

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. The Taft City School District responded to the school closure in March 2020 as follows:

As of March 18, 2020 the Taft City School District was closed due to the COVID-19 Pandemic and the district continued it's closure through the last day of school on June 4, 2020. During the school closure, all students in the Taft City School District engaged in the following educational activities:

Phase I of student instruction: (March 19-April 3) All students received a printed instructional curriculum packet to complete at home.

Phase II of student instruction: (April 14-April 27) All students received a printed instructional curriculum packet to complete at home.

Phase III of student instruction: (April 28-June 4) All students received a printed instructional curriculum packet to complete at home and participated in a hybrid model of online instruction through accessing Google Classroom and Zoom to achieve daily live interaction with certificated employees and peers for the purposes of instruction, progress monitoring and maintaining school connectedness.

Beginning Wednesday, April 15, 2020 the Taft City School District distributed Chromebooks to students in grades TK-8th and also distributed 42 mobile connectivity devices to students according to the parent technology survey as appropriate.

Summer sessions for students in the Taft City School District included Extended School Year (ESY) from June 8-July 2, 2020 and Migrant Summer School from June 8-June 26, 2020. All students in both summer sessions participated in Distance Learning utilizing the district issued Chromebooks and mobile connectivity devices to access Distance Learning remotely. TCSD Summer school teachers were provided distance learning training and support both before and during the summer school sessions.

COVID-19 transmission rates have continued to rise across the state, including increasing numbers of cases in rural counties that had not previously experienced significant infection rates. Despite the closure of certain indoor sectors in counties on the County Monitoring list,

those counties continue to demonstrate concerning levels of disease transmission that impact not only the general population but also vulnerable populations in the community as well.

On July 17, 2020 the CDPH released the following guidance on reopening schools in California: "Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days." The Taft City School District is located within the local health jurisdiction of Kern County who was placed on the state monitoring list on July 18, 2020. Three days later, Kern County remained on the state monitoring list and for that reason the Taft City School District is following the current mandate to conduct distance learning only in reopening school in 2020-21. TCSD will continue implementation of a full distance learning model to begin the 2020-21 school year with consideration for a transition to a hybrid learning model, that includes in-person instruction, only when Kern County has been off of the LHJ monitoring list for at least 14 days. On August 12, 2020, at a special meeting of the Taft City School District Board, a school calendar revision was approved for 2020-21 that delayed the start of school from Aug.17, 2020 to August 24, 2020, and extended the end of school from June 3, 2021 to June 10, 2021, for the purpose of adding one week of professional development in distance learning and technology implementation for all teachers prior to the start of school on Aug. 24, 2020.

In counties on the monitoring list, CDPH guidance allows a district superintendent, private school principal/head of school, or executive director of a charter school (hereinafter superintendent) to apply for a waiver from the local health officer to open an elementary school for in-person instruction. This waiver is applicable only for grades TK-6, even if the grade configuration at the school includes additional grades. When applying for the waiver, the superintendent must submit to the local health officer evidence of (1) consultation with labor and parent organizations and (2) publication of the elementary school reopening plans on the website of the local educational agency (or equivalent). The local health officer then reviews the application and reopening plan (along with local community epidemiological data), makes a determination whether to grant or deny the waiver, and consults with CDPH regarding that determination. Elementary schools in counties on the monitoring list within the prior 14 days may not open for in-person instruction until they have received approval of a submitted waiver from the local health officer. The Taft City School District will consider the waiver process and application according to the guidelines to open elementary schools for in-person instruction in grades TK-6 as appropriate and as specified in the COVID-19 and Reopening In-Person Learning Framework.

On August 25, 2020, the California Department of Public Health (CDPH) issued guidance related to Cohorts (Cohorting Guidance), which sets minimum health and safety guidelines across multiple sectors serving youth, including childcare and schools (public and private). The guidance allows for small-group, in-person services in controlled, supervised, and indoor environments, such as those operated by LEAs for students with special needs (students with disabilities, English learners, homeless youth, students without internet connectivity, etc.). The Taft City School District will implement measures consistent with local operations and needs according to the most recently released guidance.

In the California Blueprint for a Safer Economy that was last updated on September 8, 2020, the state presented revised criteria for loosening and tightening restrictions on activities. Every county in California is assigned to a tier based on its test positivity and adjusted case rate for tier assignment including metrics from the last three weeks. Kern County has been identified with the "widespread" tier and the guidance states that schools may not reopen fully for in-person instruction until the county has been in the Substantial (Red) Tier for two weeks. Local

school and health officials may decide to open elementary schools, and school officials may decide to conduct in-person instruction for a limited set of students in small cohorts. As stated in the July 17th School Re-opening Framework (PDF), schools are not required to close if a county moves back to Tier 1, but should consider surveillance testing of staff.

Stakeholder Engagement

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

The Taft City School District has made a concerted effort to conduct and solicit meaningful stakeholder input in order to address gaps in student learning, maintain transparency and to address the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness. The purpose of all of the reopening committees were to achieve the following:

- An improved understanding of current needs and possible solutions
- More informed decision-making
- Greater trust between parties
- Stronger and longer lasting partnerships

During the Taft City School District closure, the district conducted parent and staff surveys and also invited participation in the local Reopening School Convening that included four neighboring school districts on June 19, 2020 that included Taft City School District representation of all stakeholders including parents, TCSD staff, local bargaining units, and pupil representatives as well as community representatives in the following subcommittees and meeting, via Zoom, Dates:

- Athletics and Activities (June 19)
- Cleaning and Disinfecting (June 30, July 6)
- Communications (June 23 & 30, July 7)
- Instruction (June 22, 24, 25, 26 & 29, July 2 & 6)
- Mental Health (June 29 & 30, July 1 & 20)
- Risk Management (June 25, 26 & 29, July 2 & 7)
- Student and Staff Health and Safety (June 23, 26 & 29, July 2 & 7)
- Transportation (June 26, July 1 & 2)
- Meals (June 22, 24 & 29, July 1)

The Taft City School District continually communicated the process through parent notification and social media and website posts as well as in newspaper releases and parent notification letters sent to families in the US mail; all communications were presented in Spanish and English to all stakeholders. All subcommittees engaged in guidance in their committee work from the following resources:

- California Department of Public Health Website (<https://www.cdph.ca.gov/>)

- California Department of Education (CDE) Coronavirus Response and School Reopening Guidance web page (<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>)

- CDE Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

All subcommittees reported their final recommendations on July 10, 2020 to the Reopening School Convening members as well as to the community through the You Tube public broadcast. All committee recommendations have also been publicly posted. Some of the final committee recommendations including the reopening with the hybrid learning model, where half of the student population attends in-person learning opportunities two full days per week while the other half is engaged in distance learning opportunities; also that school districts establish clear plans and protocols to ensure the health and safety of all students and staff. Additional committee recommendations included the importance and consideration of not only the physical health of all pupils but also that student mental health and wellness should be prioritized and that that school districts should examine the availability and accessibility of mental health resources and supports for their students, families, and staff members as they return to school, continue distance learning, or participate in a blended model.

The stakeholder input that the district received in this process includes the following:

TCSD Staff survey input as recorded by a Google Forms survey (310 responses) in June 2020 indicated the following:

- 56% of staff indicated a preference for students to physically return to school in 2020-21 while following CDC guidelines
- 51% of staff indicated a preference for students to attend school all days of the week but instituting two shifts to reduce the number of students in attendance for CDC physical distancing compliance

In the survey staff include comments regarding many challenges as noted including the strong belief that students should be at school to learn and staff also expressed concerns about distance learning when parents are not home as well as lack of student motivation in distance learning. Staff also have concerns about the safety aspect of returning staff and students to campus safely. Most staff are in favor of implementing screening measures to assist in the safe return to school.

TCSD Parent survey input as recorded by a Google Forms survey (305 responses) in June 2020 indicated the following:

- 58% of parents indicated a preference for students to physically return to school in 2020-21 while following CDC guidelines
- 59% of staff indicated a preference for students to attend school all days of the week but instituting two shifts to reduce the number of students in attendance for CDC physical distancing compliance

In the survey both parents and staff have overall concerns about the sanitation and safety aspect of students returning to school as well as receiving enough technology support in distance learning. Parents are also concerned about the mental and physical health of their children and want to ensure that the district is taking all of the safety precautions when students transition to in-person learning. In the technology survey regarding connectivity, a significant number of parents indicated challenges and difficulty with little or no access to connectivity in their homes.

