

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
Pacific Union Elementary School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

General Information

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

Pacific Union closed campus on March 13, 2020. After that time employees worked from home with limited time on campus. Student learning was significantly impacted by COVID-19. Following guidance from CDE, Pacific Union implemented a distance learning plan that provided high-quality learning opportunities for all students. However, due to the rural nature of the district, internet access is very limited. Paper packets of instructional materials were delivered to students via the bus route every three weeks. When packets of materials were delivered, completed materials were picked up from students and then delivered to the school. After 24 hours, teachers were able to grade returned materials. In addition to calling and emailing students, each teacher offered a zoom meeting every week to provide video instruction and answer questions. Teachers also utilized Google Classroom to assign materials, videos, and communicate with students who had internet access. During the last trimester of the 2019-20 school year, Pacific Union adopted a “do no harm” grading policy, where students could improve their grades or retain the previous report card grades. Effort was evaluated for all subjects. The Superintendent has been in constant contact with state, county, and other school officials to stay current with all developing information. All staff in leadership roles, including maintenance and cafeteria, have attended weekly and/or monthly zoom meetings with our local county office. Each department at Pacific Union has made necessary adjustments to meet the guidelines provided by state and local officials. COVID-19 has impacted our community in various ways. There is an increased need for internet connectivity as school is now online and many occupations have moved to working remotely from home. As mentioned above internet access is already very limited because of the rural nature of the district. Those who are still employed and can afford to purchase internet have done so, but the amount of frequency available for internet service is also limited creating more internet congestion. Pacific Union will use federal and state funding, including LLM funds to support the efforts described in this plan. This includes but is not limited to purchasing devices and hotspots to increase student connectivity, purchasing the iReady diagnostic assessment and program to assess student learning loss, purchasing personal protective equipment for students and staff, and purchasing licenses to online educational programs to support distance learning.

Stakeholder Engagement

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

Pacific Union has made efforts to solicit stakeholder feedback through paper surveys, online surveys, phone calls, and virtual meetings. Virtual meetings were held with the Superintendent/Principal, Vice Principal, administrators, local bargaining units, PAC and DELAC. Phone calls to every family were made two times in July, in order to collect information and feedback. A paper survey was mailed out to each family in May. Families were given the opportunity to return completed surveys with their child(ren)'s work, which was picked up by bus via the school bus route. An additional survey, which included the same questions that were in the paper survey, was posted to Pacific Union's website to gather feedback on internet capacity within the district and home to school transportation needs. Certificated and Classified employees were emailed a survey in June to solicit feedback. The survey also provided an opportunity for staff to ask questions and provide comments on the impact of COVID-19 on their job and families. A translator was provided at all the meetings. All paper surveys and home communication were provided in English and Spanish. Phone calls were made in the families' primary language.

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

The LCP was presented to the community at a public hearing of the governing board and then adopted at a separate public hearing. All public meetings and public hearings are held on campus (seating is provided at 6 feet apart and face masks are required), and via Zoom. For those who do not have internet or the ability to attend meetings in person, the meetings were available by teleconference (calling in) through Zoom. A translator is available for all meetings, so that the meeting is in English and Spanish. There were no comments made from the PAC and ELAC groups. The public was notified of the public hearing day, time, and location 72 hours prior to the board meeting, including remote access or teleconferencing option information. Meeting dates and times are posted on Pacific Union's website.

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

Stakeholders, including parents, students, and teachers, expressed the need for internet connectivity and devices. Of those families who completed the paper survey, sent home in May, almost 50% said they have no internet access, or only have access via 1 cell phone. In Spanish only households, 90% have no internet access and 95% do not have a device other than a cell phone. Only 14% of families who responded said they have reliable internet access and enough devices for the students in their household. 18% said they have a cell phone that is a hotspot. However, houses in the district are too far from cell towers for hotspots to effectively connect devices and provide adequate internet access. Additionally, 74% do not have enough devices for students in the household. 51% of those who lack sufficient devices have no device in the household other than a cell phone.

According to information collected from phone calls to families, if students were to return to campus for hybrid instruction in Fall, only 50% of students had permission from parents to attend in person, on campus.

