

Learning Continuity and Attendance Plan (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 |
|-------------------------------------|---|---|
| Petaluma City Schools | Cliff De Graw, Asst. Supt., Ed Services | cdegrow@gmail.com (707) 778-4765 |

General Information

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

Like most communities and school districts, the COVID-19 pandemic hit our community directly in the middle of March 2020. Our district was entering Spring Break when Sonoma County residents were ordered to shelter-in-place. This was immediately followed by the governor issuing a shelter-in-place order for the entire state of California. These local and state orders resulted in the closure of our schools for in-person learning, and we quickly shifted to a remote learning model. Spring Break was extended an additional week for students so that staff could plan and receive professional development training with student learning resuming the following week. District administrators and teaching staff worked together to develop instructional and grading practices for the remainder of the school year while understanding that learning environments and support would vary for each student.

All district, school and student activities, including but not limited to, field trips, graduation and promotion ceremonies, and athletic practices and events, were postponed or cancelled which significantly impacted all students, families, and staff.

As soon as the 2019-2020 school year ended, the district and teaching staff formed a summer working group to develop a more robust plan for in-person and distance learning options for the 2020-2021 school year.

Stakeholder Engagement

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

Our district ended the 2019-20 school year by surveying stakeholder groups on the strengths and challenges experienced during Distance Learning in the spring. Teacher, parent, and student surveys were consulted to guide our work on developing a learning plan for the 2020-21 school year. Stakeholders were engaged in the development of this plan through a variety of advisory meetings--including a

working group of district teaching staff, site and district administration that worked through the summer to develop in-person and distance learning programs; a staff and parent advisory committee that met five times in August and early September; the governing board held three study sessions, and the District English Learner Advisory Committee (DELAC) that met once in September.

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

All advisory committee meetings, governing board study sessions, DELAC, and the Public Hearing of this plan were made available to the public online through Zoom meetings that all stakeholders were invited to attend. These meetings were offered live in both English and Spanish with a Spanish language interpreter for each meeting. These meetings were recorded and posted on the district's website along with all presentation and survey feedback materials (in English and Spanish). Stakeholder feedback was solicited in each meeting using Google Form surveys and commenter access to Google Documents to capture thoughts, recommendations, and questions.

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

The following suggestions were provided by a mixed group of staff and parent stakeholders at four district-wide meetings.

In-Person Instruction

Elementary: Overall strong stakeholder support for current plans for in-person instruction. Stakeholders had concerns about transportation for families and better utilization of Wednesday instructional time. The suggestion from stakeholders that will be added to the plan is developing partnerships with our community organizations.

Secondary: Stakeholders had mixed views on returning to in-person instruction. What they did have in common was the feeling that the current Hybrid Instructional plan was not a tenable solution. One suggestion was a survey of stakeholder thoughts on any transitions before they are made.

Distance Learning

Summary: Support for current instructional plans and strong support for implementation of Distance Learning Centers. Stakeholders questioned plans to address social-emotional learning. Stakeholders suggested developing plans for instruction during the Public Safety Power Shutoffs and expanding support for families struggling to connect to the Distance Learning.

Learning Loss

Summary: In addition to the Distance Learning Centers, the stakeholders suggested partnering with community organizations and engaging secondary students in tutor roles for elementary students.

Mental Health Support

Summary: Stakeholders strongly suggested developing positive social events to support student social and emotional development. The group also recommended working with MFTs to determine what areas of need do they lack appropriate resources to share with students and families. Stakeholders suggested increasing efforts to promote mental health supports to secondary students.

Pupil and Family Engagement and Outreach

Summary: Stakeholders suggested considering using primatores as a strategy to reach out to Latino families. More parent education on distance learning support was also suggested such as classes in district technology tools.

School Nutrition

Summary: Our stakeholders wondered if our meal strategies are most supportive of families in need. They recommended that we poll eligible families to ask what is the best way to distribute food effectively.

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

A number of plan aspects were influenced by stakeholder input. Developing partnerships with our community organizations was one suggestion originating with stakeholder recommendation. Another theme through the meetings that influenced this plan is the development of strategies for learning during PSPS events in our area. Other additions included primatores, and stronger publicizing efforts for mental health support to secondary students.

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.]

