

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Clayton Valley Charter High School has made every effort to respond to the COVID-19 pandemic. The pandemic has had a similar effect on our institution as it has on other schools around the state, county and country. Our response has been that we have created ways for instruction and nutrition to take place in a safe and enriching environment. We have developed a plan for how we take attendance, feed students and create an instructional program that is fully accessible to all students.

Section Notes

Stakeholder Engagement

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

CVCHS sends out weekly communications to parents and staff to keep them updated about COVID and other pertinent information about instructional and extra-curricular activities. We have conducted multiple surveys about families willingness to return to school in some limited or complete parent / student orientations, attendance, instructional preferences and graduation. We have also check in on a daily basis about whether students have been able to log in during distance learning. In addition to these efforts, we have regenerated our various parent organizations that includes ELAC / Parent Teacher Organizations and Social Emotional Support meetings that we have established on campus.

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

Zoom is the mode of choice for the parent and community meetings we have conducted since March or 2020 and the impact of the distance learning do to COVID. In July we polled students and parents about their level of desire to return to campus. In addition, we held multiple Zoom on multiple nights to solicit parents views, once we were directed to open school on-line.

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

Jim

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

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.]

It is CVCHS' desire to have students on campus as much as possible while still complying with the required Contra Costa Health Services (County) guidelines. In a survey completed by our CVCHS families, over 80% are aligned with this approach.

Given that the guidelines are changing, CVCHS needs to have multiple scenarios ready so the school can adjust during the year as the County's guidelines get more or less restrictive. CVCHS developed four scenarios knowing that we will implement the scenario that allows students the most access to in-person learning while staying within the guidelines, while maintaining the option of moving towards more in-person learning over time.

At present, CVCHS is having to default to the most restrictive scenario based on the Contra Costa Health Service regulations. This is the scenario the State is directing all* schools in Contra Costa County to start with, along with schools in counties on the state's COVID-19 watchlist (at least 32 out of 58 across the state). In this scenario, on campus activities are severely restricted and there would be no in-person extracurricular events (e.g. games, performances, competitions). There will be heightened expectation for safety and cleanliness on campus for the areas used by staff.

CVCHS has revamped several things with some of the most pressing being:

- Expectations for what teachers are able to cover under distance learning
- Expectations, including the grading policy and assessments
- Support, including and beyond academics, for students and families who struggled with distance learning in the Spring of 2020

Additionally, Friday, August 14th 2020, Gov. Gavin Newsom and State Board of Education President Linda Darling-Hammond announced districts will be able to bring back to school small groups of students with disabilities and others with "acute" needs for face-to-face instruction.

CVCHS will be working to provide individual and small group in person support offerings for students with disabilities and others with "acute" needs for face-to-face instruction to support their access to distance learning.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		
<p>CVCHS will be working to provide individual and small group in person support offerings for students with disabilities and others with “acute” needs for face-to-face instruction to support their access to distance learning.</p> <ul style="list-style-type: none"> - CVCHS is committed to support students with disabilities and others with “acute” needs to promote their access to their educational program and avoid regression of skills. Students currently identified with a disability that are struggling with managing distance learning will be identified and in person support offerings provided. The purpose of the support would be to help the student access their distance learning educational program. Due to the unique circumstances of individual students with disabilities the in person service level, duration, and frequency would be different and adjusted accordingly to meet the needs of the student. Student may be seen for executive functioning management for navigating distance learning, specialized instruction for skill development, or related services, such as counseling/guidance or speech/language services. - Additionally, students that are being evaluated for special education will be invited to campus of in person assessment in order to ensure valid assessment data of their needs to assist in eligibility determination and programming for their unique circumstances. <div data-bbox="120 1570 732 1696" style="background-color: #4b7a3d; color: white; padding: 5px; margin-top: 10px;"> Internal Notes <div style="background-color: #d9ead3; height: 30px; width: 100%;"></div> </div>		<p>N o Y e s</p>

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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.]

At CVCHS we have worked diligently to ensure the equity of instruction between courses and departments. We have instituted a school wide grading policy for all teachers. We have insisted on similar syllabi, lessons and assessments in like courses. In addition, we have collaborated with teachers to ensure that they are presenting lessons and instruction on the same Learning Management Platform (Schoology) and using the same template for daily communication and lesson delivery.

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.]