Feedback collected from paper surveys indicated that stakeholders would like to see more one-on-one academic support for struggling students, and more enrichment activities/assignments for high-performing students. Parents liked the paper packet instructional materials and expressed appreciation for the organization of the assignments and weekly schedule.

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

Increasing student access to internet and devices was influenced by stakeholder input. Stakeholder input also influenced the content and structure of Pacific Union's live instruction (synchronous) and assignments (synchronous and asynchronous). Since parents liked the paper packet instructional materials, Pacific Union will continue to deliver paper materials weekly that correspond with online assignments and live instruction.

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.]

In order to follow social distancing guidelines, Pacific Union will implement a schedule that includes two stable cohorts of students-Cohort A and Cohort B. Cohorts will be determined by a number of students a classroom can accommodate following all social distancing guidelines. Students will not change cohorts nor mix with other cohorts. Cohort A will attend Mondays and Tuesdays and Cohort B will attend Wednesdays and Thursdays.

Pacific Union will assess students for learning loss by administering the iReady diagnostic assessment. The diagnostic assessment is an initial assessment to measure current learning status. The iReady assessments for English language arts and math will be administered three times each year to assess, track learning progress, and identify those students who have or are at-risk of learning loss. Teachers will use a hybrid approach to address learning loss which includes in-person instruction, online assignments, and paper assignments. Students will be grouped according to assessment results and ELD level. Students will get small group instruction as well as one-on-one instruction when needed. Teachers will use information from the results of the iReady diagnostic assessment and iReady lesson quizzes to guide instruction for whole group, small group, and one-on-one instruction. The personalized online lessons and Teacher Toolbox lesson resources will be used to address learning loss and accelerate learning progress for pupils including English learners, low-income, foster youth, pupils for exceptional needs and pupils experiencing homelessness.

Teachers will use the Second Step program to implement lessons to meet the social-emotional needs of students. Pacific Union will implement a student self-report assessment as a needs assessment in order to guide social-emotional learning in the classroom and online. Staff and students will be asked to self screen following the COVID-19 Screening Tool For Symptoms prior to leaving home for signs and symptoms of COVID-19. If exhibiting symptoms staff and students will be asked to not come on campus and instead self quarantine or follow up with their health care provider. Upon arrival all staff, students, and visitors will have their temperatures taken with a no-touch thermometer before entering school. Adults with temperature of 100 degrees or more will be sent home and advised to follow up with their health care provider. Students with a temperature of 100 degrees or more will be referred to the nurse health office and then monitored in an isolation area. Parents will be contacted to transport the student home or to their health care provider. Within the classroom, there will be a designated desk for each student. Cohort A and Cohort B desks will be side by side and 6 feet away from other Cohort A/Cohort B desk

sets. Students will each have their own set of supplies. Teachers will be required to wear a mask and/or face shield at all times in the classroom when students are present. Students will be required to wear a mask grades 3-8 and strongly advised in grades TK-2. Upon arrival students will enter on a staggered schedule to maintain social distancing. Social distancing guidelines will be followed by students and staff at all times including entrance onto the campus, passing between classes, mealtimes, and recess. The play structure will be closed and recesses will be limited to supervised activities with 6 foot distancing. Facilities are cleaned and disinfected daily. All high contact surfaces are cleaned with disinfectant and microfiber clothes as well as disinfected with a fogger. All staff and students will be provided with hand sanitizer and masks. Water faucets will remain closed. Students and staff will use individual water bottles.

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

Description	Total Funds	Contributing
Personal Protective Equipment for students and staff, i.e. face masks, hand sanitizer, 12 hand sanitizer stations, touchless thermometers, fogger chemical, surface wipes, plastic bottles, disinfectant spray, and microfiber clothes.	29,340	No
Purchase student school supplies so that students each have their own set of supplies at home and at school to prevent contamination.	7,000	No
Mobile plexiglass dividers/sneeze guards for each classroom for small group instruction and one-on-one instruction and assessments.	2,200	No
Purchase a social-emotional needs assessment system to measure student social-emotional competencies.	3,000	No