Smaller Cohorts of Students

The district has made plans to provide in-person instruction, when possible, by dividing student groups into smaller cohorts than full-sized classes. For elementary schools, students will be divided into two cohorts (AM and PM learning groups) with cohort sizes of approximately half a regular class (12-16 students). For secondary schools, students will be divided into three cohorts with cohort sizes of approximately a third of a regular class (8-11 students).

Ensuring Student and Staff Safety

By dividing students into smaller cohorts and separating the learning groups, we will be able to ensure social distancing in classrooms and on campus, allow for more accurate contact tracing, and provide time between cohorts for adequate classroom cleaning. Consistent with local, state, and national public health guidance the district developed and communicated guidance documents, procedures, and protocols for when students return for in-person learning on campus, including:

- Best Practices Guidelines for Staff,
- Employee Operations Handbook for COVID-19 Safety,
- Employee/Employer Health Check Protocols,
- COVID-19 Staff Self-Assessment Form,
- SoCo Applications Employee Instructions,
- Thermometer Instructions,
- Rapid Response Communications: Reporting COVID-19 Exposure Procedures,
- COVID-19 Positive Case or Close Contact Intake Report, and
- Student Wellness Check Protocol.

In-Person Instructional Model -- Elementary

On Mondays, Tuesdays, Thursdays, and Fridays elementary in-person instructional blocks will be 150 minutes in duration for both learning groups with remaining instructional time being provided asynchronously to meet required instructional minutes requirements by grade span. On Wednesdays elementary in-person instructional blocks will be 30 minutes in duration with the remaining instructional time being provided asynchronously, through independent work, and through optional teacher office hours check-ins.

| TIME | MONDAY, TUESDAY, THURSDAY, FRIDAY | TIME | WEDNESDAY |
|--|--|---------------|-------------------------------|
| 8:30-11:00 am | AM Learning Group | 8:30-9:00 am | Instructional Block |
| 11:00-12:00 am | Professional time | 9:00-12:00 pm | Student Work Time |
| 12:00-12:30 pm | Lunch | 9:30-10:30 am | Office Hours/Student Check-in |
| 12:45-3:15 pm | PM Learning Group | 1:00-2:00 | Independent Student Work Time |
| Students do additional independent work during their "off time" in the am or pm to meet instructional minutes. | | | |

In-Person Instructional Model -- Secondary

The following in-person instructional model has not been adopted to date, but does represent the model that was developed and proposed by the distance learning summer working group. This proposed instructional model is subject to change. The secondary in-person instruction model consists of students attending school in thirds. In cohorts of thirds, students attend school for two consecutive days (one A day and one B day) for in-person learning and then participate in distance learning for the next four school days while the other cohorts attend in-person according to the rotation. On A days, students attend periods 0 (if applicable), 1, 2, and 3. On B days, students attend periods 4, 5, and 6. Instructional blocks are 80 minutes in duration which provides a total of 240 instructional minutes for students each day. Students who need additional support may schedule time with their teachers during Office Hours or teachers may request that students attend.

| TIME | A Days | B Days |
|-------------------|----------------------|--------|
| 7:30 - 8:20 am | 0° | |
| 8:40-10:00 am | 1° | 4° |
| 10:20-11:40 am | 2° | 5° |
| 11:40 am-12:20 pm | Lunch | Lunch |
| 12:40-2:00 pm | 3° | 6° |
| 2:00-3:00 pm | Teacher Office Hours | |

Example Secondary Cohort Rotation:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--|--|--|--|--|
| Week 1 | <u>A Day</u> In Person = X At Home = Y/Z | <u>B Day</u> In Person = X At Home = Y/Z | <u>A Day</u> In Person = Y At Home = X/Z | <u>B Day</u> In Person = Y At Home = X/Z | <u>A Day</u> In Person = Z At Home = X/Y |

| | | | | | |
|---------------|--|--|--|--|--|
| Week 2 | <u>B Day</u> In Person = Z At Home = X/Y | <u>A Day</u> In Person = X At Home = Y/Z | <u>B Day</u> In Person = X At Home = Y/Z | <u>A Day</u> In Person = Y At Home = X/Z | <u>B Day</u> In Person = Y At Home = X/Z |
| Week 3 | <u>A Day</u> In Person = Z At Home = X/Y | <u>B Day</u> In Person = Z At Home = X/Y | <u>A Day</u> In Person = X At Home = Y/Z | <u>B Day</u> In Person = X At Home = Y/Z | <u>A Day</u> In Person = Y At Home = X/Z |

