

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>.

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General Information

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

The COVID-19 pandemic has had a similar effect on Clayton Valley Charter High School (CVCHS) as it has on other schools around the county, state and country. CVCHS' response has been to create ways for instruction and support to take place in a safe and enriching environment. CVCHS has developed a plan for how to take attendance, feed students and provided students and families with technology resources. CVCHS has also created an instructional program that is fully accessible to all students for the 2020-21 school year. Pursuant to state requirements, CVCHS is starting the 2020-21 school year in a distance learning only format and has recently welcomed small groups of students to campus as permitted by the state. As of the approval of this document, Contra Costa County, where CVCHS is located, is not allowed to have schools open for instruction outside of small groups of students.

Stakeholder Engagement

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

There are several ways that CVCHS has engaged stakeholders in the development of the 2020-21 Learning Continuity and Attendance Plan (LCP) leading up to and during the 2020-21 school year. CVCHS' stakeholder engagement regarding the impact of COVID-19 on the school's program began in the Spring of 2020 as the school transitioned to distance learning in mid-March. Teachers, staff, students and families were surveyed about the effectiveness of the school's distance learning program and stakeholders were engaged in key aspects of the school's program. Notably, the school held webinars for students, parents and staff regarding the 2019-20 Semester 2 grading policy.

This format effectively solicited feedback and so it was replicated in CVCHS' approach to soliciting feedback for the 2020-21 academic program.

As CVCHS approached 2020-21, a series of strategies were used to engage stakeholders. Throughout the 2019-20 school year, across the summer and into the 2020-21 school year, CVCHS has maintained regular electronic communication with stakeholders. The primary method of one way communication from school to home is through, at minimum, weekly community newsletters that are emailed to parents and students, as well as put on the school's website and social media accounts. The school first surveyed students and families about the effectiveness of its distance learning practices in April of 2020. CVCHS also held webinars with families and staff in June, July and August. A survey followed the June webinar. Feedback during the webinars was gathered through live comments and submitted questions. Multiple webinars were recorded and placed online on the school's website, as was each webinar presentation. Presentations were also made to the CVCHS Governing Board in June, July, August and September.

With the launch in August of the 2020-21 school year, CVCHS continues to send out weekly communications to parents and staff to keep them updated about COVID-19 related matters and other pertinent information about instructional and extra-curricular activities. CVCHS is continuing to engage individual students and families with a daily check of whether students have been able to log in during distance learning. In addition to these efforts, CVCHS has reconstituted our various parent organizations that includes the school's ELAC, Parent Faculty Club (PFC) as well as Social Emotional Support meetings established on campus.

Specific to the 2020-21 LCP, CVCHS has done the following to engage stakeholders:

- Hosted meetings with CVCHS students to gather feedback on the LCP. A meeting on September 17th included an invitation to the full student body at CVCHS. Other meetings were with the student leadership classes.
- Provided multiple opportunities for families and parents to give feedback on the LCP. This includes the September 15th PFC meeting and meetings ahead of back to school night on September 17th. The 17th included an LCP meeting in English and a meeting of the school's ELAC that included Spanish translation.
- Provided teachers and staff an opportunity to give input on the LCP throughout the day on September 16th. This allowed each staff member the opportunity to select the time that was most convenient for them.
- Held two public hearings with the CVCHS Governing Board on August 26th and September 9th, as well as a separate meeting for the Governing Board on September 30th to vote to approve the LCP.

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

Stakeholders have the option of participating in meetings remotely. The two options they have are described below.

A majority of CVCHS Governing Board meetings include the option to participate virtually through Zoom. All webinars are held through Zoom. The first public hearing for the 2020-21 LCP was held via Zoom. The second public hearing was held in person, however members of the public were able to participate virtually. The Board meeting that included the approval vote for the 2020-21 LCP was held in person, but it included a virtual participation option via Zoom. Individuals participating virtually are welcome to submit public comments via email. During

the two public hearings, anyone wanting to give a comment was able to do so either in person or by being unmuted and provided the opportunity to speak over Zoom.

For Governing Board meetings not held through Zoom, stakeholders can access the meeting via a livestream.

Public comments for the Governing Board meetings can be submitted via email. If these comments are received by the time designated they are read aloud to the Board. Comments received after the designated time but during the Board meeting are included in the minutes of the meeting. During webinars, comments and questions can be shared in the chat as well as asked live verbally if a participant chooses.

For the 2020-21 LCAP public hearings, public comments were accepted via email and participants were able to make a verbal comment through Zoom if they chose and are participating remotely.