Distance Learning Program

Continuity of Instruction

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

Pacific Union will provide high-quality instruction to all students TK-8, 5 days a week. Google Classroom will be utilized as the learning management system. All assignments and links for synchronous live teacher/student interaction will be posted on Google Classroom, as well as asynchronous learning activities and assignments. Students must go to Google Classroom each day to access the link for live synchronous instruction. Devices provided to students and teachers each include a camera and mic. Weekly paper packet materials that correspond with online learning will be delivered and picked up via bus every Friday. For students who do not have internet connectivity, teachers make phone calls to provide instruction and answer questions daily. When students return to campus in cohorts they will continue to utilize Google Classroom for synchronous assignments and instruction on and off-campus, as well as asynchronous assignments and instruction. All teachers are utilizing full curriculum of substantially similar quality, as well as supplemental resources. Most of the core curriculum textbooks are consumables, therefore, teachers are able to tear out necessary pages to send home weekly for instruction and assignments.

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.]

Pacific Union used feedback and data from two surveys to determine the need for devices and internet. The first survey was mailed to each family in April 2020. Families were given the opportunity to return the survey in their child's work packet which was picked up from their house via bus. A second survey was administered via phone call. Office staff attempted to make contact with each family at a minimum 3 times to each number available on file. Devices were provided for those students who did not have a device at home. Pacific Union has developed a device check-out process, which includes information on device use and care. Pacific Union called families with unique circumstances and set up appointment times to receive devices and connectivity support, as well as answers to any questions they had. All families, including English learner students, students with exceptional needs, foster youth, and homeless students, were given the opportunity to call and request a device for use for distance learning. Pacific Union is currently working with Verizon, via Fresno County Superintendent of Schools, to set up a private network for students. Hotspots will be purchased and checked-out to those students who currently do not have internet connectivity. Pacific Union also applied for and was awarded the California Teleconnect Funding discount for internet services provided to students. Until the Verizon network is set up and hotspots are purchased, families are allowed to park in front of Pacific Union, along Bowles Avenue, to utilize the school's wireless internet access for daily live synchronous instruction. Those who park in front of Pacific Union to access wireless internet will be asked to follow social distancing guidelines by remaining in the car. If students or parents have technical issues with the devices or need technology support they may call the school office or their child's teacher. Tech support is provided over the phone or at the front gate of the school utilizing social distancing guidelines. When technology support is provided at the front gate, the interaction may be no longer than 15 minutes in duration. For those students and families that are unable to attend the live sessions teachers will deliver instruction over the phone. All assignments are delivered weekly by bus to students in the form of a paper packet.

Therefore students have all the necessary materials to learn and complete assignments.

Students were also given school supplies and a container to keep all of the supplies and packet materials in to help students stay organized at home. Language translators are provided as needed.

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.]

Pacific Union has developed a live instruction schedule for each grade level/span. Students will attend one whole class live session and one small group live session each day, at a minimum. There may be 1-on-1 live sessions if needed. These sessions will include integrated and designated ELD for English learners. The rest of the instructional minutes will happen via Google Classroom, paper packet materials, phone call, or email. The instruction schedule, which includes live synchronous instruction and asynchronous learning make up the required instructional minutes at each grade level. Teachers will use best practices to assess pupil progress through live instruction and synchronous instructional minutes adapted to the Google Meet platform, i.e. "read" the room, add comment to chat, live poll, Ask a Question feature, thumbs up/down, fist to 5, exit ticket via Google Forms, assessment features via Pear Deck, etc. Teachers will provide feedback on all assignments including paper assignments delivered and picked up via bus, weekly. The required number of instructional minutes will be met by each grade level with a specific percentage of time calculated for live instruction, recorded instruction, and independent work. Participation is documented daily. Each day teachers will take roll during their whole class live instruction. Teachers record each Google Meet session and document student participation by counting the number of times each student provides a response, asks a questions, uses a check for understanding tool (thumbs up, colored paddle, etc), and/or uses the chat box to interact with the lesson.

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.]

Teachers are being paid a stipend to return to school 7 days early in order to attend professional development and COVID-19 training via Keenan Safe School Training Portal. Prerecorded professional development sessions will be used to prepare teachers for the demands of distance learning, i.e. Google Classroom, Google Meets, assessing student progress, ELD & distance learning, SEL, guided reading, math instruction, interactive read alouds, etc. Teachers will also participate in a daily zoom meeting with the Superintendent/Principal, Vice Principal, and Curriculum & Technology Director. These daily meetings will include discussions about meeting the needs of all students. When Distance Learning begins teachers will participate in weekly general Teachers' Meetings. Teachers will be provided technological support when needed by emailing the Curriculum & Technology Director. The Curriculum & Technology Director also set up a Google Classroom in which teachers have joined. The Google Classroom includes How To videos and helpful documents to support instruction in the classroom.

