

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
Arcohe Union Elementary School District	Troy Miller Superintendent/Principal	miller@arcohe.net 209.748.2313

General Information

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

As the pandemic has spread across the globe, the area Arcohe Union School District serves is as impacted as any other. In response to the need to shelter-in-place based on guidelines set by the Sacramento Public Health Department, the district cancelled physical classes and asked by staff and students to stay home. In the Spring of 2020, the teachers at Arcohe put together an Emergency Learning System to finish the year, but with time to design a more effective system, the method of distance-learning instruction in Fall 2020 is much more intentional and focused.

As a small single-school district in rural Southern Sacramento County that covers 83 square miles, there are unique challenges the district and families face in accessing instruction over the internet. To help mitigate these issues, the district allocated a large portion of money to increase connectivity and technology for students. Also recognizing the difficulties some of our low-income and bilingual families face in understanding how to best support the technology, we have both monolingual and bilingual staff available to troubleshoot with families both over the phone and in person, if necessary.

Arcohe has worked closely with our families to understand their thoughts and needs and to relay how we intend to meet the needs of our students. While there is a strong desire to resume in-person learning, there is also a subset of families wishing to continue with a distance-learning-only format for the duration of the pandemic. It is our intention to be able to do both, on a case-by-case basis.

Stakeholder Engagement

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

To better understand the perspective of our families, the district has reached out to families and staff in a number of ways. During the spring shut-down period and summer break, the district sent out several online surveys, in both English and Spanish, to better understand the needs of our families and the attitudes of staff members. The surveys included the topics of technological needs, the delivery method of instruction and the school year calendar as it related to the first day of school. Results of these surveys were both used internally to plan and shared with the Board of Trustees for policy setting.

Being a small, single-school district, we also have the unique ability to converse directly with a majority of the families. Throughout the closure, school personnel have engaged in personal conversations with families in the main office, on the phone, during student work and lunch pick-up times and at local stores regarding their opinions and needs. In an effort to ensure we also gather information from our EL families, our Bilingual Specialist reached out to families individually to address concern and answer questions. We also had the unique opportunity to informally speak to students during this time to both understand how they were dealing with all the news systems and procedures, but also to understand what else we needed to do as a district to help them more. These informal interactions were shared internally with administrators, the certificated teachers' union, and other staff to help shape the new look of distance learning.

Once a plan was developed, it was shared with the teachers' union, the Parent Advisory Committee, the District English Language Committee, and the Board of Trustees. The public has also been invited to attend board meetings virtually using a Google Meet link shared on the board agenda. Many families have made public comments about various aspects of distance learning which has helped the Board of Trustees set a direction for the school. The formal Learning Continuity Plan can be found on the arcohe.net website under District Information.

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

As mentioned above, it is important to solicit public opinions in a safe format. Consequently, the district sought ways to send out digital surveys and to provide virtual meeting links to the community and staff. These methods have proven to be effective in garnering input while maintaining social distance.

Based on the popularity of the virtual meeting option, the district will continue to use these methods and will invest in technology to improve the quality of presentation to make it more effective.

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

Based on interactions with families, below is a brief list of items to note:

- A large majority of families prefer in-person learning as soon as possible. This group of people believe schools need to be open and students need to be in school. Distance-learning is not effective, in their opinion.
- There is a strong desire from the public for the school to apply for the elementary school waiver as soon as it is made available

- A smaller group of families are seeking other methods of instruction through the end of the pandemic. Some are choosing to home school while others have notified the school they wish to only participate in distance learning.
- Most families have stated the need for at-home technology to support with distance learning. The district currently provides internet hotspots, iPads, and Chromebooks to support student learning.
- When presented with the academic calendar, the majority of the public voted against delaying the start of the school year past Labor Day, as was suggested.
- About 20% of our families participated in the Seamless Summer food distribution program during the summer months.

Based on interactions with staff, below is a brief list of items to note:

- Staff asked about a way to create a summer school starting in late July to get some of our struggling students back in the classroom sooner. Ultimately, the county health department stated schools could not do this based on current conditions.
- Staff overwhelmingly voted to start the school year earlier than anticipated to help students and families.
- Members of the protocol committee were instrumental in creating a document for the district.
- A majority of the teachers asked to come back to school to teach from their classrooms when school opened in August.