In-person attendees are able to make in person comments. As shared above, this was the case for two meetings regarding the LCP - the second public hearing and the Board meeting where the LCP was approved.

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

- Feedback from interactions pre-LCP specific discussions: Prior to the LCP being released, CVCHS engaged in several discussions regarding the 2020-21 school year. These interactions took the form of webinars (including parents, families, students and staff), Board meetings and negotiations with CVCHS' collective bargaining units. The feedback received in these sessions revolved primarily around the following: schedule, models of distance or in person learning, the need for synchronous (live) learning and the consistency and accessibility of learning for students.
- Feedback at the 8/26 Governing Board meeting, which was the first public hearing for the LCP: At the first public hearing, feedback from the Governing Board was focused on student internet access at home and methods of tracking student engagement and attendance in online courses. Several students gave public comment at this meeting urging the Board and CVCHS to implement more diverse curriculum, although these comments were not focused specifically on the LCP.
- Feedback at the 9/9 Governing Board meeting, which was the first public hearing for the LCP: At the second public hearing for the LCP there were no public comments and no Board comments.
- Feedback gathered at the Associated Student Body (ASB) class meetings from 9/14 and 9/15 classes: CVCHS administration met with the school's two ASB classes to gather student feedback. The themes of the feedback received from students include:

A. Desire to return to campus and in person instruction

B. Need for consistency whether on or off campus

C. Manageable and organized workloads in regard to assignment expectations from teachers

- Feedback gathered at the PFC meeting on 9/15: CVCHS' Parent Faculty Club (PFC) met on September 15th and one of the agenda items was the LCP. There were no specific comments giving feedback on the content of the LCP. The PFC discussed getting the LCP draft document out to their membership and soliciting feedback from members. CVCHS will look for feedback and incorporate it as needed into this document.
- Staff feedback sessions on 9/16: On Wednesday, 9/16, CVCHS administration hosted an open Zoom session for the full day to allow teachers to join on their prep period to discuss and give feedback on the LCP. Staff were able to select a time to join based on their schedule. The primary feedback received from teachers was to with regard to the two hybrid scenarios listed as potential options in the LCAP document. Various teachers voiced different preferences. No different scenarios were offered that did not already appear in the LCP document. There were also questions about Special Education funding and it was shared that the LCP does not identify Special Education students specifically. However, it was discussed that many of the strategies described in the LCP would benefit all students, including Special Education students.
- General student body meeting on 9/17: Students were invited to give feedback on the LCP before school started on Thursday, September 17. In this feedback meeting the primary themes communicated were that students wanted to ensure that information about COVID and returning to school is communicated through various portals. The belief is that these multiple modalities for communication will ensure that students are current and up to date on what is being considered in terms of potential options for students to return to school. In addition, students in attendance expressed that their preferred hybrid model is the one where students rotate through various classes.
- Parents and families at the pre-Back to School Night meeting on 9/17: There were over 100 participants who joined the Zoom call for parents and families that was held on September 17 right before Back to School Night started. The LCP document was shared and reviewed. Parents did not provide specific feedback or ask questions at this session, although they were invited to. Feedback was also welcome from parents and families at any time following the presentation.
- ELAC meeting on 9/17: There were 11 people present at the English Learner Advisory Committee's (ELAC) meeting on Sept. 17 where the LCP was reviewed. The meeting went on for approximately 45 minutes. Most of the parent's questions were regarding when students will be able to return to campus. The LCP was received very well and families expressed that the multiple scenarios presented made sense based on what the county and state are mandating.

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

The main section of the LCP that was influenced by stakeholder input has been the models CVCHS will use for in-person instruction. There have been several other aspects of CVCHS' program that have been influenced based on stakeholder input, but these additional areas are not specific to the LCP.

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.]

Below are the scenarios that CVCHS will implement in 2020-21 that involve in-person instruction. As allowed, CVCHS will move closer to 100% in-person instruction. Currently, CVCHS is moving from 100% distance learning to “Distance Learning with Exceptions” and the school is monitoring Contra Costa County's placement on the state's color-coded tiered system. It is possible that Contra Costa County could move to the red tier on September 30th, the day CVCHS' LCP is approved by the CVCHS Board. However, it will still take 14 days in the red tier before schools can open for in-person instruction.

Models CVCHS will implement in 2020-21:

Distance Learning with Exceptions

- State mandates that learning take place via distance learning in Contra Costa County with some exceptions for students in vulnerable populations and with acute learning needs.
- Access to campus is limited to employees, students in designated learning pods and students participating in camps outside of the school day, with other individuals being able to pick things up on campus.
- All teaching takes place via distance learning and some students access their classes from campus with support from adults working on site as small group facilitators. The adults working with students are not classroom teachers which allows them to focus all of their energy on the needs of the students they are serving.
- Heightened health and safety protocols will be in place for those participating in on-campus activities.