Actions Related to In-Person Instructional Offerings

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Personal Protective Equipment for staff, students, classrooms, and facilities | \$400,000 | N |
| Capital Improvements | \$500,000 | N |

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 district plans to provide continuity of instruction and learning by utilizing existing and purchased digital curriculum and 1:1 devices to ensure that students have access to the curricular program regardless of whether instruction is delivered in-person or through distance learning. Digital licenses for history/social studies curriculum in grades 7-8 will be purchased so that students have digital access to the curriculum. All other core instructional materials are available digitally. This access allows for a smooth transition between in-person and distance learning, if necessary.

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.]

Students already had 1:1 access to a computing device, however some of our student devices had reached end of life and needed to be replaced. Families were surveyed to determine internet connectivity access and school sites reached out to individual families to determine and verify need. Families were connected with available at-home internet providers (both free and cost options) to ensure that all student homes were able to connect to the internet and access the curriculum. Internet hotspots were purchased and deployed to students whose needs were not met through existing resources. Hotspots were purchased through two different cellular network providers to reach as many students' homes as possible--as not all providers cover our district boundaries.

For a small number of students, neither internet providers nor hotspots are able to provide at-home connectivity due to the remoteness of their residence. For these students, and others, the district is allowing students to come to school campuses in small supervised cohorts to access the district's internet.

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.]

Distance Learning Instructional Model -- Elementary

Elementary students will follow a daily schedule that includes live interaction with their teacher and peers, independent work time, and opportunities to receive intervention support from teachers. On Mondays, Tuesdays, Thursdays, and Fridays live interaction will be provided in two 90-minute instructional blocks, with small group and individual teacher-student check-ins, and independent student work time in the afternoon. In addition to the 180 minutes of instruction provided during the morning instructional blocks, students will be assigned work and/or assessments to complete outside of the instructional blocks to meet the minimum instructional minutes required by grade span. On Wednesdays, live interaction will be provided during a 30-minute instructional block with the remainder of the instructional minutes being provided by assigned work or assessments.

| TIME | MONDAY, TUESDAY, THURSDAY, FRIDAY | TIME | WEDNESDAY |
|----------------|--|---------------|-------------------------------|
| 8:30-10:00 am | Instructional Block | 8:30-9:00 am | Instructional Block |
| 10:00-10:30 am | Break | 9:00-12:00 pm | Student Work Time |
| 10:30-12:00 pm | Instructional Block | 9:30-10:30 am | Office Hours/Student Check-in |
| 12:45-1:45 pm | Office Hours/Student Check-in | | |

| | |
|--------------|-------------------------------|
| 1:00-2:00 pm | Independent Student Work Time |
|--------------|-------------------------------|

Distance Learning Instructional Model -- Secondary

Secondary students will follow a rotating A and B day schedule that includes live interaction with their teachers and peers, independent work time, and opportunities to receive intervention support from teachers. On both A and B days, each live interaction class period is 60 minutes in duration for a total of 180 instructional minutes provided. For the remaining 60 instructional minutes required to meet the minimum of 240 daily instructional minutes, students will be assigned at least an additional 20 minutes of work/assessments per class per day. Each afternoon there is time allotted for Intervention support through small group and individual teacher-student check-ins and time for student independent work.

| TIME | A Days | B Days |
|----------------|--|---------------|
| 7:30 - 8:30 am | 0° | |
| 8:45-9:45 am | 1° | 4° |
| 10:00-11:00 am | 2° | 5° |
| 11:15-12:15 pm | 3° | 6° |
| 1:00-3:00 pm | ACADEMIC TIME: Independent Student Work and Teacher Office Hours | |

Daily Participation

Student daily participation is tracked using our student information system (Aeries) with new absence codes specific to the different ways that students may participate on a daily basis, including attending the live interaction class period, completing assignments/assessments, two-way contacts between district staff and parents/guardians or students, excused absences, unexcused absence/non-participation. This information is entered daily by teachers and verified each week through weekly attendance reporting. All staff-family contacts are logged using a Google Form created for each school which attendance clerks use to update and daily participation for students who were absent for the live interaction class period(s).

