



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

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

The COVID-19 pandemic has impacted the Taft Union High School District (TUHSD) students, staff, parents and community members and altered how instruction and support services are provided. After the Governor's Executive Order requiring all individuals in the State of California to stay home, on March 18, 2020, instruction in the District moved to distance learning. District-wide professional development shifted to a focus on operations during school closure, transitioning to distance learning and meal distribution. Google Classroom, Zoom meetings, phone calls, texts and email were used to connect with students and continue with instruction. The 2020 spring semester concluded with a virtual Honor's Night, Mock Rock and virtual graduation ceremony. Books and materials were collected during a drive-through and seniors were able to pick up their diplomas during a similar event, "Senior Send-off". Over the summer, teachers, instructional assistants and administrators had the opportunity to participate in professional development focused on distance learning strategies and tools, including creating their Fall 2020 courses in the Canvas platform. In addition, teachers and administrators were invited to engage in professional development focused on Social, Emotional and Academic Learning (SEAL). The Reopening Schools Planning Committee, a 100-member stakeholder group, met to develop recommendations for reopening schools in the fall. Recommendations were developed for nine different areas: Instruction, Meals, Health and Safety, Mental Health, Cleaning and Disinfecting, Athletics and Activities, Transportation, Communications and Risk Management. As a result of Kern County being placed on the State Monitoring List, TUHSD began the 2020-21 school year with a distance learning instructional model.

Stakeholder Engagement

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

On June 19, 2020, the superintendent convened the Reopening School Planning Committee meeting to develop recommendations for the reopening of school in the Fall. The Committee was comprised of students, classified and certificated staff, Board members, administrators, parents and community members including participants from the Elk Hills, McKittrick and Taft City School Districts. Representatives from School Site Council, DELAC and Migrant Education Parent Council were also members of the Committee. The Committee formed nine subcommittees focusing on instruction, health and safety, mental health, meals, cleaning and disinfecting, transportation, athletics and activities, communication and risk management. The subcommittees surveyed parents through our Aeries Communication system, which sends the survey to the parents preferred mode of communication and in their preferred language. We also posted to our social media accounts and requested feedback in all areas. They developed recommendations from the results of the research, survey and discussions and presented to the Planning Committee on July 10, 2020. The recommendations are detailed at <https://tinyurl.com/y3qc5ha7>. Members who did not have Internet access or did not feel comfortable with the technology were invited to meet at the high school and utilize district computers. Their participation was facilitated by a district interpreter who assisted them in using the technology while observing safety protocols. She interpreted their questions and the responses from the Committee and Subcommittee chairs. The Board of Trustees accepted and approved the recommendations on July 16, 2020. These recommendations formed the foundation of the Learning Continuity and Attendance Plan which was presented to the School Site Council and the District English Learner Advisory Council (DELAC) separately for review and comment and the district superintendent responded in writing to any comments received from members of each group. The School Site Council met on September 3, 2020 for Buena Vista High School and on September 9, 2020 for Taft Union High School. DELAC met on September 10, 2020. The Plan was presented to the public at a public hearing during the Taft Union High School District Board of Trustees meeting on September 14, 2020 for review and comment. Feedback from stakeholders was considered in the revision of the initial plan and on September 21, 2020, the Plan was adopted at a public meeting of the TUHSD Board of Trustees.

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

The Reopening Schools Planning Committee met remotely through Zoom. Invitations were sent through email, telephone calls and texts. The leadership of School Site Councils, DELAC, Migrant Education Parent Council, and Associated Student Body were contacted to invite participation among their membership. Members of the District Learning Team (DLT) were also invited to participate. (The DLT is comprised of Board trustees, bargaining unit members, and management of the District). Anyone wishing to participate was welcomed and sent meeting information. Information regarding the public hearing and Board meetings was sent through email, text messages, social media and was posted on the District website. Remote participation and engagement were promoted in the public hearings and local governing board meetings by live streaming the meetings to YouTube where links were provided to allow the public to submit written comments regarding the specific actions and expenditures being proposed in the LCAP. Stakeholders who do not have Internet access were given the opportunity to attend the meetings in person while observing safety protocols (social distancing, wearing of masks). Stakeholders who speak

languages other than English were given access to an interpreter for the meetings. They were also encouraged to have their student utilize their district-issued laptop to access the online meetings and also participate in the meeting.