Additionally, the Taft City School District scheduled local committee meetings including district administrator, principal, teacher, parent, board member, CSEA and CTA union representation was achieved on the following meeting dates: June 23, 25, & 30, July 2, 7, 9, 14, 16, 21 & 23. The local TCSD committee reported their recommendations to the TCSD Board and community members to receive additional stakeholder input on July 22, 2020 and all stakeholders at that time were given the opportunity to submit comments prior to Board action. The Taft City School District subsequently approved the Reopening Plan for the district on July 30, 2020 as follows:

Beginning August 17, 2020 all students in the Taft City School District will remain in a distance learning education model for the foreseeable future as directed by Governor Newsom. When it is safe the District is prepared to transition to a hybrid learning model consisting of students

attending school in person and continuing distance learning from home as well, ultimately finishing with 100% face-to-face instruction. Teachers and staff have continued to work over the summer to prepare a viable model of online delivery of instruction that upholds the rigorous distance learning standards to ensure a high level of learning for all students. The district's staff expectations in the distance learning model implemented includes the delivery of instruction to be directed by teachers from classrooms within the district to ensure the rigor of the curriculum, the availability of course materials and technical support for all staff, as well as to adhere to the accountability requirements of the distance learning model as required by the state.

The TCSD Learning Continuity Plan and TCSD Board public hearing and approval dates in which the public was provided remote access through the Zoom link listed on the agenda postings, also listed on the TCSD website and on social media in Spanish and English for the public as follows:

September 9, 2020: Learning Continuity Plan Public Hearing, with option for remote participation, the district presented a draft of Learning Continuity and Attendance. The TCSD Board meeting posting was made available as linked to the TCSD website. All stakeholders were provided opportunities to submit written comments regarding actions and expenditures included in the LCP Plan, providing prior notice of the meeting's agenda. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection. The public had the ability to submit written comments in order to speak at the public hearing regarding the TCSD LCP. The board as well as the community asked questions regarding the Learning Continuity Plan but provided no feedback to the district to consider regarding the Learning Continuity Plan (see the Sep 9, 2020 School Board Meeting Minutes). To date, the superintendent has not responded in writing to any stakeholders as there were not comments or questions submitted that came from stakeholders in the public hearing or at any prior presentations, including DELAC and PAC meetings.

Sep 16, 2020: Learning Continuity Plan Final Board Approval: The district presented the Learning Continuity Plan for board approval at a meeting of the school district board, with option for remote participation. The TCSD Board meeting posting was made available as linked to the TCSD website. The board unanimously approved the Learning Continuity Plan (see the Sep 16, 2020 School Board Meeting Minutes). The Taft City School District has also filed with Kern County Superintendent of Schools within five days after the local governing board adopted the TCSD Learning Continuity Plan who will subsequently submit the Plan to the State Superintendent of Public Instruction (SSPI)(reviewing authorities). After Board approval, the LCP will be posted in Spanish and English on the TCSD Website.

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

The Taft City School District has provided options for remote participation in public hearings and at the public board meeting at which the Learning Continuity Plan is adopted. The TCSD District English Learner Advisory Committee (DELAC), that included representation from all site English Learner Advisory Committee (ELAC) members at the meeting was held on Sep 3, 2020 in order to include district efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English: The Migrant Parent Advisory Committee also met on Sept. 15, 2020 for their input on the TCSD Learning Continuity Plan. The Taft City School District provided for translation as appropriate for all DELAC and PAC meetings, and for all of the following to be accomplished during the consultation and stakeholder feedback process regarding the development of the Learning Continuity Plan.

- TCSD solicited recommendations and comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan (LCP).

- TCSD provided the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- TCSD presented the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee for review and comment.*
- TCSD prepared to respond in writing to comments received from all stakeholder input.
- TCSD presented the Learning Continuity Plan to the community at a public hearing of the governing board for review and comment (72 hour posting requirement). No written or verbal comments were received from the LCP public hearing on Sept. 9, 2020.
- TCSD adopted the Learning Continuity Plan in a public meeting after the public hearing and not on the same day as the public hearing, on Sept. 16, 2020.

Stakeholder input was also collected at all Committee meetings that were held virtually via Zoom, including Community, local, DELAC, and Migrant PAC meetings. The district sent parent notification notices and emails that contained the Zoom links for meetings and also posted Zoom links on the TCSD Website as well.

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

Below is a summary of the feedback provided by specific stakeholder groups. The Taft City School District collected input from all stakeholders in the process of the Learning Continuity Plan Development and has considered all input, comments, and recommendations including from TCSD staff, administration, principals, local bargaining units, PAC, DELAC and ELAC members, parents, pupils and community voices.

The summer committee work of stakeholders produced final committee recommendations including the reopening with the hybrid learning model, where half of the student population attends in-person learning opportunities two full days per week while the other half also attends in-person learning opportunities two full days per week and both groups are engaged in distance learning opportunities on the three days they do not attend in-person at school; also that school districts establish clear plans and protocols to ensure the health and safety of all students and staff. Additional committee recommendations included the importance and consideration of not only the physical health of all pupils but also that student mental health and wellness should be prioritized and that that school districts should examine the availability and accessibility of mental health resources and supports for their students, families, and staff members as they return to school, continue distance learning, or participate in a blended model.

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learning. Staff also have concerns about the safety aspect of returning staff and students to campus safely. Most staff are in favor of implementing screening measures to assist in the safe return to school.

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In the survey both parents and staff have overall concerns about the sanitation and safety aspect of students returning to school as well as receiving enough technology support in distance learning. Parents are also concerned about the mental and physical health of their children and want to ensure that the district is taking all of the safety precautions when students transition to in-person learning. In the technology survey regarding connectivity, a significant number of parents indicated challenges and difficulty with little or no access to connectivity in their homes.

The DELAC comments shared on Sept. 3, 2020 included one parent's desire for students to be issued workbooks and paper packet materials to advance their children's learning. All DELAC parents recognized the district's effort to distribute devices for the purpose of distance learning for their children. No written or verbal comments were received from the LCP public hearing on Sept. 9, 2020.

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

The aspects of stakeholder input collected at various stakeholder meetings, including parent and staff survey data, committee selected recommendations, and public input were all influential in the development of the TCSD Learning Continuity plan. The following action steps in the TCSD Learning Continuity Plan have been influenced by stakeholders and included for implementation in the TCSD LCP as follows:

- Provide adequate technology to support distance learning in the district, including an adequate number of hotspot devices to distribute for the purpose of connectivity.
- Implement the Learning Management System software with appropriate training and support for all staff and students and parents.
- Support English Language Learners and students with IEPs.
- Provide Social Emotional learning modules for all students
- Adhere to all safety guidelines including physical distancing, use of face coverings, and symptom screening as appropriate for staff and students that are on site.
- Ensure Hygiene/cleaning and disinfecting between small cohorts of students.

The Taft City School District strives to communicate effectively. As the Taft City School District implements at-home learning, the district continues to focus more than ever on strengthening relationships with students and families and providing regular opportunities to share feedback and elevate concerns. The following summarize the strategies implemented to achieve authentic engagement of all stakeholders:

1. Shared Vision: Communities and school systems working closely together to shape a common vision for student success to ensure that everyone, from students to teachers to families to community leaders, all have a role to play in that vision.

2. Intentional Culture and Diversity: Building trust and achieving equity is essential in schools and systems that must address biases, understand the unique context and assets of specific communities, and encourage the sharing of diverse perspectives.
3. Authentic Collaboration: Families and community organizations are critical to student success and are continuing to share data and resources that can help families and community organizations better support student learning outside of school.
4. 360-Degree Communication: Sharing information regularly and transparently is critical and requires Schools and systems to create meaningful opportunities for all voices to be heard.

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.]

The Taft City School District is committed to implementing actions 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. As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. There are many considerations and decision-making points the Taft City School District will need to consider in planning. First and foremost, the Taft City School District will focus on ensuring student learning and competency development while also considering a student's social-emotional well-being. The district will continue to work to eliminate the barriers to student success that existed before the closure. The Taft City School District has an unprecedented opportunity to improve how we educate each child through the implementation of more student-centered designs that will also embed student social-emotional well-being supports in which staff will provide daily check-ins with students and make referrals as needed to provide additional social-emotional resources and support as appropriate to all students. TCSD Staff members have been trained in the Student Assistance Team (SAT) process for student referrals of academic deficiencies as well as social-emotional needs that have surfaced in the daily interactions between staff and students. The SAT process allows for the scheduling of dedicated meetings to implement student interventions as appropriate and to monitor and support students in the application of district and community resources as appropriate. Students needing additional social-emotional support will also be matched to an adult mentor as needed for at least weekly check-in points of contact. In regard to pupil learning loss, the Taft City School District will address pupil learning loss as a result of COVID-19 during the 2019-20 and 2020-21 school years that affected minority students, and low-income students who did not receive the support needed to regularly participate in distance learning. The Taft City School District has developed procedures to identify and support students and families who are

facing barriers to participation in distance learning and are at risk of learning loss. The Taft City School District recognizes that certain student groups are at a higher risk of being disengaged, including youth in foster care, homeless students, and English learners who all require targeted support, as planned and described in the TCSD LCP. The Taft City School District outreach strategies have been designed to consider the unique needs and barriers experienced by the student, particularly if they are in a high-risk group, and must include conducting outreach to students and their caregivers in languages other than English.