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

Based on conversations and input from the public, the school shaped the 2020-2021 school year to address as many of the needs as possible. Items include:

- The academic calendar was adjusted to move the start of school up a week to get student back in a classroom as quickly as possible. Families and the district believed moving up the calendar made sense and would help slow the academic slide seen by not having school in session.
- A formal document was created to outline the protocols to reopen school. In this document, the district designed procedures for all aspects of school as students start to come back for in-person learning. This document has been made available to families and staff.
- To bridge the learning and technology gap, the district distributed technology to all families and held Meet the Teacher events to help distribute materials directly to families and to start the connection between students and teachers. Unlike Spring 2020, teachers have not had the opportunity to form a bond with students so it was important to find a way to start this process.

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.]

To be able to open school safely, it is important for the school to prepare procedures for all aspects of school reopening. From the start of the shut down in March throughout the summer months, a group of administrators and teachers came together to design the outline of these procedures. In this document, many aspects of safe school opening were considered, including:

- Enhanced cleaning protocols across the district. In addition to the daily cleaning, the district is under contract with a restoration company to provide a multi-step approach to both slow the spread of the virus on surfaces as well as deep clean the school in the event of an outbreak. The district also invested in a machine to create our own environmentally-friendly chemicals on site that is safe to use during the school day in classroom when students are around. In addition to the formalized cleaning program, teachers will have the opportunity to spot clean in the classrooms throughout the day.
- Teachers have been instructed on proper hygiene and a main focus for the first couple of days will be to teach students how to have proper hygiene. Each classroom and space has anti-bacterial soap and hand sanitizer for staff and student use.
- The temperatures of all staff and students will be taken before entering classrooms and buses. In the event of a temperature over 100.1, the individual will be retested to confirm the temperature. If a fever is present, the student will be isolated and sent home.
- Under the direction of the Sacramento County Health Department, all individuals above the age of two will be required to wear masks when six feet of social distance cannot be maintained. The district will continue to follow the directives on this matter.
- The district installed signage across the district to encourage proper hygiene, note the symptoms of COVID-19, and to require social distancing. These signs are in both English and Spanish.
- Students will follow a hybrid instructional model in which students will attend full-day classes on either Monday/Wednesday or Tuesday/Thursday with all students attending classes virtually from home on Fridays.

A complete breakdown of the district's School Reopening Plan can be found on the district website under COVID-19 Resources.

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

Description	Total Funds	Contributing
Technology replacements/upgrades/purchase for EL and Special Education students to ensure all students had proper connectivity and access to the online instruction (Chromebooks, iPads, hot spots)	49,113.11	Yes
Technology replacements/upgrades/purchase for teachers (laptops, web cameras, document cameras)	6000	No

Description	Total Funds	Contributing
Personal Protective Equipment and Signage	10,626.57	No
Whole school cleaning by outside agency related to COVID-19	10,312.50	No
Bioprotect Antimicrobial Surface Protectant - 90 day Protection Plan	5400	No

Distance Learning Program

Continuity of Instruction

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

To help all students reach standards, the district is offering synchronous and asynchronous learning for all students during the distance learning phase of instruction. Students are expected to be in attendance daily for all of their classes and the direct instruction coupled with the off-line learning exceeds the minimum daily instructional minutes. During the time of synchronous learning, teachers are expected to teach the core curriculum of English Language Arts and Math to ensure students continue to make progress in these areas. The core ELA instruction also embeds the English Language Development instruction for all learners. For uniformity and ease, all classrooms use the tools from the Google platform (meet, classroom, etc.). Classroom teachers meet with both large and small groups of students to personalize instruction. If 1:1 interactions are needed, those are scheduled by the teacher and parent. The instructional times are staggered between grade levels to limit overlap of instruction to help families better support their children.

To help augment the core curriculum, the district also purchased several supplemental materials to help our unduplicated students and students identified through our MTSS process as needing additional intervention. These programs include, but is not limited to, Lexia, Freckle, Spelling City, Imagine Learning, Typing Instructor for Kids and Mystery Science. In addition to these programs, our two Reading Specialists and Bilingual Specialist meet with students to help them access the core curriculum.