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

Feedback from stakeholders was requested via surveys during the spring closure, the summer session and the fall semester. The feedback was considered in the recommendations made by the stakeholders working on the District's Reopening School Planning Committee. The initial recommendations of that Committee were for a hybrid reopening, which took the myriad suggestions of stakeholder groups and survey feedback into consideration. Currently, student survey feedback is being shared with staff regularly by administrators. Based on student and parent feedback, adjustments have been made to the schedule and other organizational details for our learning management system and instructional practices. Schedules were also created as a result of the parent and stakeholder feedback requesting students meet with their teachers more than once a week. The schedule was created to have two interactions weekly between teachers and students in the schedule.

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

Stakeholder survey feedback overwhelmingly requested live interactions between students and staff. As a result, as the district built our Distance Learning Plan, staff were asked to build in robust face-to-face interactions with students, albeit digitally. Our schedule includes daily live interaction with numerous staff members, as well as daily check-ins to our learning management system. In addition, because stakeholder feedback overwhelmingly indicated concerns for the social interactions and mental well-being of our students, the district paid stipends to staff for training in SEAL strategies to include in instruction. Staff were encouraged to begin the year by building rapport with students before any academic instruction began. Additionally, these stakeholder recommendations led the district to contract with Qualtrics to build meaningful SEAL survey items to take "emotional temperature checks" of our students. In this way, the District will link students in need of targeted interventions with the services that best support both their social/emotional and academic needs.

Continuity of Learning

In-Person Instructional Offerings

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

Taft Union High School District will offer classroom-based instruction once Kern County is no longer on the top tier (purple) of the California Department of Public Health's Blueprint for a Safer Economy Data Chart. In-person, small cohort instruction will be available to severely handicapped students in the special education program. Parents not wishing to have in-person instruction for their student may opt for distance learning only. Once schools are able to reopen, TUHSD will begin with a hybrid model where half of the students, assigned to

cohort A, are attending classes in person while the other half, assigned to cohort B, are participating in distance learning at home. The next day, the groups will switch and Cohort A will engage in distance learning, while cohort B will participate in in-person instruction at the school site. Instructional assistants have also been assigned to students who are at greater risk of experiencing learning loss due to school closures. Our instructional assistants meet with students weekly, by phone, Zoom meetings or email and monitor their attendance, academic progress and social emotional health. Families of students in the Special Education Program were surveyed to determine the need for in-person instruction and 80% of those surveyed were interested in having that support provided. Virtual Student Support/Tutoring is offered to all students on a drop in basis Monday - Thursday. For our students in the two Moderate to Severe Special Education classes, a similar survey revealed that 70% of parents were interested in having their students return to the campus for Small Cohort instruction. Consequently, teachers will be meeting with their small cohort twice per week for six hours total of supplemental in-person instruction. Instructional assistants will provide additional support. These services are in addition to the distance learning education on the days the students are not physically in class. Students whose parents do not want them to participate in-person will continue to have distance learning instruction with their teachers. Students in the Science-based Approached to Independent Life Skills (SAILS) program have the opportunity to meet with their teacher for two hours two afternoons per week of in-person instruction. These meetings are supplemental to the daily distance learning instruction and focus on both academic and social emotional learning. Teachers will continue to assess student learning and will address learning loss in their classrooms. Remediation and reteaching of key skills essential for content are being identified. Instructional aides and tutoring will also be made available minimize learning loss.

