**
 - ❑ EL Support Google Form
 - ❑ Bilingual Instructional Assistant Instructional Support
- ❑ **Professional Development**
 - ❑ Synchronous and Asynchronous
- ❑ **Parent Support**
 - ❑ CUSD Family Resource Website (English/Spanish)
 - ❑ ELAC/DELAC meetings conducted virtually

Meeting the needs of unduplicated students

Foster Youth

- ❑ Ongoing collaboration continued with the Los Angeles Department of Children and Family Services social workers, educational specialists, and LACOE Foster Youth Unit in order to guarantee appropriate services.
- ❑ District Foster Youth liaison continued networking with schools administrators, counselors, and students' caretakers/families through emails, tele-communications, or postal services.
- ❑ At the secondary level foster youth liaison closely collaborated with site administrators, and monitored student participation in distance learning and provided immediate feedback to students related to course completion.
- ❑ Virtual welfare visits helped ensure the safety and well-being of foster youth.

Meeting the needs of unduplicated students

Students with Disabilities

- ❑ **Distance Learning Weekly Activities Specific to Course and Grade Level**
 - ❑ SPED Teachers to collaborate with General Education Teachers
 - ❑ Teletherapy
 - ❑ Non Public Schools and Agencies
 - ❑ Learning Packets
- ❑ **Related Services**
 - ❑ Speech Language Pathologists Check Ins
 - ❑ School Psychologists and Behavior Interventionist outreach
- ❑ **Professional Development**
 - ❑ Synchronous and Asynchronous
- ❑ **Parent Support**
 - ❑ SPED Resource Website (English/Spanish)
 - ❑ Parent Newsletters
 - ❑ IEPs conducted virtually

Prompt 3

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

High-quality Distance Learning

- ❑ During school closures, Compton Unified transitioned from onsite, in-person instruction to distance learning:
 - ❑ Elementary, Middle, High School Programs
 - ❑ Regular and Special Education
 - ❑ Alternative Education Programs

High-quality Distance Learning

District Priorities



Maintain **physical and social-emotional well-being** of our students



Continue with delivery of **core instruction**



Maintain access and availability to **standards-aligned** learning materials

High-quality Distance Learning

Short-Term Goal

- ❑ Develop an educational continuity plan to address the school closure from March 16-March 27.
- ❑ Implementation of Activity Learning Packets PreK-12th

Long-Term Goal

- ❑ Continue delivering high-quality learning opportunities for our students past the initial two weeks of the closures
- ❑ Implementation of Online Distance Learning.
- ❑ Started officially on March 31 through our Distance Learning Platform.

High-quality Distance Learning

In developing distance learning strategies our district assessed the following factors:

1. Student **access to a device** (school property of personal)
2. Student **access to internet** connectivity
3. **Familiarity with online learning, the device**, and the necessary support to ensure students knew how to navigate its features
4. Additional **training and support for teachers**

High-quality Distance Learning



1. Access to devices

- ❑ CUSD had sufficient devices at the time of closure.
- ❑ Individual sites built 1:1 solutions over 5 years
- ❑ 5 Apple schools & 4 Verizon schools
- ❑ Massive distribution at the sites from March 15-30
- ❑ ITD Distribution Center for devices and hotspots starting on April 24 at the CUSD Boardroom
- ❑ 17,713 distributed by Compton Unified (schools and boardroom)
- ❑ 1,481 students indicated they had personal devices
- ❑ Total: 19,194 (94%) confirmed having a device

High-quality Distance Learning



2. Access to connectivity

- ❑ Survey was sent to the community.
 - ❑ 1,191 completed in English
 - ❑ 651 completed in Spanish

- ❑ As of May 12 ITD had distributed
 - ❑ 352 Verizon iPads (with built-in wifi)
 - ❑ 56 Teachers Verizon iPads (with built-in wifi)

High-quality Distance Learning



3. Familiarity with devices and online learning

- ❑ **Before school closures many** CUSD students had access to:
 - ❑ Devices (ipads/Chromebooks) on a regular basis
 - ❑ Multiple online programs and applications that teachers/students use for teaching and learning
 - ❑ Google Classroom in upper elementary and secondary
- ❑ **During the school closures** Site Principals, Teachers, Ed. Services and EdTech provided support to students/parents:
 - ❑ Management of online devices
 - ❑ Access to Google Classroom/SeeSaw
 - ❑ Access to synchronized lessons using Zoom/Google Meet

High-quality Distance Learning



4. Additional support to educators

- a. All teachers were offered the opportunity to receive **initial training** by Educational Services/Ed Tech. **Google classroom** and **SeeSaw** (200 teachers participated)
- b. Additional training was offered during spring break on **multiple applications** that would help facilitate distance learning (400 teachers participated)
- c. **A Centralized Distance Learning Platform** was created to provide teachers weekly, additional grade-level and content-specific activities TK-12 in the main content areas including Reading, Math, Science, History/Social Studies, Spanish, VAPA, and Physical Education.

High-quality Distance Learning



Student privacy and safety have taken special relevance during school closures. The current circumstances have encouraged many teachers to revisit best Common Sense Media practices around good citizenship, including:

- ❑ Cyberbullying
- ❑ Responsible social media usage
- ❑ How to safely navigate the internet

Teachers and principals have been very vigilant and proactive in addressing any inappropriate student behaviors or concerns observed during these months of distance learning implementation.

Prompt 4

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

Meals

- ❑ Compton Unified continued to provide school meals to students while maintaining **social distancing practices in non-congregated settings.**
- ❑ We covered all geographical school locations:
 - ❑ McKinley (west)
 - ❑ Clinton (east)
 - ❑ McNair (northwest)
 - ❑ Longfellow (southwest)
 - ❑ Kelly (southeast)
 - ❑ Jefferson (northeast)
 - ❑ Rosecrans (central area)

Meals

- ❑ Method for food distribution was **Grab & Go**. Families had the opportunity to drive up or walk to the school/distribution center.
- ❑ Meals were distributed on **Tuesdays and Thursdays from 8:00 a.m. through 11:00 a.m.**
- ❑ Parents could grab a total of **5 breakfasts and five lunches per week per student.**
- ❑ CUSD coordinated with **Food Forward** to distribute fresh fruits and vegetables on a weekly basis.
- ❑ Other partnerships: **Food Bank and Lace Up for Charity.**

Prompt 5

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

Childcare

- ❑ Compton Unified School District Early Childhood Education took the necessary steps to reopen two school sites (**Kelly and Washington**) for the purpose of childcare and supervision for children of essential workers and at-risk populations (Manage Bulletin 20-06).
- ❑ **Early Childhood** applied to the Department of Social Services Community Care Licensing Division (CCLD) for a childcare waiver request to serve students three-ten years of age.

Childcare

- ❑ Classrooms were professionally **cleaned**, and they were **disinfected daily**.
- ❑ Classroom set up was arranged to allow for **social distancing** between students.
- ❑ Personal **protective equipment** such as gloves, facemasks, and face shields for students and caretakers were provided.
- ❑ Provisions for **student meals** were also implemented.
- ❑ **Communication to the community:** Parent Square, mailers, flyers (hospitals, police station, grocery stores, clinics, and fire department)

Thank You