After extensive parent polling weekly newsletters, CVCHS has made chromebooks and Hot Spots available to all families that have communicated a need for the technology. We included Chromebooks in students' individual book bags during Textbook Pick-up. We then had a drop in pick system the first day of instruction for those families that later decided they need a device. As of August 19th we had distributed 400 Chromebooks and have 15 Hot Spot connections available to families. In addition, during the first week of school we provided extensive help desk assistance for students and parents as we launched distance learning.

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.]

CVCHS is following the state requirements instructional minutes and for tracking attendance, ensuring that student are properly submitting assignments to verify their presence in class. We have also re-deployed various support staff, such as campus supervisors to assist in doing immediate attendance tracking to ensure that we the highest student attendance possible and are proactive to identify and address issues that may be causing student struggles during distance learning.

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 distance learning on August 19th, teachers had seven days of professional development to prepare for distance learning. Training included workshops on Schoology (our Learning Management System), creating and holding ZOOM meetings, syllabus / lesson preparation and new state attendance guidelines.

Staff Roles and Responsibilities

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

All staff are pulling together to respond to the COVID crisis. Custodial and other facilities support staff are conducting daily cleanings of classrooms and office spaces that are populated by on campus staff. We have assigned two teachers as TOSA (teachers on special assignment) to support teachers implementing on-line instructional technology.

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.]

As CVCHS is committed to ensure that students with disabilities also have equal access to the same opportunities, including the provision of special education and related services.

Case Managers

In order to support our students in Special Education through CVCHS' distance learning, special education teachers/case manager will follow their case manager duties and ensure the needs of the students on their caseload are being managed during distance learning.

- **Monitoring student progress**
- **Implement IEPs across the distance learning program**
- **Liaison with students' teachers to help with the management of their assignments, curriculum adaptation per IEP accommodation, and support their access based on their unique needs.**
- **Check-in with students on their caseload weekly** and offer consultation via tele/video conferencing to support their distance learning.

Hold IEP Meetings: Initials, Annual, Triennials, and Amendments through Google Hangouts Meet for all IEP meetings

Special Education Assistants/Para-Educator

During Distance Learning, Special Education Assistants will be assigned to a special education teacher to support the special education teacher's instructional and case management duties.

Additionally, Special Education Assistants will:

- Connect with students' general education teachers to support their access of material and progress in the class.
- assigned tutorial times to provide online support to specific students as directed by the special education teacher/case manager.
- support synchronous activities and provide supplemental support to students. This does not include Co-Taught classes and students that require one to one support. Both virtually and in person.
- perform Engagement Monitoring Activities for students on their assigned special education teacher caseload.

Related Service

Student will continue to receive related services per their IEP through video/teleconferencing or through in person sessions as deemed appropriate in compliance with county health regulations. This includes speech/language services, counseling/guidance services, occupational therapy, vision services, orientation and mobility services, and teaching if the hearing-impaired services.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Spring 2020: Students who were impacted by the COVID-19 pandemic and subsequent transition to distance learning in the spring were identified through grade reports and teacher recommendations. These students were targeted for intervention over the summer in our Summer School Programs which included:

- A Summer Bridge program for incoming 9th graders which assessed and addressed (through direct instruction and supplemental programming) learning

losses in the subjects of mathematics and English language arts. This program was open to all incoming 9th graders

- A Summer School program (run through the Edgenuity platform in conjunction with subject-specific meetings with teachers) which provided remediation for learning loss at three different levels:
 - For students who failed the entire semester in any academic/core course, students were enrolled in that same course for summer school, thus addressing the learning loss for multiple subjects
 - For students who earned high F's (50-59%) or D grades, students were enrolled in a mastery-based course through our "Intersession" program which provided additional instruction in areas where students did not meet mastery in core subjects, thus addressing the learning loss for multiple subjects
 - For students who earned high C's (75-79%) and B (85-89%) grades, students were enrolled in learning-loss courses for core academic subjects which targeted the mastery of skills during the last 9 weeks of instruction (the duration of distance learning)
 - The Summer School program was open to all students meeting the grade criteria (listed in the bullets above)

2020-2021 School Year: All students started the year with a set of norm-based diagnostics in the areas of reading, mathematics, and English Language Arts. The data collected from these assessments will be provided to teachers to help them identify students in need of more targeted supports. These supports will be run through various channels, the first intervention being provided by the classroom teacher.