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

Description	Total Funds	Contributing
In-person instruction will allow Special Education students in the Moderate/Severe classes to receive direct instruction in small cohorts from their teacher with the modeling and repetition of skills required for success.	54,281.00	No
Estimated transportation costs for students receiving in-person instruction for small cohorts.	18,000	No

Distance Learning Program

Continuity of Instruction

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

TUHSD students are engaged in Distance Learning through at least the first academic quarter of 2020-21. Students and their parents participated in a drive-thru registration process that provided the curriculum and instructional resources to transition to distance learning. Prior to the drive-thru date, parents were able to complete the registration process online. Those needing assistance were able to participate in "Help Nights" for personalized assistance. On the day of registration, students and their parents were able to drop off any documents requiring signatures and to pick up their technology, textbooks, supplemental reading, learning materials, supplies, fall schedule, and identification card. In addition, written instructions on how to access the coursework were included in the distribution of materials. Students and parents were informed of how to access the coursework through YouTube instructional videos promoted on the District's social media, website, and email. Workshops on how to onboard into Canvas were offered to parents and students before summer school began and again prior to the opening of school. All teachers created their Fall courses in the Canvas platform over the summer and were ready to meet with their students on the first day of school. School started on August 13, 2020. The District is providing continuity of instruction and learning by focusing on essential content standards and direct instruction during live Zoom meetings and on the Canvas platform. In addition, instruction is recorded so that students can review the information and activities as often as needed. The technology allows for students to actively interact in both large and small groups, as would occur in the in-person classroom. The Canvas platform allows students to engage in learning activities and submit their assignments. Teachers are also available to students during office hours so that small group and individual tutoring can occur. When instruction transitions from distance learning to a hybrid distance learning/in-person instruction, teachers will continue to use Canvas and Zoom to augment the direct instruction during the in-person meetings.

Access to Devices and Connectivity

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

All TUHSD students were issued a laptop with a carrying case as part of their regular instructional materials. Sophomores, juniors and seniors retained their laptops from the previous school year. Freshmen attending summer school were issued a laptop at the beginning of summer and those not attending summer school received their device during the registration drive-thru. Students who did not have Internet access at home were provided a hotspot for connectivity. In the area where connectivity with hotspots is not available, a school bus with WiFi will be parked in the community for student access. A student survey was used to ascertain the needs of students for connectivity. Students indicating a lack of connectivity were interviewed and their needs were determined. If a hotspot was needed, it was provided. Since student attendance and participation is being monitored, questions regarding connectivity are posed when talking with students and parents. Technology support is available by calling or emailing the District. Technicians work with students and their parents as is needed. In addition, questions may also be sent by email.

Pupil Participation and Progress

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

Every student is expected to log into their Canvas classes every day and daily participation and engagement are documented. Synchronous and asynchronous student engagement is monitored and measured on both Canvas and Zoom using their system's analytics to verify daily participation and track assignments. Teachers take attendance and note daily engagement in Aeries. The Attendance Office reviews and monitors attendance on a daily basis. Parents of students that are not in attendance receive an automated phone call to their home and personal follow-up by the District Engagement Team if attendance issues persist. On Friday, all students check into a synchronous session to get additional instruction and tutoring from any of their teacher(s) during open Zoom meetings. Teachers assign and verify the time value of pupil work in their courses based on both synchronous and asynchronous instruction and assignments.

Distance Learning Professional Development

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

All certificated staff and instructional assistants were issued laptops (with cameras) prior to the beginning of the school year. Certificated staff were encouraged to participate in Canvas and Google Classroom training offered by Kern County Superintendent of Schools during the fourth quarter of 2019-2020 and over the summer. During summer school, teachers were able to participate in professional development for one hour, three days per week for six weeks. The professional development focused on four goals: 1) Learn, practice & plan for teaching online, 2) Learn/Refine use of Canvas and online tools, 3) Cross-curricular Integration of Literacy standard #7 and 4) Integration of assessments for and of learning. Approximately two-thirds of the faculty participated in the summer session. In late July, 18 faculty and administrators participated in the Reimagining Teaching and Learning Academy over a three-day period. At the beginning of August, 73 teachers, counselors, administrators and instructional assistants participated in 20 hours of training on the Canvas platform. Each participant created their course(s) under the guidance and assistance of Taft College faculty. The sessions consisted of three hours of presentation and two hours of supervised work on the courses. Over 90% of the participants completed the coursework. In addition, 66 certificated staff registered for a certificate program in Social Emotional Academic Learning through Thriving YOUiversity. The self-paced program consists of 12 modules focused on proven instructional strategies to promote social emotional learning. During Preservice in August, faculty participated in sessions entitled Incorporating Literacy Standard #7 into your Curriculum and Developing the Teaching and Learning Plan. Faculty were also able to select from the following teacher-led workshops: Leading Family Groups, Mandated Reporter Training, Grading on Canvas, Building a Canvas Course Q&A and Advanced Canvas. Teachers have created a weekly, online "Teachers Helping Teachers" meeting to support one another on Distance Learning Instruction. In addition, teachers have routinely shared tips and tricks to online learning with everyone on staff through email. Staff continues to voluntarily support one another with helpful information for instruction. Designated staff is participating in the Distance Learning Network facilitated by Kern County Superintendent of Schools. Technology support is available to all staff.