As the Taft City School District plans for a transition from an all distance learning model to a blended instructional learning model in 2020-21, one consideration will include partial in-person attendance and partial distance learning for all students. The Taft City School District has planned for an A/B schedule where one group of students (Group A) reports to school on two designated days (Monday and Tuesday) for in-person instruction and the second cohort of students (Group B) reports to school on two designated days (Thursday and Friday). On the other three days, all students would be engaged in distance learning activities with at least one designated live interaction with their teacher for each day of distance learning. The in-person student learning and competency development plan will include standards-based instruction, a specific focus on literacy, and math intervention activities to ensure improved student achievement in mathematics. The Taft City School District will address students with significant learning loss and will apply in-person instructional strategies to mitigate student learning loss including student assessment and application of intervention activities in ELA, Mathematics, and ELD.

All students in the Taft City School District receive the district's core curriculum in the in-person and hybrid learning model, which is based on the state curriculum documents, including frameworks, State Academic Standards, reading and math task force reports, specific program requirement handbooks, or government reports. The following is a list of materials/textbooks considered core curriculum in the Taft City School District:

Kindergarten-Third Grade- Reading/Language Arts- McGraw Hill School Education Reading Wonders (K-6)/Mathematics-Houghton Mifflin Harcourt GO Math! (K-6) /English Language Development- McGraw Hill School Education Reading Wonders (K-6)

Fourth and Fifth Grade- Reading Language Arts- National Geographic Learning/Cengage Learning Reach for Reading (K-6)/Mathematics-Pearson Scott Foresman envision Math (K-6)/E.L. Achieve Systematic ELD

Sixth Grade-Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics-Houghton Mifflin Harcourt GO Math! (6-8)/E.L. Achieve Systematic ELD

Seventh Grade- Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics-Houghton Mifflin Harcourt GO Math! (6-8)/English Language Learner- High Point - Hampton-Brown 2002

Eighth Grade- Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics- Houghton Mifflin Harcourt GO Math! (6-8)/English Language Learner High Point - Hampton-Brown 2002

On Tuesday, August 25, 2020, the California Department of Public Health ("CDPH") issued guidance for Small Cohorts/Groups of Children and Youth that applies to groups of children and youth in controlled, supervised, and indoor environment operated by local educational agencies, non profits, or other authorized providers. The purpose is to provide guidance for necessary in-person child supervision and limited

instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth, including students with disabilities, and for those programs to understand the required health and safety practices needed to prevent the spread of COVID-19 in their settings. The CDPH consideration for cohorts minimizes the number of people exposed if a COVID-19 case is identified in a child or youth attendee, provider, other instructional support provider, or staff member of a particular cohort. Additionally, the district is currently developing a plan for implementation in collaboration with local health officials and school-based staff (including, organized labor), but are not required to receive express approval from the local health department. However, the district will adhere to any applicable, more restrictive local public health directive.

CDPH provided the following specific guidelines with regard to cohort size and cohort mixing in which the district will follow accordingly:

Cohort Size

- Cohorts must be limited to no more than 14 children and youth.
- Cohorts must be limited to no more than two supervising adults.
- Requirements for adult to child ratios continue to apply for licensed childcare programs.
- Cohorts can be divided, as needed, into subgroups of children and youth from the same cohort, as long as the 14-to-2 ratio is not exceeded.
- The maximum cohort size applies to all children and youth in the cohort, even when not all children are participating at the same time.

The following is the amended guidance on Sep 8, 2020 for the small cohort size:

- Cohorts are limited to no more than 14 students, with no more than 2 supervising adults in a supervised environment, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort. The number of students and staff who make up a cohort should be based on student needs. Cohorts can – and often will – be smaller than 14, staffed by 1 or 2 consistent adults. For example, a cohort could be 6 students with 1 adult or 8 students with two adults that stay together throughout the day. In addition, a cohort can be divided into subgroups of students that may interact with one another during the day, as long as there are no more than 16 individuals in that cohort overall.
- The number of adults assigned to a cohort should be minimized and is ideally limited to two. However, cohorts may include more than two adults, provided the total size of the cohort does not exceed 16 individuals (students and adults together).

Cohort Mixing

- Prevent interactions between cohorts, including interactions between staff assigned to different cohorts.
- Assign children and youth who live together or carpool together to the same cohort, if possible.
- Avoid moving children and youth from one cohort to another, unless needed for a child's overall safety and wellness.
- Cohorts must be kept separate from one another for special activities such as art, music, and exercise. Stagger playground time and other activities so that no two cohorts are in the same place at the same time.
- One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.
- Specialized service includes but is not limited to occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.

- Services must be provided consistent with the industry guidance for Limited Services.

Considerations for Staff

- Supervising adults and staff should be assigned to one cohort and must work solely with that cohort. Avoid changing staff assignments to the extent practicable. Substitute providers who are covering for short term absences are allowed but must only work with one cohort of children per day.
- Meetings that include staff from different cohorts must occur remotely, outdoors, or in a large room where all service providers wear masks and remain at least a six foot distance from others. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed..

The Taft City School District School will continue to develop Site-Specific Plans that address the above mentioned considerations. the district will limit student attendance when cleared by Kern County to do so, by dividing each school into two cohorts, Group A and Group B. Group A will attend in-person on Monday and Tuesday and engage in distance learning on Wednesday, Thursday, and Friday. Group B will attend in-person on Thursday and Friday and engage in distance learning on Monday, Tuesday, and Wednesday. Wednesdays will be used for intensive cleaning and disinfection on all campuses in the district. The determination of small cohort student groupings is based on the needs of students. Students with disabilities will be prioritized by the Taft City School District for receiving targeted supports and services, including English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness may also be prioritized. The site specific plan will address the following considerations:

- Cleaning & Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

In order to address the cleaning and disinfectant component of the in-person instruction plan, a cleaning and disinfecting regiment has been established in the district for the both the hybrid and small cohort implementation according to state guidance.

- Cohorting: How students will be kept in small, stable groups of 14 or less with fixed membership that stay together for all activities and minimize/avoid contact with other groups.

The District will follow the cohorting guidelines as released on August 25, 2020 by initially implementing small cohorts of students for necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children

and youth, as follows:

The district will complete the calculation of what 25% of building capacity is by campus.

The district will determine the number of 14:2 cohorts that could be accommodated by 25% capacity on each campus.

The district will provide one-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's

cohort.

- Entrance, Egress & Movement Within the School: How movement of students, staff and parents will be managed to avoid close contact / mixing of cohorts.

The district will prevent interactions between cohorts, including interactions between staff assigned to different cohorts. The district will assign children and youth who live together or carpool together to the same cohort, if possible. The district will avoid moving children and youth from one cohort to another, unless needed for a child's overall

safety and wellness. Cohorts will be kept separate from one another for special activities such as art, music, and exercise. The district will stagger playground time and other activities so that no two cohorts are in the same place at the same time. The district will also provide for one-to-one specialized services that can be provided to a child

or youth by a support service provider that is not part of the child or youth's cohort.

- Face Coverings & Other Essential PPE: How CDPH's guidelines for face coverings and protective barriers will be satisfied and enforced.

The district will require adults and students will use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings.

- Health Screenings for Students & Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from

others and sent home immediately.

The district will implement daily health Screenings for Students & Staff according to protocol.

- Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

Identification & Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the schools have designated staff to support contact tracing and work with KDPH. Appoint a COVID-19 Coordinator for sites. The district has installed handwashing stations and hand sanitizer on all TCSD campuses and facilities. A

COVID-19 Coordinator has been assigned to all sites and the COVID-19 coordinators will be involved in contact-tracing work for students and staff in conjunction with KDPH. In the event of COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) in staff and students, staff and students will be sent home, will be

recommend for testing, and the School/classroom will remain

open. In the event of staff and students have had close contact with a confirmed COVID19 case, staff and students will be sent home to quarantine for 14 days from last exposure with a recommendation for testing and the School/classroom will remain open. In the event of a confirmed COVID-19 case infection for staff and students, the

district will notify the local public health department, isolate case and exclude from school for 10 days from symptom onset or test date, will identify contacts and quarantine & exclude exposed contacts. The district will disinfect and clean of classroom and primary spaces where case spent significant time, and the school remains open.

After negative testing, staff and students may return to school 3 days after symptoms resolve and the school/classroom remains open.

- Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

The district will implement the following precautions with staff and students: Physical distancing, in combination with the use of face coverings, decreases the risk of COVID-19 from respiratory droplets. Physical distancing between adults will be maintained as much as possible, and adults and students will use face coverings at all times,

pursuant to the CDPH Schools Guidance regarding face coverings. Physical distancing between young children in the same cohort will be balanced with developmental and socio-emotional needs of the age groups. Supervised care settings will follow applicable industry guidance on appropriate use of face coverings by children and youth.

- Staff Training & Family Education: How staff will be trained and families will be educated on the application and enforcement of the site plans.

The district will provide training for staff and families in order to be educated on the application and enforcement of the site plans.

- Testing of Students & Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or who have been exposed will be rapidly tested and what protocols they are to follow while waiting for testing results. Describe how staff will be periodically tested to detect asymptomatic infections.

The district will ensure that students and staff who have symptoms of COVID-19 or who have been exposed will be rapidly tested and will implement protocols staff and students are to follow while waiting for testing results.