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.]

As a 1:1 district, Arcohe had the ability to issue Chromebooks and iPads to any family indicating they needed technology at home. Additionally, any family who indicated a lack of reliable internet at home received an internet hot spot. Students will be able to keep the devices until the students are allowed to fully return to school and the risk of another COVID-19 outbreak is unlikely. Please note, this may be the entire 2020-2021 school year. For students who need additional help, the office staff has been available to talk to parents over the phone or have them make appointments with staff to determine how to resolve difficulties. The office also has two bilingual staff members available to help families with limited English proficiency. When a solution cannot be found with the devices given, the staff asks families to return the equipment and they are replaced.

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.]

Students are expected to attend class sessions daily through the Google Meet/Classroom platform. The amount of synchronous time is based on the grade level of the students and is increased by grade level spans. Students in grades TK-K are expected to be online for a minimum of 45 minutes daily. Students in grades 1-2 receive a minimum of 90 minutes of instruction. Grade 3-5 receive a minimum of 150 minutes and students in grades 6-8 receive 180 minutes. Apart from this whole group, direct instruction times, teachers meet with students in small groups and individually outside these times. Students are also expected to complete tasks and homework asynchronously and turn in items through the Google Classroom platform. The amount of time for each grade level varies by teacher but all are expected to assign student work to be completed outside the core instructional minutes.

Examples of tasks include Science and Social Studies instruction through pre-recorded teacher lessons and activities, supplemental educational websites and apps, and problem-based learning activities. Teachers are expected to take attendance daily and mark a student as absent or tardy if they are not on time to the meeting for proper record keeping. If students or parents reach out to the instructor after live instruction and note issues of why they were able to get online properly, the teachers are to note the issue. The notation by the teacher is used to show the level of engagement by students but also as a way to track issues students might be experiencing. Some examples might include a problem with technology, a lack of communication between home and school, or even something more serious that might require intervention from the school or outside organizations.

Students are expected to actively participate in group discussions and complete corresponding assignments posted either on the Google Classroom site or in packets handed out by the teacher. Time accounting for classrooms include both live instruction and the off-line learning tasks to ensure each classroom meets the minimum daily instructional minutes threshold.

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.]

Prior to the start of school, teachers were trained on various aspects of online learning as support. These trainings included instruction on the Google platform, website design, the school information system, and an opportunity to openly share what they have learned with others. As the school year has progressed, there were focused trainings on different aspects on the use of technology in the classroom (tablets, document cameras, etc.)

To supplement instruction, the district has purchased programs to support the core curriculum, as named in the Continuity of Instruction section. As the programs have come online, we have held mini lessons with the teachers who will be using the programs. The Director of Curriculum and Instruction is in charge of the purchase and implementation of the supplemental programs.

Staff Roles and Responsibilities

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

Due to COVID-19, many staff roles have had to shift since Arcohe shut down for in-person instruction on March 13, 2020. Below is a list of jobs and corresponding responsibilities directly affected by the pandemic:

- Teachers

- o Instruction had to be transmitted virtually using either the Google Classroom platform or Zoom in Spring 2020. To support this, teachers compiled both physical work and developed online lessons to ensure students continued to meet standards.

- o Due to the lack of in-person contact with students, Special Education teachers had conduct assessments of student progress in alternate ways. Examples include over the phone interviews with families for screenings, file reviews of students, and the use of other curriculum-based measurements to determine progress toward goals. Educators developed Distance Learning Plans for students and conducted virtual IEP meetings, when possible.

- o Over the summer, all teachers participated in professional development, either school-sponsored or personally, to ensure the type of distance teaching offered in the fall would continue to meet the challenges both students and teachers faced.

- Office Staff

- o Due to a need to social distance, office staff had to develop ways to continue to complete tasks while either being at home or only working part-time in the office.

o Being a single-school district, all personnel had to contribute to making distance learning a success. Some tasks included purchasing and distributing technology, troubleshooting student problems, coordinated student work pickup and drop offs, and distributing lunches as part of the Seamless School Lunch program.