Staff Roles and Responsibilities

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

Instructional support staff who were assigned classrooms by subject matter are now assigned a caseload of students for support. In addition to the teachers, the aides are the main point of contact for their individual students to support synchronous and asynchronous instruction provided during the instructional day. English Language Development (ELD) aides translate live Zoom instruction and all aides facilitate mini tutorials with students. Aides use verbal check-ins to encourage engagement and ensure academic participation is maintained. They also offer individualized supports and encouragement during distance instruction and facilitate communication between teachers and families. The Alternative to Suspension Teacher is now running social emotional group support including grief support, socialization and other social emotional needs. Additionally, she is also supporting students who enroll throughout the semester as they transition to the distance learning environment of our school. Teachers have incorporated social emotional learning strategies into classroom activities. The District nurse has provided videos on proper hygiene and health practices during the pandemic for staff and students. Campus supervisors have transitioned to be attendance support staff. They are engaging in phone calls, home visits and facilitating on-site registration for new families. We have created a transitional quarter program using the independent study model (PAC.). Athletics is supporting student services and other needs on campus. For staff whose roles have changed due to the shift to distance learning, the primary focus is on supporting student attendance and engagement and working with their families to facilitate full student engagement.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Instructional assistants have been assigned to support individual students for special education and English learners. Each instructional assistant has been assigned a caseload of students who they support in the classroom, in small break-out groups and/or individually through Zoom meetings. In addition, they monitor student attendance and academic progress. For students with disabilities, they also have their Certificated Faculty Case managers to support their IEP goals as they navigate distance learning. Case Managers/ELD Coordinator, Instructional Aides, and teachers work together to support students and engage families so that they, in turn can support the students as they learn from home. Homeless liaison and support staff are connecting with homeless and foster youth to ensure basic needs of meals, school supplies and Internet access are available. Virtual Student Support/Tutoring is offered to all students on a drop in basis Monday - Thursday. Students in the SAILS program have the opportunity to meet with their teacher for two hours two afternoons per week for in-person instruction. These meetings are supplemental to the daily distance learning instruction and focus on both academic and social emotional learning.

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

Description	Total Funds	Contributing
To support students enrolled in Piano courses, keyboards were purchased for each student so that they may participate from home	12,725.70	No

Description	Total Funds	Contributing
To support student enrolled in Art courses, art supply kits were packaged and distributed to each student so that they may participate from home.	3,277.08	No
To allow our Career and Technical Education (CTE) courses to support students, Occupational Safety and Health Administration (OSHA) certification training is being provided to all students in CTE courses. Low socio-economic students, foster youth and homeless would not be able to pay for certification training without these funds.	38,825.00	Yes
For science courses that include a lab, when applicable, students will be provided materials for home labs so that they may be further engaged in the learning provided virtually. Socio-economically disadvantaged students, foster youth and homeless students would not be able to pay for certification training without these funds.	15,000.00	Yes
College and Career/Get Focused Stay Focused transitioned from workbook to online content for additional student support with remote resources for students college and career planning.	28,684.30	No
90 Hotspots purchased for students without Internet access	1,521.71	No
Canvas Online platform purchased to replace Google Classroom. Canvas will be used to deliver online content and has additional accommodations for meeting the needs of various learning styles and disabilities. A few examples are immersive reader and translation capabilities.	5,000.00	No
Canvas Learning Management System professional development for Certificated faculty and administration. An investment in faculty capabilities and versatility to enrich the distance learning classroom environment for all students, enhancing efficacy in the distance learning environment.	107,900.00	No
Zoom Video Communications	7096.51	No