- Communication Plans: How the district will communicate with students, staff and parents about cases, exposures at the school, all consistent with FERPA and

HIPAA.

The district will follow all FERPA and HIPPA requirements in the COVID-19 environment.

In order to meet the needs of all special education students, the district will utilize and update Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. The district will also communicate openly and often with families for a collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

Other considerations for students with disabilities in the Taft City School District in-person instruction include the following:

- Plan for students who are medically fragile or have compromised immune systems
- Consider different requirements for personal protective equipment and essential protective gear for students with physical assistance needs or students who need to see faces
- Consider options for students that are unable to maintain physical distancing or wear masks
- Build in flexibility to benefit all students and staff and continually plan to work with TCSD special education administrators and staff.

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

Description	Total Funds	Contributing
The Taft City School District will develop and implement an in-person schedule for students according to CDPH small cohorting guidelines that includes plans and protocols to ensure the safety of students, including foster youth, English Learners, or low-income students as applicable, and staff as well as considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.	\$0	No
The Taft City School District will identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to develop an instructional schedule model to address student needs with a focus on	\$0	Yes

Description	Total Funds	Contributing
implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.		
The Taft City School District will address the social-emotional well-being of all students, including foster youth, English Learners, or low-income students as applicable, during in-person instruction through the delivery of social-emotional learning modules as appropriate and through the provision of targeted support for students who need to access district resources as needed, including but not limited to, direct consultation with district psychologist services.	\$100,000	Yes
The Taft City School District will specifically meet the needs of English Learners through the implementation of dedicated in-person schedules and the application of English Learner specific resources and curriculum tools.	\$0	Yes
The Taft City School District will address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery in order to meet the needs of each population by providing available district resources as appropriate.	\$100,000	Yes
The Taft City School District will provide principals and others school leaders with the resources necessary to address the needs of their individual students, including foster youth, English Learners, or low-income students as applicable, for in-person instruction in the Taft City School District for developing and implementing procedures and systems to improve the preparedness and response efforts of the Taft City School District.	\$300,000	No Yes
The Taft City School, District will engage staff in professional development to support in-person instruction, including transitioning between virtual learning and in-person classroom activities for all students, including foster youth, English Learners, or low-income students as applicable.	\$0	Yes

Description	Total Funds	Contributing
The Taft City School District will restore bus routes as appropriate to serve the transportation needs of students, including students with disabilities who have transportation services listed in their individualized education program (IEP).	\$0	No
The Taft City School District will implement the Attention to Attendance Program to serve as an early-warning and intervention system to improve student attendance and to decrease the chronic-absenteeism in the district.	\$0	No
The Taft City School District will schedule Instructional planning collaboration time to allow for school leaders and teachers to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student in the in-person instructional model for all students, including foster youth, English Learners, or low-income students as applicable.	\$0	Yes
The Taft City School District will purchase supplemental instructional materials for students as appropriate in order to support and to accelerate learning for all students, including foster youth, English Learners, or low-income students as applicable.	\$0	Yes

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.]

The Taft City School District will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality including the district'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. The Taft City School District follows California's

curriculum frameworks as guidance documents for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level. All curriculum frameworks include information on how to ensure access and equity for all students and also includes guidance on how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery. TCSD is committed to the following components in the implementation of distance learning in the district:

- TCSD will confirm or provide access for all students to connectivity and devices, so all students are able to participate in the educational program and complete assignments

The Taft City School District has distributed 2304 Chromebooks to the students currently enrolled in the district, grades TK-8. The district has also provided 200 MiFi devices for connectivity as needed according to the parent technology surveys that were completed when students were issued district Chromebooks. Prior to the first day of school on August 24, 2020, the district provided parent training via Zoom by the Kern County Superintendent of Schools office in the Canvas Learning Management System (LMS) so that parents would have a basic understanding of the functionality of the LMS; the district has posted the parent training videos in Spanish and English on the TCSD website.

- TCSD will align content to grade level standards at a level that is substantially equivalent to in-person instruction.

The Taft City School District has implemented distance learning in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee. Distance learning in the Taft City School District includes the following:

- Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.
- TCSD will provide students with daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

The Taft City School District Daily engages in live interaction as a two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities. Examples of daily live interaction in the Taft City School Distance Learning model includes synchronous online instruction with students and phone calls where both parties communicate at the time of occurrence. One-way communication is excluded as daily live interaction including voicemails, emails, or print materials, is not considered a live interaction.

- TCSD will provide academic and other supports for students who are not performing at grade level or need additional student services, like mental health services

The Taft City School District has adopted a learning continuity plan and attendance plan that includes plans for the distance learning program implementation in fall 2020. The district also tracks and reports daily student participation in the Learning management system and student

information system, maintains a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning that verifies daily participation and tracking of assignments, and provides either daily live interaction or develops an alternative plan for frequent live interaction. The district also confirms access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work within the distance learning framework.

- Special education and related services will be provided with any accommodations necessary to ensure a student's individualized education program (IEP) can be implemented in a distance learning environment

The Taft City School District meets the requirements of distance learning by providing accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

- TCSD will provide designated and integrated instruction in English language for English learners, including the assessment of English language proficiency and the ability to reclassify as fully English proficient.

The Taft City School District ensures designated and integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and support for dual language learning. The Taft City School District implements designated and integrated ELD as part of the core instruction during distance learning model. English learner students in the district are assessed via distance learning to informally assess the progress in ELD for English learners. The Taft City School District continues to offer language acquisition programs via distance learning.

All students in the Taft City School District receive the district's core curriculum in the distance learning model, which is based on the state curriculum documents, including frameworks, State Academic Standards, reading and math task force reports, specific program requirement handbooks, or government reports. The following is a list of materials/textbooks considered core curriculum in the Taft City School District:

Kindergarten-Third Grade- Reading/Language Arts- McGraw Hill School Education Reading Wonders (K-6)/Mathematics-Houghton Mifflin Harcourt GO Math! (K-6) /English Language Development- McGraw Hill School Education Reading Wonders (K-6)

Fourth and Fifth Grade- Reading Language Arts- National Geographic Learning/Cengage Learning Reach for Reading (K-6)/Mathematics-Pearson Scott Foresman envision Math (K-6)/E.L. Achieve Systematic ELD

Sixth Grade-Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics-Houghton Mifflin Harcourt GO Math! (6-8)/E.L. Achieve Systematic ELD

Seventh Grade- Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics-Houghton Mifflin Harcourt GO Math! (6-8)/English Language Learner- High Point - Hampton-Brown 2002

Eighth Grade- Reading/Language Arts- McGraw Hill School Education StudySync (6-8)/Mathematics- Houghton Mifflin Harcourt GO Math! (6-8)/English Language Learner High Point - Hampton-Brown 2002

The Taft City School District ensures the student learning instructional minute requirement according to the TK-5th grade daily distance learning schedule as follows:

8:00-9:15 am- Synchronous instruction- ELA

9:30-10:30 am- Synchronous instruction- Mathematics

10:30-10:45 am- Synchronous instruction- ELD, Social-Emotional Learning, Science, Social Studies

12:30-2:30 pm- Asynchronous Academic activities/PE/extracurricular activities

Minimum day schedule for students occurs every Wednesday at 1:30 pm for the purpose of scheduling professional development activities for teaching staff.

The Taft City School District ensures the student learning instructional minute requirement according to the 6th-8th grade daily distance learning schedule as follows:

8:00-9:15 am- Synchronous instruction- Periods 1, 4, 7, 2, 5

9:30-10:30 am- Synchronous instruction- Periods 2, 5, 1, 3, 6

10:30-10:45 am- Synchronous instruction- Periods 3, 6, 4, 7

12:30-3:00 pm- Asynchronous Academic activities/PE/extracurricular activities

Minimum day schedule for students occurs every Wednesday at 1:30 pm for the purpose of scheduling professional development activities for teaching staff.

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.]

The Taft City School District has access to and has distributed a sufficient number of Chromebooks to ensure device accessibility to all students in TK-8th grades prior to the school start date of August 24, 2020. The district has also collected information from parents on a technology survey to determine which parents are lacking connectivity in their homes. The District currently has access to over 200 MiFi devices and is distributing according to the parent connectivity need indicated on the technology survey. Parents have been informed of available options for low cost local internet and have also been provided with contact information for the TCSD Informational Technology Department to access if they are having any technical difficulties in accessing distance learning through the district-issued devices. Additionally, prior to the first day of school on August 24, 2020, the district provided parent training via Zoom by the Kern County

Superintendent of Schools office in the Canvas Learning Management System (LMS) so that parents would have a basic understanding of the functionality of the LMS.

The district also provides technological support for district and site staff in the distance learning implementation model through the Information Technology Department and the technology work order ticketing system for any issues of connectivity or functionality so that no interruptions in the TCSD Distance Learning model occur.

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.]