Staff Roles and Responsibilities

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

Instructional aides will no longer be working with students in the classroom, as students are not allowed on campus. Therefore, instructional aides will remain support staff by making copies, riding the buses on Fridays when materials are delivered, conducting Spanish only phone calls, assisting with meal distribution, etc. The shift in roles allows Pacific Union to meet the needs of students, families, and teachers. Many of the families in our community have suffered job loss, which means they have less money for food and transportation. The aides are now available to distribute food in the front of the school each week, Monday-Thursday, and ride the bus to pass out and collect homework each Friday. By providing these services the Aides are supporting the social-emotional needs of students and families. The aides support the academic needs of students by helping teachers make copies and organize homework, and make Spanish only phone calls to those families that teachers are unable to contact. All social distancing guidelines will be followed. All staff are provided face masks, face shields, gloves, and hand sanitizer.

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.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provide services to English learners, Foster Youth, homeless youths, and students with exceptional needs, will determine students' needs for intervention and additional services based on formal and informal assessments. Measures used for determination include, but are not limited to iReady diagnostic assessments, Fountas and Pinnell Benchmark Assessments, student grades and teacher observations. Teachers will check-in with students, including English learners, Foster Youth, low-income, and students experiencing homelessness, in need of intervention and additional supports. If needed teachers will provide an additional afternoon session via Google Meet to provide additional support to strengthen academic and social-emotional skills. Parents are notified weekly of their child's instructional schedule. Accommodations are made on a case by case basis for students including Foster Youth and students experiencing homelessness. Accommodations include but are not limited to, using the school WiFi by parking in front of the school, providing one-on-one assessment on school campus and providing a school device and school supplies. All accommodations are made following social distancing and health department guidelines. The accommodations provided will allow students, including Foster Youth and Homeless Youth who have been identified for social-emotional intervention to receive services via Google Meet with counselors and/or the school psychologist. Teaching students remotely with special needs is challenging. However, it is important to note that they are part of the general education instructional program and will be included in remote learning. The live instruction each day will include daily integrated and designated ELD. For small group instruction, students will be grouped by EL level to meet the language needs of English learners. Students with an IEP will still receive services, including Speech, via distance learning. These services will include 1-on-1 instruction and support with work given by general education teacher, in-person assessments, as well as assessing the goals and needs of each student as indicated in the IEP. Psychological services and counseling will also be provided to meet the social and emotional needs of all students, including those with an IEP, foster youth, and children experiencing homelessness who have been referred and/or will be referred for services. Instruction with general education teachers will also include social and emotion concepts and supports for all students, with small group or 1-on-1 sessions to provide targeted support. Teachers can refer students to All-4-Youth for tier 3 supports. Small group or 1-on-1 instruction will also include enrichment for high-performing students.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. This partnership provides access to specialized instruction by specialists, such as Deaf and Hard of hearing, Autism Specialist, Behaviorist, Orthopedically Impaired Specialist, Occupational Therapists and Adaptive Physical Education Specialist as outline in the students' IEP. We have students placed in programs connected with the Fresno County Superintendent of Schools, to support emotional disturbances and moderate to severe intellectual disabilities. The IEP team will take into account the unique needs of the students served in order to determine the best placement and appropriate services.

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

Description	Total Funds	Contributing
Professional development days for teachers (7 days@\$200 per day)	38,395	No
Hotspots equipment and Internet services for students to increase student connectivity	25,060	No
Purchase GoGuardian licenses for teachers and administrators to monitor and manage student online activity.	2,813	No
Chromebooks for students, including headphones with mic and chromebook cases	160,450	No
Purchase updated laptops for teachers and staff to support remote access and distance learning, including Microsoft Office, headphones with mic, and laptop cases.	39,600	No
Purchase online licences for educational sites to support distance learning i.e. Learning A-Z, Mystery Science, Typing Club, Gizmo, Scholastic News, Newsela, Peachjar, etc	9,135	No
Purchase Read Naturally Live. The program will be used to address learning loss and accelerate learning progress for students with disabilities and English learners.	3,450	No

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.]