Description	Total Funds	Contributing

Pupil Learning Loss

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

The math department will use online assessments such as IXL and textbook assessments to measure learning status at the beginning of the year and measure status throughout each unit. The English department will use NoRedInk and textbook assessments to measure student learning status and progress. Work is evaluated and assigned on a weekly basis. English Language Development teachers use the Read 180 program and NoRedInk to measure the learning status of students and properly place them into the curriculum to meet their needs and assign and teach topics on a weekly basis based on progress from reports and student interaction with teachers. Teachers use online interactive quizz platforms to measure pre and post assessment of content and to accelerate or remediate student learning. Small Cohort instructional support for students with moderate to severe disabilities and those in EL will also be provided.

Pupil Learning Loss Strategies

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

One way learning loss will be addressed with English learners and students with exceptional needs is through the use of aides to support student learning. The aides work closely with the classroom teachers to understand assignments and provide additional support to students during additional Zoom meetings and tutoring times. Students are assigned one aide to work with that student in all their courses, this provides students with one person to contact for questions. Teachers also host Friday tutorials for students needing additional support. Foster youth, socio-economically disadvantaged students and pupils experiencing homelessness receive calls to ensure support needs are met, Internet access and school supplies are offered and available to students. Students are called or call in requesting supplies and they are available for pickup or sent to the bus stop with meal delivery. Students with exceptional needs are able to work with support of their assigned case managers and aides through the online learning platforms to mitigate learning loss. In addition, the district will provide small cohort instructional support for students in the Severely Handicapped and Specialized Academic Instruction and Life Skills programs, as well as for EL newcomers and others who need supplemental support. All SWD's will have a Distance Learning Plan in place to address the ways in which the district can address the specific needs of each student, even when taught in a modified manner. In this way, teachers and instructional support staff can provide more intensive help for SWD's during distance learning instruction.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Online systems such as IXL for math and NoRedInk, Read180 and Star programs for English and ELD students have reports for teachers that show students current levels and progress made. Teachers are able to assign work based on student assessment level to allow them to progress at their own pace. Special educators are able to collaborate with support staff and with families to develop individualized Distance Learning Plans for support to address and recoup learning loss. During department Professional Learning Team and School Learning Team meetings, the student data will be reviewed and discussed to implement and/or design intervention strategies to address potential learning loss.

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

Description	Total Funds	Contributing
Virtual Student Support/Tutoring for students in need of additional support outside the scheduled class time. This support is offered to all students on a drop in basis Monday - Thursday.	15,750.00	No
Targeted supplemental support for students in the SAILS class is offered virtually in the evening for two hours each week by the teacher.	2,625.00	No

Mental Health and Social and Emotional Well-Being

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

In August and September, 66 certificated staff registered for a certificate program in Social Emotional and Academic Learning through Thriving YOUiversity. The self-paced program consists of 12 modules focused on proven instructional strategies to promote social emotional learning. Teachers report that the strategies are very effective in engaging students in participating in class activities and in developing a sense of belonging. All students are also enrolled in a Principal's Forum at each school site. This forum serves as a single place where all communications from administration come. Daily announcement, encouragement, challenges, surveys, and recorded messages are delivered daily to students through the forum. Principals host "Feel Good Fridays" or "Wellness Wednesdays," which invite students to engage in live online interaction and activities with the administrator. The principals implement social emotional academic

learning activities. In addition, students are surveyed weekly to learn how distance learning is working for the student. Parent, Faculty, and Staff surveys are also sent periodically to both refine and inform our practices for distance learning with our students and support of our staff. Survey questions include queries regarding student mental health and emotional well-being. The surveys are sent through the email and the Canvas platform. Data is shared with teachers to help inform their practice. In addition, the district has contracted with Qualtrics, a data analytics company to link data from student and staff surveys with school and community based supports that may help to address student mental health, social and emotional well-being.