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous instruction and assignments made by and certified by a certificated employee of the Taft City School District. Although the Taft City School District will not be reporting ADA in FY 2020–21 the district will continue to record and track student attendance and participation for the purpose of compulsory education, reporting student attendance in CALPADS for chronic absence reporting and avoiding audit penalties.

The Taft City School District measures student participation and progress through logging attendance in the AERIES student information system daily for all students. Also, the district requires teachers to complete a weekly engagement log report that indicates if each student has logged in to the video or online synchronous instruction and/or has completed asynchronous assignments/assessments on a daily basis; the teacher also logs when contact has been made with students and/or parents in the distance learning model and the teacher lists a summary of assignments/assessments that have assigned daily. Additionally, the teacher tracks daily attendance in the Canvas Learning Management System and can access reports related to live contacts and synchronous instructional minutes for documentation of pupil progress; student grades within the Learning Management System and the Student Information System provide an additional tool to measure and evaluate student progress of work assignments, attendance and student participation.

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.]

The following Research-Based Distance Learning Principles will be applied in the TCSD Distance Learning Implementation through Teacher Professional Development as appropriate::

- A strategic combination of synchronous and asynchronous instruction
- Student control over how they engage with asynchronous instruction
- Frequent, direct, and meaningful interaction.
- Collaborative learning opportunities
- Interactive materials
- Assessment through formative feedback, reflection, and revision

- Explicit teaching of self-management strategies

The Taft City School District has provided professional development and resources to staff to support the distance learning program, including technological support as follows:

- Canvas Learning Management Training as provided by Kern County Superintendent of Schools
- Grade level and content are collaboration for curriculum alignment and pacing as appropriate
- Zoom and Google Classroom training as provided by Taft City School District Informational Technology Department
- Technology Training as provided by Taft City School District Informational Technology Department
- English Learner Strategy Training as provided by Clark Consulting
- Collaborative grade level and content area teamwork is provided by the district on at least two designated Wednesdays per month as specified in the minimum day configuration for students that occurs weekly on every Wednesday throughout the school year
- October 12, 2020 is a no student, Professional Development day for staff and teachers, that is utilized to provide appropriate professional development for all staff in distance learning and to provide additional support and training in technology as appropriate
- According to the current TCSD Distance Learning schedule, all TCSD teachers are scheduled a minimum of one hour and 45 minutes of planning and preparation time for lessons, alignment, pacing and materials review daily on Monday, Tuesday, Thursday and Friday each week for the purpose of distance learning implementation

Staff Roles and Responsibilities

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

Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while also ensuring the health and safety of staff and students in the TCSD Distance Learning program as a result of COVID-19 include the following:

- Establish structures and protocols for checking in with the teachers and staff responsible for executing distance learning.
- Access all virtual classrooms through the LMS and periodically check in with those classrooms during their scheduled distance learning time.
- Establish a mechanism for tracking student engagement and interaction while also accounting for student attendance.
- Ensure that updates and expectations about the school's distance learning program are communicated to students and families including tips for student success and directions for accessing online platforms.
- Ensure that a Special Education Distance Learning plan is developed for all students with IEPs in the school by their special education teacher and/or other school-based staff with knowledge of the student, and that each child's plan is shared and discussed with their family.
- Communicate to parents, students, and staff regularly throughout the implementation of the Distance Learning model in the District.

The teacher roles and responsibilities reflect the changes to an employee's original role or responsibility when it is not feasible in a remote learning environment in the TCSD Distance Learning program implementation as a result of COVID-19 include the following:

- Utilize the district adopted Learning Management System for the purpose of monitoring instruction and assignment completion. Access to all LMS accounts are made available to site and special education administration, as applicable.

- Establish expectations for defined synchronous and asynchronous learning time for students that include expectations for live learning.
- Establish Instructional schedule expectations that support distance learning alignment to Grade level/content standards through grade level and content area collaboration.
- Develop a plan to utilize non-certificated staff in the virtual classroom environment as appropriate for individual and small group support.
- Monitor student daily engagement in distance learning and document the daily participation of every student for each school day during which distance learning is provided.
- Utilize the District's attendance system for tracking student attendance during Distance Learning.
- Communicate regularly with parents and students to ensure daily live interaction with all students.

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.]

The California English Learner Roadmap Policy has set the direction for educating English learners in California and the Taft City School District will adhere to the following guiding principles:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

The Taft City School District will provide daily language instruction services to English learners through the scheduling of designated and integrated ELD in order to ensure progress toward English language proficiency and to meet grade-level academic achievement for all English Learners.

The following is a description of the supports that will be provided for English Learners during distance learning:

- English learners in the Taft City School District will continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum.
- ELD is a required course of study for English learners.
- Teachers have received extensive training in effective English Learner strategies prior to the start of school in 2020-21 including the following scheduled training from Clark Consulting Training (CCT) in English Learner strategies for both new and returning teachers:

New Teachers:

Teachers that are new to ELD will participate in an initial two-hour training via Zoom. These teachers will be split into two groups for their training. They will learn the steps of three oral language methods that can be conducted online with students. These teachers will be

provided a break from the digital meeting to complete an assigned task of creating specific prompts for each of the three methods they have learned. This task should take 30 minutes to complete. At the end of the two-hour break, the teachers will attend a second ninety-minute session to discuss their prompts, receive feedback and practice effective online questioning with the consultant and other participants.

Returning Teachers:

Returning teachers will participate in grade-band groups for each site or by district-wide grade level. These teachers will participate in a one-hour training session that clearly explains the differences between in-person and online ELD method instruction. The Flipgrid accounts will be set up that the teachers will use to collect final student responses and provide feedback that pushes students to produce language with greater sophistication. On the next calendar day, the teachers will attend a second one-hour session to discuss their prompts, receive feedback and practice effective online questioning with the consultant and other participants.

For English learners checking for understanding will include opportunities to have oral conversations to elaborate on the language necessary to articulate what is understood and ask questions for clarifying what is not fully comprehended.

For students with disabilities, instructional time may be determined by the Individualized Education Program (IEP) team, as instructional delivery should be appropriately adapted to the unique needs of the student. Additionally, instruction and activities should be aligned to learning objectives and goals specified in the IEP. The Taft City will ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act as follows:

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the district model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required. The Taft City School District will include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Additionally, the district will utilize and update Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

The Taft City School District will utilize the Blueprint for Change in order to promote educational success for youth in foster care in their jurisdictions. The Goals and Benchmarks can be used in numerous ways to initiate broader system reform. The Blueprint can be used to accomplish the following in the district for foster youth:

- Begin conversations among various stakeholder groups;

- Assess a state or jurisdiction's attention to the issue of education needs for children in out-of-home care;
- Create a template for an action plan for change;
- Identify what data needs to be collected to measure outcomes;
- Begin or enhance existing conversations about cross-system collaboration and information sharing;
- Structure components of curriculum development or training modules;
- Inform a legislative agenda.

For children and youth experiencing homelessness, the Taft City School District will provide the following:

- Immediate enrollment for families and students who lack fixed, regular or adequate housing, including doubled-up, due to economic hardship, loss of housing, and natural disasters. Homeless students will be allowed even without documentation to enroll, including school records, immunizations or other required health records, proof of residency, or guardianship in order to attend classes and participate fully in school activities.
- Posting and sharing of homeless liaison contact information and posters that includes the educational rights afforded to youth experiencing homelessness in any/all areas as possible. T
- Provide information to teachers of the definition of homelessness and how to reach the homeless liaison. Teachers will communicate directly with families experiencing homelessness and can be the first to find out if a homeless student is in need.
- Ensure that all teachers, staff and leadership know who the liaison from the county office of education, district and school site are and how they can be reached year-round.
- Allow for flexibility with homeless students who might need to have additional time for assignments and might not be receiving notifications from the teachers and/or school. Students and their families may need additional time to get learning materials such as Chromebooks and MiFi connectivity devices.
- Reach out often to families and youth currently identified as homeless to monitor their current living situations, health, safety, basic and education needs. When connecting with students, the district will also consider those students who were or may be at risk for homelessness including students who are/were new to the district, students not responding to teacher or district correspondence, and families who mentioned changes in addresses in registration documentation.
- Consult with liaisons to develop or revisit messaging that is sensitive and related to housing- safety, stability, academic needs. Communicate and share the definition of homelessness and student rights with teachers and academic staff for awareness of existing services and support including nutrition services and other available resources for homeless students.