Tutorial (day and session): Teachers and students have multiple opportunities within their daily schedule to address student support, including an asynchronous "tutorial day" where teachers can target students for specific interventions. Another opportunity is the twice-weekly "tutorial session" that is offered in addition to the already schedule tutorial day. These two short sessions provide similar opportunities for teachers to connect with and support students in need of intervention.

Academic Tutors: Students in need of academic support can also seek help through our academic peer-tutoring program. They can do this independently or they can be referred to this program by their teacher. Students will meet with their academic peer-tutor during non-instructional times.

Targeted Case Management (TCM) program. Targeted Case Management (TCM) is a program utilized at CVCHS to assist those students most at risk for graduation. It involves staff virtually meeting weekly with students who have 2 or more D's or F's in their current subjects. This list is generated every 9 weeks--a cycle in which students can move on or off of the list depending on their grades and observed need for support. The primary goal of the program is to assist students in improving their grades and to ultimately increase the number on track to graduate.

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.]

Special populations such as students with exceptional needs and English Language Learners (at the lower proficiency levels) have the added layer of a case manager to provide extra support throughout the school year. Please see the previous section detailing "Supports for Pupils with Unique Needs" for more details.

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 measure of effectiveness for our intervention programs will be measured through several dashboard metrics: student grades, graduation rates, absences, and state test scores (CAASPP/ELPAC). These measures should be at or very close to where they were prior to COVID-19/distance learning in order to show that they are effective.

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

Description	Total Funds	Contributing
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Purchase of Edgenuity for Interventions and learning-loss prevention (source: specific funds set aside for Interventions)	\$25,000	
Summer School Salaries (source: specific funds set aside for Interventions)	\$75,000	
ELD Teacher/Case Manager (part of general funding)	\$21,000	
SPED Case Managers & Paraprofessionals (part of general funding)		

Pupil 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.]

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.]

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.]

Mental Health and Social/Emotion Well Being

CVCHS provides a multi-tiered system of support for identifying and providing increasing intervention efforts for students that are struggling as well as those that have been identified as having a disability. Through the efforts of the engagement monitoring coupled with the Coordination of Service Team that reviews student's data to designate/provide necessary supports along the continuum of intervention, CVCHS has a robust school based mental health program. The school based mental health program consist of a full time Marriage/Family Therapist (MFT), who oversee five MFT interns. Additionally, CVCHS has a school nurse and school psychologist that assist with these intervention efforts as it relates to their area of practice and responding to the needs of the mental health and social emotional well being of *students during distance learning*.

Social Emotional Programming:

- **9th grade screener** - all 9th grade students
- **Social/emotional curriculum** - English department
- **Parent Health Education Wellbing (P.H.E.W.)** - CVCHS parent group
- **Everything's FINE** - student group
- **Social/Emotional counseling:** School counselors and MFT providing counseling and case management to students on their caseloads
 - **Individual and Family Counseling** - students and parents
 - **Educationally Related Mental Health Services** - students (IEP)

Resource: *Purpose Prep (curriculum)*: The Purpose Prep SEL curriculum is designed to encourage student interaction with relevant topics, provide opportunities to define and understand emotions and behaviors, and build the confidence to make more positive, healthy choices. The entire Purpose Prep curriculum is aligned to CASEL competencies and designed to support MTSS and PBIS best practices. This program is designed to support students who are navigating personal challenges, needing redirection or restorative justice, or defining healthy decision-making skills. Purpose Prep provides a library of topic focused lessons for intervention. (Cost: \$11,000; funding source: specific funds set aside for Interventions)

Section Notes

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]		
N/A Stakeholder Engagement In-Person Instructional Offerings Distance Learning Program Distance Learning Program (Continuity of Instruction) Distance Learning Program (Access to Devices and Connectivity) Distance Learning Program (Pupil Participation and Progress) Distance Learning Program (Distance Learning Professional Development) Distance Learning Program (Staff Roles and Responsibilities) Distance Learning Program (Supports for Pupils with	<div style="background-color: #558b2f; color: white; padding: 2px;">Internal Notes</div> <div style="background-color: #d9ead3; height: 20px; margin-top: 5px;"></div>		N o Y e s

Unique Needs) Pupil Learning Loss Pupil Learning Loss (Pupil Learning Loss Strategies) Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies) Mental Health and Social and Emotional Well-Being Pupil Engagement and Outreach School Nutrition			
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