Pupil and Family Engagement and Outreach

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

In June prior to the start of the summer school program, TUHSD trained parents and students on the distance learning platform, Canvas, that was utilized in summer school. This parent/student training on the Canvas Platform was given virtually to parents/students in English and in Spanish to help families understand the new distance learning platform and understand how to monitor student progress from home. TUHSD uses the Aeries Communication system which allows the parents to select language and whether phone, text or email notifications are preferred for school correspondence. To start the 20-21 school year, we utilized communications through our student information system, Aeries, social media platforms, and broadcast the Week of Welcome via YouTube on the district YouTube channel. The Week of Welcome served to both troubleshoot connectivity issues and acclimate the students to the online learning environment. After the start of school, TUHSD again offered parent/student training on Canvas virtually over the weekend prior to the start of the regular schedule. Since the school year has begun, we have transitioned to monitoring student progress and making individual phone calls for students that are unengaged. For our students with disabilities and English learners, we have assigned instructional aides to offer an additional level of support and work as a liaison with students, families and teachers. Additionally, our students with IEPs have case managers who work with their teachers to monitor their IEP goals. When making connections via phone or email are unsuccessful, home visits are made to determine why the student is disengaged and look for ways to remedy the problem. Teachers and aides monitor attendance and work submission by students. Attendance calls go home nightly to parents of students who are marked absent by teachers. Tiered support includes level 1, phone calls home to celebrate engaged students and provide support as needed outside of school. Level 2 includes follow-up by instructional aides and case managers and engage in SEAL supports. Level 3 support includes SARB, counseling and placement considerations. To continually support students, parents, and keep our community informed, we regularly survey students and their families. In addition to Aeries Communication and use of social media, TUHSD has begun a podcast to also inform the parents and students of changes as they occur during the school year.

School Nutrition

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

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. For the first three weeks of the fall semester, districts were required to shift to the National School Lunch Program and serve only students enrolled in the District. In order to better serve our students, hot meals were provided and students were able to select their options and place their order online. On August 31, 2020, districts were informed of the option to shift back to the Seamless Summer Program. Grab and Go meals were provided for students in the 0-18 age group. 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. Teachers also informed their students of meal availability. Students received an announcement in the Canvas platform and a podcast announcing meal availability and ordering options was placed in the Principal's Forum. When the District transitions to the hybrid distance learning/in-person instruction, meals will continue to be distributed through the existing curbside "grab and go" and delivery to outlying areas system. For the students attending in-person, students will be served meals in the cafeteria while observing social distancing protocols. Small groups will be scheduled in the cafeteria at specified times.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Additional Hotspots provided to families that lack consistent connectivity	5000.00	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Instructional Aide training on the Canvas platform and the implementation of Canvas classroom for caseload to better support the diverse needs of SWD and EL students.	12,000.00	No
Mental Health and Social and Emotional Well-Being	Purchased Qualtrics for mental health interventions and supports so that students and families would be better served in finding specific community resources	3,000.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.6%	1,861407

Required Descriptions

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

Stakeholder surveys indicated that 10% of respondents who lack Internet access were unduplicated students in the socio-economically disadvantaged, homeless and foster youth. Since the original survey we have identified another 5% without Internet due to job loss. In order to address this need, the district purchased mobile hotspots for these students to ensure they had access to the Internet for online class participation in Canvas and for Zoom meetings with their teachers. Additional tutoring is available for English learners, homeless, foster youth and low-income students needing assistance to mitigate learning loss as identified by teachers. Students can also choose to attend live tutoring on their own.

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

Providing students with access to distance learning the students will have the opportunity to fully participate in both their classroom zoom sessions with teachers, the online content and resources provided by the teachers and aides and the live tutorial which will help mitigate their learning loss.