Apart from the shifting roles, the district also had to make the decision to lay-off a majority of the instructional assistants and place other school personnel on part-time contracts based on the economic downturn associated with COVID-19. This condensing of the staff has placed added pressure on the remaining staff.

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.]

Providing support for unduplicated students is vital in all situations, particularly in a distance learning format. To help these students be successful, the district has taken several steps to reduce friction associated with distance learning.

- The district used LCFF money to principally direct funds to provide low-income, EL, and Special Education students access to technology at home. Using Supplemental and Concentration funds, the district purchased iPads, Chromebooks and hot spots for the sole use of students identified in these categories. The school worked with families to help troubleshoot the use of these devices to ensure proper use. Once students return to school, students will keep the devices they received.
- When applicable, the district bilingual liaison contacted bilingual students and families to determine what assistance, if any, they needed. Support was provided for technology and academic concerns. Families will further be supported and kept informed by the bilingual liaison and English Language Specialist during the month English Language Advisory Committee meetings and Spanish-language correspondence.
- The Bilingual Specialist, along with a classified instructional aide, met with EL students individually and in small groups as part of their language acquisition model aside from the general education supports students receive from their homeroom teachers.
- The Special Education staff have also met with students both individually and in small groups according to the minutes outlined in their IEPs to ensure students are making progress toward their yearly goals.
- Following state and county guidelines, the Special Education and English Language department brought students in for 1:1 assessments and in small-cohort groups to support in the learning process while the school was on distance learning. The focus on these meetings was to help bridge the gap for students struggling at home.
- Bilingual Parent Academy through Jump Into English to increase parent acquisition of English and to help bilingual parents better support their children with distance learning.

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

Description	Total Funds	Contributing
Purchase of supplement software programs (Lexia - \$30,000, NewsELA - 1384.56, Spelling City -- \$1246)	32,594.56	Yes

Description	Total Funds	Contributing
Purchase of Chromebooks for unduplicated students	\$12,000	Yes
Purchase of Chromebook carts for Special Education classrooms	\$6000	Yes
Bilingual Parent Academy	17,980	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.]

Teachers at Arcohe administered the STAR reading and math assessments at the start of the year to determine current student levels. Although most grade level scores appear to be inline with expected academic levels, the first glance at student scores in the younger grades show higher than expected levels of student performance for this time of year. Since the school cannot ensure validity of the tests given from the students' home, the scores are only used as a starting point. At the conclusion of distance learning, Arcohe will have the opportunity to assess students and determine what steps the district needs to take to help bridge the learning gap created by disjointed learning. To determine students' levels in the areas of ELA, ELD and Math, the district will utilize the assessment systems currently used across the district. These assessments include, but are not limited to: STAR, Interim and Summative CAASPP tests, curriculum-based measurements, ELPAC and direct-teacher observations. Since determining student gaps is so complex, it is vital to use multiple methods to triangulate data.

Using the above data sources, the district will use the MTSS system in place at the school to prioritize resources and offer support, when needed. Some of the supplemental supports might include: tutoring before and after school, referral to Tier II reading and math support, Summer School, small-group and individualized instruction, and reteaching of core standards to large groups. The district will continue to focus on both designated and integrated ELD strategies in the classrooms to help support our EL students as they acquire English skills.

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.]

In addition to the above supports offered to all students, EL, Special Education and low-income students will require more support to address the learning loss. To help these students, the district will principally direct a number of services to students. One of the main ways to help accelerate the learning of students is provide high-quality, research-based instruction to students in small group and/or individually. This instructional strategy will be used both in class during the school day and through added learning times either after school or during the summer. To accomplish this, the district uses funds to hire bilingual and monolingual classified staff to reduce class-size ratios and provide targeted instruction. The district will continue to focus on both designated and integrated ELD strategies in the classrooms to help support our EL students as they acquire English skills. These efforts are led and supported under the direction of the Bilingual Specialist for the district.

Additionally, the district is going to continue to offer parental support through an online Parent Academy for our bilingual parents. In previous years, the district contracted with a local organization to provide in-person instruction to parents and it was met with great enthusiasm. Although classes cannot occur in person temporarily, there is still the option to do them online. While not ideal, it will allow more parents to have the chance to join the classes without having to risk their health.