Pacific Union will purchase and implement iReady as a diagnostic assessment in English language arts and math. The iReady diagnostic assessment will measure each student's achievement level, as well as provide intervention and enrichment specific to each student's level. The iReady assessment is administered online. For students who do not have access to internet, parents and students can park in the front of the school to utilize the school's WiFi in order for the student to complete the assessment in English language arts and math. If parents work, or do not have a car, the teacher will send home a paper assessment comparable to the iReady assessment or complete the iReady assessment over the phone or via Facetime if available. The diagnostic assessment is an initial assessment to measure current learning status. Teachers will use a hybrid approach to address learning loss which includes live instruction, online assignments, and paper assignments. Students will be grouped according to assessment results and ELD level. The teacher will meet via Google Meet with each group (Monday-Thursday) to address the specific needs of each level. For students who do not have access to internet, parents and students can park in the front of the school to utilize the school's WiFi. If parents work, or do not have a car, the teacher will call parents and students each day to teach the lesson and assist with assignments.

The iReady assessments for English language arts and math will be administered three times each year to assess and track learning progress.

The initial ELPAC will be administered on campus. Appointments have been made with parents to bring their child to school for the assessment. Students must have their temperature checked before entering, wear a mask, follow social distancing guidelines, and wash or sanitize their hands before entering the classroom and leaving the classroom. As stated above students are grouped by assessment results and EL level. Students will receive designated ELD during their group time along with intervention or enrichment.

Students in grades K-3 will also be assessed for learning loss in Reading using the Fountas and Pinnell Benchmark Assessment System. These assessments were last administered in February 2020 before school was closed due to COVID-19. Assessment results will be compared with those from February to assess learning loss in Reading for grades K-3. Students in grades 4-8 will also be assessed for learning loss in Reading using the Scholastic Reading Inventory. The Scholastic Reading Inventory results will be used to help students choose books from the library so that all students can continue to make progress in his/her independent reading level. Both assessments are administered three times each year to monitor and track progress. Assessment results inform instruction for whole group and small group instruction.

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.]

Teachers will use a hybrid approach to address learning loss which includes live instruction, online assignments and paper assignments. Teachers will use information from the results of the iReady diagnostic assessment to guide instruction. Students will be grouped by level. The iReady assessment system and personalized instruction groups students based on assessment performance. The personalized instruction and Teacher Toolbox will be used to address learning loss and accelerate learning progress for pupils including English learners, low-income, foster youth, pupils with exceptional needs and pupils experiencing homelessness. Special Education teachers will use the Read Naturally Live program to help address learning loss and accelerate learning progress for students with disabilities. All teachers will meet via Google Meet with each group (Monday-Thursday) to address the specific needs of each level. For students who do not have access to internet, parents and students can park in the front of the school to utilize the school's WiFi. If parents work, or do not have a car, the teacher will call parents and students each day to teach the lesson and assist with assignments.

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 iReady program will be used to measure the effectiveness of services and supports provided to address learning loss. Each of the lessons included in the personalized instruction will conclude with a quiz to assess student learning.

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

Description	Total Funds	Contributing
iReady Diagnostic Assessment and Personalized Instruction	71,675	No

Mental Health and Social and Emotional Well-Being

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

Pacific Union provides mental health services to referred students through the All-4-Youth Program. All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0-22 years old experiencing difficulties that affect them at school and at home. Teachers and parents can refer students to the All-4-Youth

Program. Pacific Union also provides school psych services 2 1/2 days each week. Mental health and social-emotional well-being of students are monitored by the school psychologist and student study team. Teachers will be implementing social and emotional learning in their daily instruction. Teachers and staff will be trained and provided resources to address trauma and other impacts on COVID-19. Teachers will spend 3 of the 7 professional development days before school starts learning about monitoring social and emotional well-being, and addressing trauma surrounding COVID-19. Teachers will use the Second Step program to implement lessons to meet the social-emotional needs of students. Pacific Union will implement a student self-report assessment as a needs assessment in order to guide social-emotional learning in the classroom and online. Teachers will also continue to implement SEL curriculum each week during synchronous and asynchronous instruction.