Weekly Engagement

On a weekly basis, teachers complete, verify, and submit a Weekly Student Assignments form based off of the weekly engagement record template provided by the California Department of Education. These documents include daily assignments/assessments for each class, the method of instructional delivery (in-person, online synchronous, or asynchronous--whether full or partial day), and a certification by the teacher that each instructional day students were offered a full day of instructional minutes as required per grade span (180 minutes for TK-K, 230 minutes for 1-3, and 240 minutes for 4-12).

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 district hosted two professional development training days in August (7th & 10th) when teachers returned for the school year. The focus of these trainings were preparing for Distance Learning 2.0 which included synchronous and asynchronous trainings in the following areas:

- Classwize Chromebook Management Tool
- Parentsquare Communication Platform
- Distance Learning requirements from SB 98
- Grade-level/subject team planning
- Distance Learning Design
 - Setting up your classroom
 - Lesson design & connection before content
 - Creative ways students can show what they know and demonstrate their understanding
 - Keeping students engaged
 - Assessment options
- Live Interaction Tools
 - Using Zoom Enterprise Edition
 - Clever Single Sign-On
 - Beginning Google Classroom
 - Chromebooks and G Suite
 - Seesaw
- Screencasting
- Google Classroom
- Explain Everything

Staff Roles and Responsibilities

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

During the distance learning instructional model some district classified staff will be assigned new roles and responsibilities. For some staff, such as those who normally would be involved in student supervision during recess, breaks, and lunch time, they have been assigned the new role of student outreach to assist school site efforts to account for student daily participation and to identify students who may need additional support. Other staff will be assigned to assist students in our distance learning centers. Distance Learning Centers are small cohorts of students (in accordance with public health guidelines) who need to be on campus to access their distance learning. This may include students from households where parent(s)/guardian(s) are unavailable during the day due to work and would otherwise have unsupervised students at home, or for students who do not have internet connectivity access at home, or for other reasons.

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.]

During distance learning the district will actively continue to support students with unique needs. English learners will be provided instruction in both Integrated and Designated English Language Development as part of their standard instructional offering. EL students and parents will also be able to receive all school communications in their desired language using the Parentsquare communications platform. Communications are automatically translated into the sender's and receiver's preferred language. EL parents will continue to be supported through English Language Advisory Committee (ELAC) at their school and through the District English Language Advisory Committee (DELAC). Students with exceptional needs will be served through a variety of possible instructional models, including distance learning, hybrid instruction, and independent study--which has been expanded from a 7-12 program to a K-12 program this year to support elementary students. Students in foster care and those who are experiencing homelessness will be supported through the district's homeless liaison who case-manages students on an individual basis according to their needs. The district has established Distance Learning Centers (DLC) at school sites to provide dedicated learning spaces, internet connectivity, and adult support to stable cohorts of students who may be struggling with the distance learning instructional model.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Seesaw Software Licensing (Learning management system for grades TK-3 video conferencing & student portfolio recording) | \$ 6,897 | N |

| | | |
|--|-----------|---|
| Zoom Video Conferencing Software Licensing (525 staff licenses) | \$18,816 | N |
| Increased Internet Bandwidth Districtwide (Sonic Dark Fiber Lease) | \$331,268 | N |
| Linewize/Classwise Internet Filter & Management | \$66,431 | N |
| EdPuzzle (Video engagement software) | \$12,990 | N |
| Chromebooks (1,725 devices for students in grades 7-9) | \$543,768 | N |
| Kami (PDF creation & annotation) | \$11,400 | N |
| Verizon Hotspots (100 hotspots) | \$14,172 | Y |
| AT&T Hotspots (100 hotspots) | \$15,716 | Y |
| iPads (2,350 devices for students in grades K-6, including keyboard cases for grades 3-6) | \$974,253 | N |
| Professional Development for iPads (72 hours for teachers in grades TK-6) | \$13,920 | N |
| Staff Computer Upgrades/Replacements (550 devices) | \$787,395 | N |
| Digital Licenses for History/Social Studies Curriculum (1,164 student licenses for grades 7-8 & 15 teacher licenses) | \$31,428 | N |
| Teacher Computer Monitors | \$198,400 | N |

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 district began to address learning loss by focusing all elementary instruction on reading, writing, math focus. In secondary, departments used collaboration time to prioritize subject matter standards. All students kept their devices over summer and families with no internet access kept hotspots through the summer. All elementary students had access to intervention software such Lexia and Freckle over summer. With the start of school, regular office hours were established to check in with struggling students. At the elementary level, Reading Specialists focused their work with struggling students in first through third grades. Secondary students identified with learning loss have access to Read 180.

