



## COVID-19 Operations Written Report for Taft Union High

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Taft Union High	Dr. Blanca G. Cavazos Superintendent	bcavazos@taftunion.org (661) 763-2300, extension 330	June 15, 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.

On March 16, 2020, a District-wide professional development day focused on operations during school closure, transitioning to distance learning and meal distribution. Before closure, faculty reviewed protocols for lessons in for distance learning. Students were surveyed regarding home Internet connectivity and provided Information regarding low/no cost Internet service. Those without connectivity were issued hotspots. Over 95% of TUHSD students had online access and the remainder lacked connectivity in their remote area. These students utilized paper packets or flash drives. On March 19, 2020, students and teachers transitioned to distance learning following a schedule for instructional time. Google Classroom, Zoom meetings, phone calls, texts and email were used to connect with students. Teachers, instructional assistants and administrators worked directly with the families of English learners, special education students, homeless and foster youth using the same communications systems. Site administrators, counselors and teachers conducted outreach to unresponsive students using a shared list. Instructional assistants provided weekly academic support through Zoom meetings and phone calls. AVID tutors hosted a Virtual Help Room.

Site administrators communicated daily with faculty and students through Google Classroom. Students participated in weekly themeoriented enrichment activities featured on District social media. On "Wellness Wednesdays", students (and parents) were surveyed regarding

distance learning and social isolation. Staff also participated in a "Celebrate Our Students" cruise through students' neighborhoods. Senior Honor's Night and Mock Rock were conducted virtually. Senior Send-off combined the collection of books and materials with the playing of Pomp and Circumstance and awarding of diplomas. A virtual graduation was held. Telephone lines were routed to employees to provide direct assistance. Parents and students could email questions or concerns in either English or Spanish.

Communications were sent to students and parents through mail, email, telephone and text and by posting on the District's social media sites and website.

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

The needs of English learners were met first by the English Language Development teacher and subject area teachers who provided instruction through distance learning. The EL counselor contacted struggling students and students who were not engaging in distance learning to connect them with academic support and provide resources to meet their social emotional needs. Bilingual instructional assistants checked in with English learners and worked with teachers to monitor students' progress. Students who needed additional assistance were tutored by phone and through Zoom meetings. Contact was made by telephone, email and text.

High needs students were identified and contacted by their teachers and the instructional assistants who work with them in the classroom throughout the year. If necessary, a referral was made to the counselor to provide support for additional academic or social needs. Conferences were held with parents by phone and/or Zoom meetings. Student and parent "Wellness Wednesday" surveys were used to gather feedback and allow staff to become knowledgeable of students' social and emotional needs and provide available resources. Areas of strength and areas of need were identified through discussions with students and parents/guardians. Teachers monitored the engagement and progress of students in their classes. The names of those that were struggling or not engaging in distance learning were placed on a shared list that was accessed by counselors and site administrators for follow-up email, text messages and/or phone calls to the parent/guardian. When needs were identified, staff worked together to address the needs.

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

In compliance with the Governor's Executive Order to provide distance learning during school closure, TUHSD staff dedicated a day of professional development to prepare for distance learning instruction. Each teacher had a district-issued laptop with a camera and had previously engaged in training on Google Suite, including Google Classroom. Most teachers had already been using Google Classroom as part of their instructional tools so the transition to distance learning was not a major shift. Before closure, faculty spent two days of in-person instructional time with their students to review protocols for lessons in for distance learning, (i.e. how to access their courses, submit assignments, etc.) During these two days, students were also surveyed regarding home Internet connectivity and provided Information

regarding low/no cost Internet service. Students without connectivity at home were issued hotspots by the IT department. Over 95% of TUHSD students had online access and the remainder lacked connectivity due to residing in remote areas where service is not available. These students utilized paper packets or flash drives that were distributed and submitted weekly using the meal distribution locations. Students were issued a recommended schedule for instructional time during distance learning and teachers agreed to uniformly post assignments at the beginning of the week so that students knew what work was to be done during the week. Students' learning was monitored and evaluated by the teacher on a weekly basis through the students' participation in online discussions and activities, and completed assignments. Google Classroom, Zoom meetings, phone calls, texts and email were used to connect with students and ensure they engaged in instruction and remained engaged. Depending on the needs of the student, teachers, instructional assistants and administrators worked directly with the families of English learners, special education students, homeless and foster youth using the same communications systems. Site administrators, counselors and teachers conducted outreach to unresponsive and under-performing students using a shared list. Instructional assistants provided weekly academic support through Zoom meetings and phone calls to students. AVID tutors hosted a Virtual Help Room where students could meet with a tutor regarding their subject matter of need. Site administrators communicated daily with faculty and students through Google Classroom. Students participated in weekly theme-oriented enrichment activities featured on District social media. Social media was used to both inform and engage students and their families.

The district routed phone lines to answer questions for students and parents in both English and Spanish. Students and parents were also able to send email to a dedicated address to have their questions answered. Throughout the 48 days of school closure during Spring semester 2020, students received daily communication from their school. In addition, administrators surveyed students during "Wellness Wednesdays" to get feedback on how the students were progressing and to gather input that could improve their learning experience. Parents and teachers were also routinely surveyed to gather information to improve distance learning. At the conclusion of the school year, parents were surveyed regarding their student's experience with distance learning. Student assignments and engagement were tracked and reported by teachers. Teachers were encouraged to learn the Canvas platform and participate in professional development opportunities offered by Kern County Superintendent of Schools. In addition, professional development has been planned for the summer to assist teachers in learning, practicing and planning for teaching online, learning and refining their knowledge of the Canvas platform and online tools, integrating Literacy standard #7 into their content area, and the integration of effective online assessments. Over 90% of the faculty have registered for the summer training. Parents and students have been offered synchronous training on the Canvas platform.

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

Taft Union High School District complied with the Governor's Executive Order to provide meals to students during school closure by distributing meals through the Seamless Summer Program to youth ages 18 and under. A system of curbside "grab and go" and delivery to outlying areas was used to maintain social distancing practices. During a two-hour block of time, youth were provided breakfast and lunch on a daily basis. Delivery stops were scheduled for youth living in the outlying communities of Derby Acres, Dustin Acres, Valley Acres, McKittrick and Belridge. In addition, meal distribution was coordinated with feeder school districts to prevent duplication of effort and sufficient coverage of our attendance area. Initially, meals were distributed every weekday, but after Spring break, distribution shifted to Monday through Thursday with youth receiving meals for two days on Thursday. Meals were counted before and after distribution to account

for the number of meals provided. This data was used to predict the number of meals to prepare for the next day and to assess the desirability of the products served. The Cafeteria Manager maintained the data and used it to plan accordingly. Families were informed of the meal availability and distribution schedule through the local newspaper, District website, District social media, email to parents and students, text message to parents, and automated phone calls. Messages were provided in English and Spanish. The average number of meals distributed to date is 1,288, with a range 726 to 1,754 meals daily.

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

Taft Union High School District complied with the Governor's Executive Order to arrange for supervision of students during school closure, to the extent practicable. TUHSD facilities were made available for supervision of students, especially those of essential workers. Since TUHSD serves older students and elementary schools are within blocks of our facilities, the need for supervision of students during ordinary school hours was not requested or needed.