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 district uses multiple methods to measure student progress toward standards. Apart from the mandated state assessments, the district locally measures students using STAR, CAASPP Interim assessments, curriculum-based measurements and direct teacher observations. With the consistency of measurements, the district is able to track all students through the MTSS system to ensure progress. In quarterly data team meetings, a team of educators analyzes data to determine holes in both instructional methods as well as student learning. Having previously identified unduplicated students, the team can drill down to these specific learners to better understand the effects added services has on them.

The data team consists of administrators, grade-level teachers, a Reading Specialist, Special Education teacher, and the Bilingual Specialist to better understand each child. The different perspectives allows for team members see students through different lens and offer expert advice to own another in a Professional Learning Community format to improve instruction for students.

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

Description	Total Funds	Contributing
Summer School -- June 2021. Targeted Summer School intervention to unduplicated students to curb the learning loss experience through pandemic.	60,000	Yes

Description	Total Funds	Contributing
After School Tutoring. Unduplicated students are provided additional tutoring opportunities outside the school day. Services will be offered both in English and Spanish	30,000	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.]

Apart from the academic concerns brought up by school closures, the mental impact the situation is having on all involved is of equal worry. During the time of distance learning, the expectation for all classroom teachers is to hold weekly meetings where the sole purpose is to check the mental status of students in the class. Since so much of education is about making connections, it is important to hold these large group meetings just to create a sense of community. If any student shows signs of concern to the teacher, they are to report it to the school psychologist to follow up on.

Additionally, the school continues to utilize the StopIt! app for students, parents or staff to report any concerns of bullying. Since students are not on campus, there was a fear of not knowing about the relationships students are having with one another. The app is an anonymous reporting tool the school uses to track and follow up on any time of bullying.

As a staff, Arcohe requires all school personnel to participate in a Youth Suicide prevention training at the beginning of the year. The webinar provides warning signs to staff so they know what to look for and when to seek help. The district has also been very conscious of recognizing the mental health needs of staff during this time. To help ease anxiety and stress, the district has intentionally created programs for all staff. During the fall of 2020, the district has offered both tangible items (gift cards, free lunch, holiday items) as well as given each staff member an additional personal day during the month of October and encouraged them to use it as a Mental Health day. Additionally, the school PE teacher has led staff on a voluntary basis through yoga lessons in one of the campus gyms two times a week during the lunch hour. The district will continue to find both big and small ways to address the mental health of all staff throughout this time.

When students come back to campus, a substantial amount of time will need to be spent to ensure smooth transitions back to in-person teaching. Apart from the environmental concerns some will have with coming back to campus, students will have to relearn how to interact with each other after being isolated for so long. We will lean on the systems we have established at the school to create a sense of normalcy

and to provide a way to intervene, when necessary. As a fully-development PBIS school, Arcohe has a lot of great systems already in place to honor and track students. Additionally, we use Restorative Practice principles in classrooms to check in with students and form a community.

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.]

Creating an engaging environment is far easier in an in-person situation. The challenge educators face in a virtual world is designing fun, interactive lessons while meeting the educational standards set by the state. Realistically, there will be some students who will not be present for these lessons and the school needs to go to greater lengths to help them be online. The first step in this process is for the teacher to reach out directly to the student and/or family to ensure there are no obstacles in the way in the form of access or family need. If there is an impediment to learn, the school will work to resolve the issue to get the student back on track.

To help families, the district provides materials, free of charge, to anyone in need. These materials range anywhere from technology to paper and pencils. As a part of the free public education system, it is the duty of the school to ensure no child is denied access to an education based on the ability to pay. The district also helps troubleshoot issues with families virtually, no matter the language of the home. The goal is to remove barriers to education.

If, after the teacher has reached out and things have not improved, the issue is elevated and the administration is informed. A member of the administrative staff will contact the family to discuss the issue and stress the importance of regular attendance. The office staff will continue to monitor the attendance and will schedule a formal School Attendance Review Team (SART) meeting to document the formal request to improve. The final step of the process, if nothing else works, is to refer the family to the attendance review board (SARB) as part of the truancy process. Since this is a drastic step to take with families, it is the desire of the district to intervene early to resolve the issue.