Measures of student progress are established at all levels. In elementary classes, students are assessed using STAR Reading and STAR Math district benchmarks as well as the Core Phonics Survey four times each year. Additionally, teachers use unit tests from the adopted curriculum as formative measures. In secondary classrooms, formative and summative teacher-created assessments measure student

progress and learning loss. English Learner students' progress is measured by the assessment criteria established in our district reclassification criteria.

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 primary strategy for supporting students with learning loss is the establishing of Distance Learning Centers across the district. Distance Learning Centers (DLC) are stable cohorts of students who meet at school with the support of one adult for every twelve students. The benefit of a DLC is threefold: 1) An ordered, dedicated learning environment, 2) Robust and dependable internet service, and 3) A capable adult supporting students during their Distance Learning time.

We prioritized beginning DLCs at our youngest grades in our two sites with the highest numbers of English Learner students. We will expand DLCs at all our elementary schools in first through third grade. We will then open district wide fourth, fifth, and sixth grade cohorts. Finally, we will offer DLCs in the secondary level at each of our sites.

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.]

Measures of student progress are established at all levels. In elementary classes, students are assessed using STAR Reading and STAR Math district benchmarks as well as the Core Phonics Survey. Additionally, teachers use unit tests from the adopted curriculum as formative measures. In secondary classrooms, formative and summative teacher-created assessments measure student progress and learning loss. English Learner students' progress is measured by the assessment criteria established in our district reclassification criteria.

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| STAR Math and Reading (Secondary) | \$14,312 | Y |
| STAR Reading, Math, & Freckle (Elementary) | \$66,944 | Y |
| Lexia | \$52,250 | Y |
| Read 180 | \$76,879 | Y |
| Classified Staff for DLCs | \$0 | Y |

| | | |
|---|-----------|---|
| Distance Learning Centers (additional to ASES Grant at McDowell and McKinley) | \$45,000 | Y |
| Distance Learning Centers for 4-6 grade students | \$110,000 | Y |

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.]

Professional Development

District staff and students will be participating in Circle Up train-the-trainer professional development. Circle Up training will include implementing school climate surveys, facilitating experiential circles, discussing diversity and assumptions through storytelling, exploring justice and conflict philosophies and principles, and facilitating and planning incident assessment meetings for staff and students. Staff will also receive training in ACES through resilience viewing. Elementary schools have been training staff in the use of toolkit strategies with students.

Workgroups and Committees

The district has also formed a Social Emotional Learning committee with the purpose of identifying and supporting students experiencing trauma and other impacts of the pandemic. We are also developing and maintaining positive connections with other community agencies such as CHIPA, PPS, PHCD, PPD, Community Library, and TIDE.

Student Support and Resources

We are working with WestEd to administer School Climate and Culture Surveys. WestEd will survey all students currently enrolled in grades 5-12. The online survey takes about 15 minutes to complete and will be administered by October 31, 2020. We have at least two associates and trainees at each site working with students in individual and group counseling. They are also coordinating "new kids" groups to help acclimate students to the new environments. ERMHS counseling is available for students with IEPs. School counselors presenting in classrooms and with individual students.

Other resources are also being made available to students. A warm line was created during Distance Learning for students to reach out for themselves or others when mental health support is needed. Student liaison positions have been established to provide extra ears on the ground, small group conversations, and student follow up. Keeping Kids in School works with sites to support positive student attendance. Students have access to the StopIt App as an anonymous tip line for students to seek help and report concerning issues. North Bay Organizing Project facilitates community circles for students of color to discuss issues of race and leadership.

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.]

On a daily basis, outreach contacts are initiated by school staff for all students who were absent from the live interaction class period(s). All outreach contacts are logged using a Student Contact Google Form by school. School site administration and attendance clerks have access to the spreadsheet results of the Student Contact Google Form and review them to update attendance and to troubleshoot specific hindrances students are encountering that prevent them from engaging each day. As part of school outreach efforts, staff ensure that parent contact information is accurate and up to date in our student information system and that parents are aware of student absence(s)/non-participation. Depending on each student’s situation, efforts are made to troubleshoot the reason(s) for non-participation. School Attendance Review Board processes remain in place, which include the generation and mailing of truancy letters to families. Weekly attendance reports are reviewed by school site administration to determine which students, if any, have not participated in at least 60% of the school days for the week prior in order to ensure that students are not falling through the cracks.