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

Description	Total Funds	Contributing
The Taft City School District will provide equipment and hardware access for all students, including foster youth, English Learners, or low-income students as applicable, to connectivity and devices, so all students are able to participate in the educational program and are able to complete assignments within the distance learning model.	\$1,100,050	Yes

Description	Total Funds	Contributing
The Taft City School District will provide technology support to all students, including foster youth, English Learners, or low-income students as applicable, and staff in the implementation of the distance learning program.	\$160,000	Yes
The Taft City School District will purchase the Learning Management System and other applicable software for all students, including foster youth, English Learners, or low-income students as applicable, in the implementation of distance learning .	\$12,500	Yes
The Taft City School District will provide professional development to all teachers and staff in distance learning technology and the Learning Management System for the participation of all students, including foster youth, English Learners, or low-income students as applicable, in the Taft City School District distance learning model.	\$400,000	Yes
The Taft City School District will implement the TCSD Lead Teacher structure of grade level and content area collaboration in the alignment of grade level standards and pacing of academic content in distance learning for all students in order to be substantially equivalent to in-person instruction, including for foster youth, English Learners, or low-income students as applicable.	\$20,000	Yes
The Taft City School District will schedule daily designated and integrated ELD language instruction for all English learners and provide staff with professional development in targeted English Learner strategies to ensure that English Learners continue to make progress toward English language proficiency and achievement of grade-level academic standards.	\$100,000	No
The Taft City School District Special education and related services program will be provided with any accommodations necessary to ensure a student's individualized education program (IEP) can be implemented in a distance learning environment	\$350,000	No
The Taft City School District will address the social-emotional well-being of all students, including foster youth, English Learners, or low-income students as applicable, during	\$200,000	Yes

Description	Total Funds	Contributing
distance learning through the delivery of social-emotional learning modules as appropriate and through the provision of targeted support for students who need to access district resources as needed.		
The Taft City School District will Identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to develop an instructional schedule within the distance learning model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.	\$100,000	Yes

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 Taft City School District will address pupil learning loss as a result of COVID-19 during the 2019-20 and 2020-21 school years that affected minority students, and low-income students who did not receive the support needed to regularly participate in distance learning. The Taft City School District has developed procedures to identify and support students and families who are facing barriers to participation in distance learning and are at risk of learning loss. The Taft City School District recognizes that certain student groups are at a higher risk of being disengaged, including youth in foster care, homeless students, and English learners who all require targeted support, as planned and described in the TCSD LCP. The Taft City School District outreach strategies have been designed to consider the unique needs and barriers experienced by the student, particularly if they are in a high-risk group, and must include conducting outreach to students and their caregivers in languages other than English.

The Taft City School District School plans to evaluate and track the progress of each student in the district as a prerequisite to addressing the learning loss that English learners, low-income students, foster youth, students with exceptional needs, and students experiencing homelessness are more likely to experience as a result of COVID-19. The district will consider with what tools, and at what frequency to

assess student learning status in English language arts, English language development, and mathematics. The Taft City School District will also use student participation and work completion, or failure to participate and complete work, in the calculation of grades and progress reporting. Additionally, the Taft City School District will consult with students, families, and educators in developing these plans to address pupil learning loss.

Additionally, the Taft City School District will utilize diagnostic assessments to identify specific areas where instruction or intervention may be needed to improve student learning.

Due to interrupted instruction caused by COVID-19, the Taft City School District will schedule universal screenings at a variety of intervals. The Taft City School District will utilize Formative Assessments/Progress Monitoring that takes place during the lesson and provides actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

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.]

The Taft City School District will use Learning Loss Funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act.

In order to address student learning loss and to accelerate student learning in the Taft City School District, the following will be implemented:

1. Assemble a small, diverse acceleration planning team for a series of planning sessions.
2. Plan for several potential instructional delivery scenarios in the 2020-2021 school year.
3. Assemble an advisory committee that will offer your acceleration team student, teacher, leader, and family perspectives about the choices and decisions you are making.
4. Prioritize concretely planning to accelerate student learning across the course of the next school year.
5. Answer key questions you'll need to begin planning for reopening.
6. Start with information you already have to answer key questions.
7. Collect any additional information that you need but don't already have.

8. Identify challenges and opportunities—three to five each—that your team will need to address.

In order to address student learning loss and to accelerate student learning in the next two years, the following key recommendations will be implemented:

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
2. Plan TCSD approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
3. Adapt TCSD scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. Train TCSD teachers and leaders to diagnose students' unfinished learning and provide acceleration support.
5. Monitor TCSD student progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

In order to address student learning loss and to determine what other challenges should we anticipate as we plan to accelerate student learning, the following key recommendations will be implemented:

1. Ensure that TCSD fully staffed for the start of the 2020-2021 school year.
2. Develop a social and emotional responsiveness strategy that supports all your students in restarting school and considers the trauma many have experienced.
3. Ensure that TCSD has a strong plan to communicate with all of your stakeholders.
4. Develop a plan to shift to strong at-home learning rapidly, using what TCSD has learned in this round of at-home learning to improve your approach for the future.

In order to address learning loss and accelerate learning progress for pupils, the following strategies differ for pupils who are English Learners:

The California English Learner Roadmap Policy has set the direction for educating English learners in California and the Taft City School District will adhere to the following guiding principles:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness

- Principle Four: Alignment and Articulation Within and Across Systems

The Taft City School District will provide daily language instruction services to English learners through the scheduling of designated and integrated ELD in order to ensure progress toward English language proficiency and to meet grade-level academic achievement for all English Learners.

The following is a description of the supports that will be provided for English Learners during distance learning:

- English learners in the Taft City School District will continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum.
- ELD is a required course of study for English learners.
- Teachers have received extensive training in effective English Learner strategies prior to the start of school in 2020-21 including the following scheduled training from Clark Consulting Training (CCT) in English Learner strategies for both new and returning teachers:

New Teachers:

Teachers that are new to ELD will participate in an initial two-hour training via Zoom. These teachers will be split into two groups for their training. They will learn the steps of three oral language methods that can be conducted online with students. These teachers will be provided a break from the digital meeting to complete an assigned task of creating specific prompts for each of the three methods they have learned. This task should take 30 minutes to complete. At the end of the two-hour break, the teachers will attend a second ninety-minute session to discuss their prompts, receive feedback and practice effective online questioning with the consultant and other participants.

Returning Teachers:

Returning teachers will participate in grade-band groups for each site or by district-wide grade level. These teachers will participate in a one-hour training session that clearly explains the differences between in-person and online ELD method instruction. The Flipgrid accounts will be set up that the teachers will use to collect final student responses and provide feedback that pushes students to produce language with greater sophistication. On the next calendar day, the teachers will attend a second one-hour session to discuss their prompts, receive feedback and practice effective online questioning with the consultant and other participants.

For English learners checking for understanding will include opportunities to have oral conversations to elaborate on the language necessary to articulate what is understood and ask questions for clarifying what is not fully comprehended.

In order to address learning loss and accelerate learning progress for pupils, the following strategies differ for pupils who are students with disabilities:

For students with disabilities, instructional time may be determined by the Individualized Education Program (IEP) team, as instructional delivery should be appropriately adapted to the unique needs of the student. Additionally, instruction and activities should be aligned to learning objectives and goals specified in the IEP. The Taft City will ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act as follows:

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the district model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required. The Taft City School District will include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Additionally, the district will utilize and update Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

In order to address learning loss and accelerate learning progress for pupils, the following strategies differ for pupils who are foster youth:

The Taft City School District will utilize the Blueprint for Change in order to promote educational success for youth in foster care in their jurisdictions. The Goals and Benchmarks can be used in numerous ways to initiate broader system reform. The Blueprint can be used to accomplish the following in the district for foster youth:

- Begin conversations among various stakeholder groups;
- Assess a state or jurisdiction's attention to the issue of education needs for children in out-of-home care;
- Create a template for an action plan for change;
- Identify what data needs to be collected to measure outcomes;
- Begin or enhance existing conversations about cross-system collaboration and information sharing;
- Structure components of curriculum development or training modules;
- Inform a legislative agenda.

In order to address learning loss and accelerate learning progress for pupils, the following strategies differ for pupils who are homeless students:

For children and youth experiencing homelessness, the Taft City School District will provide the following:

- Immediate enrollment for families and students who lack fixed, regular or adequate housing, including doubled-up, due to economic hardship, loss of housing, and natural disasters. Homeless students will be allowed even without documentation to enroll, including school records, immunizations or other required health records, proof of residency, or guardianship in order to attend classes and participate fully in school activities.
- Posting and sharing of homeless liaison contact information and posters that includes the educational rights afforded to youth experiencing homelessness in any/all areas as possible. T

- Provide information to teachers of the definition of homelessness and how to reach the homeless liaison. Teachers will communicate directly with families experiencing homelessness and can be the first to find out if a homeless student is in need.
- Ensure that all teachers, staff and leadership know who the liaison from the county office of education, district and school site are and how they can be reached year-round.
- Allow for flexibility with homeless students who might need to have additional time for assignments and might not be receiving notifications from the teachers and/or school. Students and their families may need additional time to get learning materials such as Chromebooks and MiFi connectivity devices.
- Reach out often to families and youth currently identified as homeless to monitor their current living situations, health, safety, basic and education needs. When connecting with students, the district will also consider those students who were or may be at risk for homelessness including students who are/were new to the district, students not responding to teacher or district correspondence, and families who mentioned changes in addresses in registration documentation.
- Consult with liaisons to develop or revisit messaging that is sensitive and related to housing- safety, stability, academic needs. Communicate and share the definition of homelessness and student rights with teachers and academic staff for awareness of existing services and support including nutrition services and other available resources for homeless students.