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.]

During the distance-learning phase, breakfasts and lunches are prepared and distributed on Wednesdays to Friday to families. Food is available in two different formats during this phase, a Grab and Go fashion and home delivery. In all food distribution settings, staff maintain social distancing practices with a Grab and Go drive-thru system where families are instructed to stay in their cars at all times. Staff wears protective devices and adheres to strict hand washing and sanitizing practices. Students eligible for free or reduced prices meals are given those discounts.

Once students return to campus, the food distribution will continue. Students will be given lunches for the following day when they exit the bus. Families can continue to come to school to pick up lunches also. The food service department will also be serving daily breakfasts and lunches as part of the normal cafeteria procedures.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
14.93%	\$516,084

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.]

During the pandemic, all students experienced a loss of learning due to the disruption of services. While all students felt this, the impact on unduplicated students is far greater than the general population given the lack of resources and learning gaps present prior to school moving to distance learning. To prioritize the unique needs of Special Education, EL and low-income students, the district focused attention on these groups first to ensure they had complete access to technology, instruction and support. The school used data from the School Information System to create a list of students with these unique needs and, due to this, the staff was able to reach out to families individually. For instance, during the summer and school-year meal programs, the school called low-income families and either set up times for the families to come to school to pick up food or delivered items to the home on the school bus. The Bilingual Specialist called families and even performed home visits to check on families and to provide them free technology (chromebooks, hotspots) and help them work through technology problems they were experiencing. The Special Education staff has continued with instruction and restarted assessing students on site to complete the necessary paperwork as part of the IEP process.

Despite the disruption of normal instruction, the unduplicated students are participating fully in the online offerings at the school. While the district has had to work through several issues in the first couple weeks of distance learning, the system is fully operational and students are actively involved as evident through their attendance rates, performance on curriculum-based measurements, and teacher observation. The food service department has continued with meal service with approximately 25% of our total student population receiving free meals.

Once students return to campus, the food service department will continue to send home meals to students for the days they are not in session. Also, the district is going to offer afterschool tutoring and summer school for our low-performing and EL students to help mitigate the learning loss. The district will use both data from our Student Information System and the data teams to formulate this list of students.

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

To mitigate the loss of learning, the district is using funds to provide the following to our EL, Special Education and low-income students:

- Supplemental learning programs -- personalizes instruction to students and allows student to continue to build skills outside the instructional day.

- Parent support -- Access to Special Education staff and the Bilingual Specialist to answer and support their unique needs. The continuation of the Bilingual Parent Academy will allow the bilingual parents the chance to converse with each other and district staff as they continue to acquire English and learn how to best support their children. The school psychologist has created a webpage full of helpful hints and resources to address the growing mental health need found in both adults and children.
- Additional learning opportunities after school and during the summer -- the afterschool tutoring and Summer School are designed to focus attention on our neediest students and give them personalized support outside the school day. To make the summer program fun and interactive, the district recently changed the focus from a strictly reading and math academy to a STEAM focus where students have hands-on access to activities. While math and reading are strongly enforced throughout the program, these lessons are embedded in the STEAM-themed activities.
- 1:1 technology -- to eliminate the financial burden and stigma of not having technology at home for distance learning, the district made sure all low-income and EL students had devices. Staff worked individually with families both in person and over the phone to ensure all students were set up properly. The district used part of the funds available to purchase new devices to provide new products to these students.
- Access to several bilingual staff members for support and instruction -- Bilingual staff work individually with students and families for support with both academic and non-academic needs

Apart from the items listed in the Learning Continuity Plan, the district continues to use funds written into the Local Control and Accountability Plan (LCAP) to provide additional services to low-income, Special Education and EL students. Items include:

- Spanish and Music enrichment classes for students
- Professional development programs for teachers. The focus of these efforts have been on the proper use and analysis of assessment and data through data teams and Professional Learning Communities.
- Facility upgrades to ensure all students have a safe environment to prosper.
- Community outreach to encourage families and community members to be active members of Arcohe. Stakeholder input is vital to the long-term success of the school.