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.]

Nutritionally adequate meals are provided for all students, including those who are eligible for free or reduced-price meals when students are in-person, when possible, and for when students are in distance learning. Shelf-stable meals are at our schools two times per week for all students under the age of 18. Breakfast and lunch are served at each school for pick-up on Mondays and Wednesdays. Monday distribution includes meals for two days and the Wednesday distribution includes meals for three days. This plan is subject to change as the Summer Seamless program has been approved through December 2020 which will allow the district to provide meals for all students for an entire week and not just for school days.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---|------------------------------------|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Circle Up Staff & Student Training | \$38,600 | Y |

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 |
|--|--|
| 8.74% -- Petaluma City Elementary | \$1,142,495 |
| 8.03% -- Petaluma Joint Union High | \$3,390,881 |

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.]

LEA-Wide

The following activities are principally directed and effective in providing access to devices, internet connectivity, access to online curriculum and intervention software to meet student needs during the COVID-19 pandemic. These actions/services increase unduplicated student support time, support options, and access to quality instruction. LEA-Wide (District-Wide) use is justified because these actions are designed to increase learning for and specific to all Low-Income, Foster Youth, and English Learner pupils and will be paid for with LCFF Supplemental and COVID-19 funds. All of the actions listed below are supported by educational research. “The digital divide has especially far-reaching consequences when it comes to education. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today’s economy. Liz Soltan, Digital Divide: The Technology Gap between the Rich and Poor, <http://www.digitalresponsibility.org/digital-divide-thetechnology-gap-between-rich-and-poor/>, 2016.

- Funds will be used to purchase software licensing for online video conferencing (Seesaw, Zoom). This will allow access to synchronous instruction and teacher-student support check-ins during distance learning where students will have access to their teacher(s) and peers.
- Funds will be used to purchase increased internet bandwidth, internet hotspots, and internet filtering licensing. This will allow increased access to online instruction.
- Funds will be used to purchase instructional software licenses (EdPuzzle-video; Kami-PDF creation & annotation). This will provide students with access to educational tools that require increased online engagement when watching instructional videos and provides access to creation and annotation of PDF files when completing assignments.
- Funds will be used to provide professional development for teaching and assessing with iPads and Chromebooks in a distance learning instructional model. This will provide students with up-to-date, high-quality instruction provided by teachers.

- Funds will be used to purchase student iPads and Chromebooks. This will provide students with the up-to-date technology needed to access distance learning through online classes.
- Funds will be used to upgrade and replace staff computers and to purchase additional teacher computer monitors. This will provide teachers with the tools needed to develop and deliver effective content to students through an online format.
- Funds will be used to purchase intervention software licenses (STAR Reading, Math, Freckle, and Lexia) in reading and math. This will provide students access to differentiated intervention and instruction at their individual level of need.
- Funds will be used to provide staff training in the area of supporting mental health and social-emotional wellbeing (Circle Up). This will provide teachers with the tools and resources necessary to identify and assist students who are struggling emotionally and/or socially during the COVID-19 pandemic.

Schoolwide

The following activities are principally directed and effective in providing intervention and support for students at specific schools to increase unduplicated student support time, support options, and access to quality instruction. School-wide use is justified because these actions are targeted for the unduplicated students at schools or grade spans where the data has indicated they need specific increased support to improve student achievement. These actions are designed to increase learning for and specific to Low-Income, Foster Youth, and English Learner pupils.

- Funds are being used to purchase intensive reading intervention software licensing (System 44 & Read 180 Universal) for Petaluma and Kenilworth junior high schools, and Petaluma and Casa Grande high schools.
- Funds are being used to purchase digital licenses for History/Social Studies curriculum for all 7th-8th grade students. This will allow for online access to updated curriculum (which is Fair Act compliant), which was many years out-of-date and only available in hard copy textbooks until now.

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

The district has demonstrated through actions and services listed above that programs for the target population is increasing and exceeds the minimum level of proportionality for both the elementary and secondary districts as compared to the services provided to all students. The percentage of unduplicated students (English Learners, Foster Youth, and Low-Income) is 41.03% for the elementary district, and 41.75% for the secondary district.