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.]

The Taft City School District will gather information about students' unfinished learning by using diagnostics from high-quality adopted materials as often as possible. The diagnostic assessment provided by the high-quality instructional materials as adopted by the Taft City School District is the preferred way to diagnose gaps that students might have in their learning.

Prioritizing which unfinished learning needs additional diagnosis may include the following:.

- Elementary English Language Arts: Ensure that teachers diagnose students' reading foundational skills (using DIBELS20 (TK-5), AIMS/WEB (6-8), STAR Reading) and reading fluency. Additionally, ensure that teachers are clear on which students have reading comprehension and writing skills below grade level (using high-quality, short assessments).
- Elementary mathematics: Rather than giving one significant diagnostic assessment up front, consider using appropriate math diagnostic assessments, including but not limited to STAR Math, to determine what prerequisite skills will be most important for students so that they'll be set up to master their current grade level's content at the beginning of each unit throughout the year. Then diagnose whether students have those skills using assessments.

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

Description	Total Funds	Contributing
The Taft City School District will identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to	\$100,000	Yes

Description	Total Funds	Contributing
develop an instructional schedule within the distance learning and in-person models to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.		
The Taft City School District will increase mental health services and supports for all students, including foster youth, English Learners, or low-income students as applicable, utilizing district resources, including but not limited to district psychologist services.	\$100,000	Yes
The Taft City School District will purchase educational technology (hardware, software, and connectivity) for students, including foster youth, English Learners, or low-income students as applicable, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology.	\$200,000	Yes
The Taft City School District will purchase various diagnostic, formative, and summative assessment tools for the purpose of attaining academic information for all students, including foster youth, English Learners, or low-income students as applicable, in order to address and collect data to resolve pupil learning loss.	\$0	Yes

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.]

The entire education community has been affected by the COVID-19 pandemic and the Taft City School District is committed to monitor and increase services to support the mental health and social and emotional well-being of the TCSD students and staff during the 2020-21 school

year. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with Social-emotional learning (SEL) is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections. As students return to campus in classrooms adapted to ensure physical distancing, the Taft City School District has prioritized social-emotional learning as a key component of mental health and ensures that the following professional development and resources will be provided to students and staff to address the trauma and other impacts of COVID-19 on the school community as addressed in the district's reopening plan:

WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

•The Taft City School District promotes the wellness of students on a daily basis as follows:

- Conduct universal screening to identify social-emotional needs of students.
- Adopt policies that support staff and student wellness.
- Conduct routine check-ins using a trauma- and resilience-informed lens.
- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Use professional development time with staff to increase trauma knowledge and skills including suicide prevention training.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Conduct schoolwide mental health assessment that includes trauma and stress.
- Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).

COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

The Taft City School District engages community-based and local government partners in supporting the mental wellness of staff and students as follows

Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. The Taft City School District and all school sites include information and links to increase access to mental health and wellness resources. Share resources for basic needs..

Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>.

STAFF WELLNESS

The following supports are available in the Taft City School District to promote staff wellness and prevent burnout, compassion fatigue, and secondary traumatic stress:

- Provide staff trainings on secondary traumatic stress and self-care
- Promote mindfulness techniques and staff social supports.
- Provide routine communication (in-person or virtual) to staff members to encourage self-care,
- Promote the use of staff support groups to enhance staff cohesion and coping.

- Provide information to staff about mental wellness and local resources.

CLASSROOM STRATEGIES

In distance learning implementation, teachers will be trained in virtual interactions with students in regard to the regulating, relating, and reasoning with students as follows:

Regulate

Supporting students to become regulated is educators' first priority. Given the major shifts in format and schedule that distance learning requires, exacerbated by fear from a current crisis, students may be more anxious than usual. Anxiety may be more likely, and more pronounced, among students who have already been experiencing chronic and toxic stress, adverse experiences, and/or trauma. To help students feel more settled, educators can model and provide opportunities including beginning interactions and lessons with grounding and centering exercises that help students focus on what is happening in their mind, body, and/or surroundings in order to help students engage and stay focused. Teachers will create structure and consistency through lesson schedules, regularly scheduled communication, and clear, concise instructions with intentionally built into daily lessons and activities, and, when learning is synchronous teachers will check in with students to determine whether they need a break. Teachers will also create structures to support asynchronous learning including offline learning at home, and insert intentional breaks into suggested student schedules.

Relate

For many students, their experiences in school — both with the school's environment and with adults and other students — create a sense of safety and support. Distance learning can represent a loss for those students, especially for those who are navigating adversity at home or in their broader communities. Now more than ever, it is important for teachers to promote positive, healthy relationships with their students by noticing and being sensitive to what they need, being attuned to those needs, and responding to students in warm, inclusive, and supportive ways, as well as in considering how teachers perceive and respond to challenging student behaviors.

Reason

Once students are regulated and related — feeling safe and supported — educators and others can support their learning of academic content that may require recalling, reflecting, and/or communicating their knowledge. Teachers will be realistic and gentle about creating a “new normal” with students and their families, students, parents, and caregivers that the provided schedules can be customized to meet their needs.

TARGETED INTERVENTION FOR STUDENTS AND STAFF

The Taft City School District will ensure the following supports for all staff:

- Provide staff with resources from their Employee Assistance Program (EAP).
- Align district funding, policies, and programs to fully support mental wellness for staff.
- Promote and support adult Social Emotional Learning (SEL)..
- Ensure that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).

The Taft City School District will ensure the following supports for all students:

- Implement Social Emotional Learning (SEL) through the Canvas Learning Management System to promote social-emotional competencies among students.
- Maintain and/or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.

- Align district funding, policies, and programs to fully support mental wellness for students.
- Utilize technology to deliver mental health services to students remotely while ensuring HIPAA or FERPA compliance and security. The district will coordinate with mental health partners to ensure confidentiality.
- Encourage students to use counseling services as needed. Promote messaging to remove stigma.

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 order to ensure student engagement with Distance Learning in 2020-21, in the Taft City School District has attempted to engage families as follows prior to the start of school:

- Review the digital platform with the students and parents through Digital Platform training offered by COE. Post videos regarding how to access the digital platform for future viewing on the TCSD website
- Establish regular office hours for students to connect with their teachers and peers within the student schedule.
- Ensure that communications with parents are translated to the extent possible and that translators are available for teachers to contact parents who speak languages other than English.

In distance learning, instructional time is calculated based on the time value of assignments made and certified by a certificated employee of the Taft City School District in which the student is enrolled. Those assignments can include assigned instruction or activities delivered through synchronous or asynchronous means. Synchronous opportunities may include full group instruction, peer interaction, and collaboration, two-way communication, small group breakouts, or individual office hours. The delivery method should match the purpose of the current learning outcome, corresponding task, and program placement. At times it may be appropriate for new content to be delivered asynchronously utilizing synchronous time for peer interaction, small group breakouts, or individual office hours. Inversely, at times content may require synchronous opportunities to include direct instruction on new content. The ratio of synchronous and asynchronous and the sequence of these chunks of instructional time will depend on the course structure, instructional methods, access to technology tools, student needs, and whether learning is taking place entirely online or if the class is using a blended model.

The Taft City School District will apply the following tiered reengagement strategies for pupils who are absent from distance learning and for the purpose of providing applicable support services and interventions that can be provided.as follows:

- The Taft City School District will implement welcome strategies for students and parents to promote a culture of attendance, including raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program.

- The Taft City School District will ensure that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school.
- The Taft City School District implements the Attention to Attendance Program to serve as an attendance and conferencing management program to increase learning time for all students and to improve school site and parent relationships by proactively monitoring attendance and engagement with parents and students, including the implementation of positive communication strategies. The district engages in communication and Translation Management, Letter Mailing Logistics for the specified number of absences, Student/Parent Conference/ Virtual Meeting Management, and Data management that drives outcomes of an improved attendance rate and a decrease in student chronic absenteeism in the district. Additionally, the Attention to Attendance Program has expanded their services with COVID-19-specific messaging and tracking in the current COVID-19 environment.
- The Taft City School District will address the third tier of the re-engagement plan in order to serve students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The TCSD SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.
- The Taft City School District will implement the Student Assistance Team (SAT) process for student referrals of academic deficiencies as well as for social-emotional needs that have surfaced in the daily interactions between staff and students. The SAT process allows for the scheduling of dedicated meetings to implement student interventions as appropriate and to monitor and support students in the application of district and community resources as appropriate.

Additionally, the Taft City School District will utilize the following strategies to provide intervention, as appropriate, for students who are absent from distance learning:

- Verification of current contact information for each enrolled pupil through direct parent contact
- Daily notification to parents or guardians of student absences
- Student outreach from the school to determine pupil needs including connection line with health and social services as necessary
- Transitioning the pupil to full-time in-person instruction as appropriate
- Weekly Engagement Logs will be completed, signed and submitted at the end of every week

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.]