Pacific Union will use Second Step Resilience During Crisis Module for teachers. Administration checks in with teachers weekly during regularly scheduled Teachers' Meetings. Each week administration asks teachers and staff to email an administrator or supervisor if they feel overwhelmed, stressed, or need to talk. Pacific Union also administers a survey to teachers and staff every 6 weeks that includes questions regarding mental health and social-emotional well-being. Information from emails, conversations, and surveys is documented. If needed staff and teachers can be referred to the school psychologist. Administration and the school psych confidentially monitor and track staff and teacher mental health and social-emotional well-being.

Pupil and Family Engagement and Outreach

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

Pacific Union has developed a procedure for daily attendance that includes engagement and outreach. Teachers and Administration were provided a list of all students who were issued a school device for online learning. Each day teachers will take roll during their whole class live instruction. Attendance is sent to the office each morning, where phone calls are made to the parents of those students who did not attend the whole class live instruction. Then the teacher looks for that student during small group live instruction. If the student is still not present, the teacher will look for a message from that student on Google Classroom, or an email from the student. If there are no messages or emails, the teacher makes a phone call to both the student and parent to check in with the student and address any questions about the day's assignments, review the day's lessons, and complete a wellness check in. If the teacher still cannot make contact via phone, and does not receive a returned phone call, the teacher will wait to see if the day's assignments were completed, either on Google Classroom or in paper form when paper assignments are picked up via bus on Friday. All contact made to families is done so in their primary language. Pacific Union's Vice Principal oversees the attendance and engagement process. She monitors the weekly tracking sheets and follows up with staff on student attendance or engagement concerns. If Pacific Union is unable to make contact with a parent/guardian or student, through online means or phone calls, for 3 days in a row, the school will mail a letter, in the student/parent's primary language reminding of the importance to attend online class and/or complete classwork sent home and inquire if they are in need of any assistance. Contact will

also be attempted on the Fridays when homework is delivered and picked up, in person, by school personnel riding the bus. If all the above means of communication go unanswered, then an in person meeting will be scheduled to discuss the possible hindrances and solutions to the students' ability to participate in the instruction offered. Pacific Union set up numerous on campus pick up times for parents and students to obtain devices if needed. Instruction was given on using the device, accessing websites, etc. The school also provides assistance to parents and students when they develop issues while using online instruction. Guidance is made available through contact with their teacher and/or contact with our two tech advisors. Information is available in both English and Spanish. Social and emotional well being is also monitored by teachers and parents/students are provided resources, if needed, through our onsite school psychologist and our community outreach personnel available through the FCSS program "All 4 Youth". Personnel are available to meet with students online, or in person either on campus or in the home as appropriate.

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.]

Pacific Union provides drive thru meal distribution daily (Monday-Thursday) for all children ages 12 months to 18 years. Pacific Union is a Provision 2 school district therefore all students receive free breakfast and lunch. Nutritionally adequate breakfast and lunch will be provided each day. On Thursdays' meal pick up will include breakfast and lunch for Friday. Pacific Union offers two pick up/distribution times each day (Monday-Thursday), 9:30 a.m. to 11:30 a.m. and 2:00 p.m. to 4:00 p.m. Parents are encouraged to call the school office if they are unable to pick up school meals in order to make other arrangements. If numerous parents/guardians indicate they cannot drive to the pick up Pacific Union will create a plan to distribute meals by bus. When students return to school on campus students will receive breakfast after they have been temp checked upon arrival to campus. Students will eat their lunch inside the classroom. Students on campus will also eat lunch in the classroom each day. Pacific Union will continue to provide meal distribution/pick up times for those families that need meals for children ages 12 months to 18 years, and for students who continue distance learning from home.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
36.75%	1,119,698

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.]

The district did not include any Actions in this plan that are considered "contributing".

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Pacific Union balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 36.75% using the dollar amount of \$ 1,119,968. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 1,119,698 on actions and/or services principally directed towards the unduplicated student population. These actions are found in the 2019-20 LCAP.

The following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: after-school tutoring, summer school, school nurse, instructional aides, sports and clubs, field trips, transportation costs for after school tutoring and sports, full time music teacher and program, technology support staff, and classroom curriculum and supplemental materials.