The Taft City School District adheres to SB 98 requirements that an LEA must continue to provide meals to any student who is eligible for a free and reduced-price meal, regardless of whether or not the student is receiving in-person or distance learning instruction, for every day of the scheduled school year. The U.S. Department of Agriculture extended, through the end of the 2020-21 school year, a number of waivers

to provide schools with the necessary flexibility to continue to provide meals even when a student is not scheduled to be on campus. Specifically, these flexibilities will allow for the provision of meals outside the normal meal pattern requirements, allow meals to be served outside of group settings and standard times to allow for alternative service options, and allow parents or guardians to pick up meals for students engaged in distance learning in the Taft City School District beginning August 24, 2020.

The Taft City School District Nutrition Services Department will continue to offer curbside meal service for breakfast, lunch, and snacks daily beginning August 24, 2020, and beginning September 1, 2020, the district will provide supper meals as well as fresh fruits and vegetables provided by the the Fresh Fruit and Vegetable Program (FFVP). Curbside meal service will be available Monday - Friday from 11:00 am - 1:00 pm at Conley Elementary, Jefferson Elementary, Parkview Elementary, Roosevelt Elementary, and Taft Primary schools. The district currently participates in the Community Eligibility Provision program, therefore all meals are distributed at no cost to students in the district utilizing appropriate recording documentation as appropriate. The Nutrition Services Department will continue to follow the USDA meal pattern for breakfast, lunch, and snacks to ensure nutritionally adequate meals are provided to all students in the Taft City School District. On August 31, 2020 the U.S. Department of Agriculture announced the extension of several flexibilities that allow summer meal program operators to continue serving free meals to all children through as late as Dec. 31, 2020 in order to ensure that children have access to the nutritious food they need regardless of whether their campus is open for in-person instruction.

The Taft City School District is aware that a successful nutrition program is a key component to every educational environment and that school meals protect the most vulnerable children against hunger. The Taft City School District is mindful that students cannot focus on learning when they are feeling hungry and the district recognizes that school meals boost learning, while studies also show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in the Taft City School District is extremely important and is a priority to address in the Taft City School District. As school food service operations transition from serving meals during unanticipated school closures to serving meals in a blended learning school environment, the Taft City School District continues to consider national, state, and local health and safety guidelines. The TCSD food service director has engaged in district discussions as a committee member regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals. The Taft City School District has also considered the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time and has included applying for state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements as well as procurement of equipment, supplies, and menu options necessary for meal service. Additionally, the TCSD Nutrition Services Department has implemented changes as appropriate in all of the following areas to ensure safety for all: health and hygiene promotion, cleaning and sanitation, meal preparation, onsite and offsite meal service, and communication with students and families. The district has implemented a robust communication system for parent notification that includes, but is not limited to, communications delivered through US mail, social media, electronic school site marquis, local newspaper publications, the TCSD website, and fliers given at meal distribution sites.

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

Section	Description	Total Funds	Contributing
School Nutrition	The Taft City School District will continue to provide meals to all students, including low income students, to protect the most vulnerable children against hunger.	\$250,000	Yes

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
32.75%	\$6,095,750

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 indicate that a significant number of respondents who lack internet access fall into the Low Income and English Learner unduplicated student groups. Therefore, in order to address this need, the district purchased mobile connectivity devices to ensure that these students have reliable access to the internet in order to fully participate in distance learning. The district also decided to provide mobile connectivity devices to the remaining students in need of connectivity in order to ensure all students have reliable access to distance learning. The Taft City School District's unduplicated rate is currently slightly above 84% and based on the stakeholder feedback, the district is cognizant of the need for student support in technology including for foster youth, English learners, and low-income students and has provided technology assistance to students as an increased and improved service in the district. By providing students with access to

distance learning, all students have the opportunity to fully participate in the distance learning educational program and will assist in mitigating pupil learning loss.

Stakeholder feedback and input acknowledge that learning loss has occurred for many students as a result of the COVID-19 crisis and in order to mitigate learning loss for all students, including foster youth, English learners, and low-income students, TCSD ensures student access to distance learning that is supported through multiple aspects of implementation. The Taft City School District has purchased the Learning Management System for the implementation of distance learning, has provided teacher Professional Development for staff, students, and parents in distance learning, has scheduled grade level collaboration for curriculum alignment and student intervention purposes, and has planned for assessment screening to address academic and social-emotional needs of all students. By providing these actions/services the district will effectively address pupil learning loss for all TCSD unduplicated students.

Data from stakeholders indicates that students in the Taft City School District have high needs in the area of mental health and social-emotional well-being, and the Taft City School District is addressing those needs in order to ensure the overall mental health and well-being of all students. The Taft City School District has implemented universal assessments for screening to identify social emotional needs of all students, has provided social-emotional support including district psychologist services and additional resources as appropriate, and has applied social-emotional learning modules in the Learning Management System for student access. The Taft City School District is committed to providing a trauma-informed and trauma-sensitive environment by implementing the critical resources students need to overcome and cope with adversity. Additionally, the district provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment for all students. By providing students with social-emotional support and services, the district ensures the mental health and social-emotional well-being of all students, including foster youth, English learners, and low-income students.

Stakeholder surveys and the high poverty rate in the Taft City School District indicate a need to provide meals to all students to protect the most vulnerable students, including foster youth, English learners, and low-income students, against hunger. Research from the Center for Disease Control indicates that children with a high number of Adverse Childhood Experiences, or even one severe instance, have difficulty learning and participating in regular classroom settings without support. Supporting low income students and English learners and their families dealing with trauma will prepare students with coping skills to attend to learning, and as a result, student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. By providing students with access to nutrition services, the Taft City School District ensures that all children have access to the nutritious food they need regardless of whether their campus is open for in-person instruction.

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

Taft City School District has set into place an array of supports for FY, EL, and low-income students in an in-person learning environment with research-based practices that improve and increase the outcomes of our students. These supports have been re-examined and modified to meet the demands in a distance learning environment. The Taft City School District provides increased or improved services for Foster Youth, English-Learners, and Low-income students by providing resources for student support in relationship to In-person Learning

Actions, Distance Learning Actions, and Pupil Learning Loss including the cycle of student assessments. In-person Learning Actions are supported through Multi Tiered System of Support interventions and resources/materials, literacy development support through STAR Renaissance, and Teacher and staff professional development. All increased and improved services for foster youth, English learners, and low-income students have been increased or improved by the percentage required in the Taft City School District as related to the student services including school meal distribution, student outreach and service delivery, CCSS grade level standards and pacing implementation, the implementation of the Learning Management System, including professional development for teachers, as well as providing principal and school leader resources as appropriate. Additionally, the district increased professional development for all teachers in distance learning, the Learning Management System, and technology by adding one week of professional development prior to the start of school on Aug. 24, 2020 for the purpose of teacher training. Distance Learning Actions in the Taft City School District are supported through Technology implementation and distribution of Chromebooks, MiFi Connectivity devices, and uninterrupted access to technology support. Pupil Learning Loss Actions are also supported through the diagnostic assessment of all students and the application of systematic interventions, both academically and behaviorally (PBIS) to resolve pupil learning losses. In summary, by ensuring foster youth, English learners, and low-income students have access to connectivity and devices in distance learning, by ensuring the TCSD unduplicated students have access to additional instructional learning time to compensate for learning loss experienced during the COVID crisis, by providing unduplicated pupils access to mental health and social-emotional support, and by providing nutrition services and meals regularly, students will benefit from the district's offer of increased or improved services.

How services in the Taft City School District contribute to meeting the percentage calculated as compared to the services for all students: Services will be tailored to unduplicated students in a number of ways: (1) the counselor and parent liaison will prioritize services for unduplicated students by having a marker on the internal referral form and tracking data separately; (2) an ELD aide will be matched specifically with English learners; (3) the online assessment tools and learning management system will have options for translation, text-to-speech, larger text, etc.; (4) regular check-ins at food distribution sites (from parent liaison and other staff) to see how low-income students are doing; (5) transportation for afterschool that is prioritizing enrollment for English Learners and low-income students; (6) regular parent engagement events for this specific subgroup; (7) regular professional development around supporting English Learners and low-income students both academically and socio-emotionally; (8) regular coaching on how to use improvement principles to disaggregate data and measure success for these subgroups. The above listed actions are expected to result in required proportional increase/improvement in services for unduplicated pupils according to the following criteria:

- Quality (improve) : The technology tools being adopted have options for Spanish translation, text-to-speech and larger print. This will help parents and students better access the academic materials. The counselor, parent liaison, administrators, and teachers will receive regular professional learning and ongoing coaching to understand how to best teach these subgroups of students and how to infuse improvement practices by examining disaggregated data.
- Quantity (increase): This subgroup of students will be prioritized for mental health and socio-emotional service with an internal referral process. An ELD aide will be used to specifically target instructional support for a set of English learners. Transportation access for this subgroup will be provided for afterschool programs; regular parent engagement practices will happen via zoom meetings in Spanish and regular teacher/parent communications. The district has implemented appropriate actions to ensure both academic learning and emotional well-being for students in order to achieve these comprehensive wrap around supports implemented that are designed to support the whole child during this challenging time.