Hybrid Learning with Steady Cohorts

- Conditions allow for in-person learning to resume, but requirements for quarantining and isolation following positive COVID-19 tests are so restrictive that it is only feasible that students on campus remain with the same cohort and teacher while distancing in class must still be maintained.
- Access to campus is limited to employees, students participating in hybrid learning on their assigned day(s) and students participating in camps outside of the school day, with other individuals being able to pick things up on campus.
- Instruction takes place in a hybrid model with some students distanced in class and some at home. Students rotate between an in class setting on campus with their cohort and home. Some students will remain in 100% distance learning based on parental choice or lack of space in the hybrid classrooms.
- Heightened health and safety protocols will be in place for those participating in on-campus activities.

Hybrid Learning with Class Rotations

- Conditions allow for in-person learning to resume and requirements for quarantining and isolation following positive COVID-19 tests are such that class rotations are feasible but distancing in class must still be maintained.
- Access to campus is limited to employees, students participating in hybrid learning on the assigned day and students participating in camps outside of the school day, with other individuals being able to pick things up on campus.
- Students will be on campus only on assigned days, meaning, for example, that the group of students on site on Mondays is different from the group of students on site on Tuesdays.
- Instruction takes place in a hybrid model with some students distanced in class and some at home. Students rotate between on campus and home. Some students will remain in 100% distance learning based on parental choice.
- Heightened health and safety protocols will be in place for those participating in on-campus activities.

Full Classrooms with Class Rotations and Some Restrictions

- Conditions allow for in-person learning to resume and there are no distancing requirements in classrooms or on campus for normal operations during the school day.
- Access to campus is limited to employees and students, with other individuals being able to pick things up on campus.
- Instruction takes place in class but some students will remain in 100% distance learning based on parental choice.
- Heightened health and safety protocols will be in place for those participating in on-campus activities.

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

Description	Total Funds	Contributing
An added cost for in-person instruction is the funding going to pay for small group facilitators on campus. Small group facilitators allow students to attend classes on campus for the entire day while still fully accessing all of their classes via the computer. In person instruction for vulnerable students or those with acute learning needs is a superior option for those who decide to engage in on-campus learning.	150,000	Yes
Custodial costs is another action CVCHS is funding at a higher rate than pre-COVID-19.	110,000	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.]

CVCHS started the 2020-21 school year in distance learning and has worked collaboratively with all stakeholders to implement a distance learning plan. The expectations for instruction have not changed from when CVCHS offered in person instruction and all teachers are continuing to deliver standards-based instruction to their classes. Teachers have fewer minutes each week with students, so the quantity of material being presented has been reduced, but the quality of instruction is expected to remain the same. CVCHS' distance learning program combines synchronous and asynchronous learning. All instruction is facilitated through a common platform – the Schoology Learning Management System. CVCHS is able to maintain the same schedule for distance learning, hybrid learning and in person instruction in the 2020-21 school year. Should there be a need to transition between these phases, CVCHS has the ability to maintain a consistent schedule.

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.]

CVCHS has made chrome books and wifi hotspots available to all families that have communicated a need for the technology. As of September 28th, 2020, CVCHS has distributed over 600 Chromebooks and more than 15 Hotspot connections to families, in addition to previously checked out devices from either the Spring or Summer academic programs of 2020. In addition, CVCHS provides extensive help desk assistance for students and parents, as well as staff in need of tech support. CVCHS is monitoring student engagement online and proactively reaches out to families and students if there is an issue with consistent online engagement. If consistent internet or device access is an obstacle to the student accessing their learning then CVCHS will provide support via the resources the school has access to.

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, and striving to exceed, the state requirements for instructional minutes. The current distance learning schedule includes three or four synchronous classes of 80 minutes each four days a week. The fifth day of the week is set aside for students to complete at least four hours of work asynchronously and have access to their teachers as needed in synchronous, 45 minute periods. Students can also access their teachers during tutorial times that occur twice a week outside of class time.

The school tracks attendance daily, ensuring students are online, in class and properly submitting assignments to verify their presence in each class. CVCHS has also re-deployed various support staff, such as campus supervisors, to assist in immediate attendance tracking to ensure the highest student attendance possible and to proactively identify and address issues that may be causing student engagement challenges 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 commencing on August 19th, CVCHS teachers had seven days of professional development to prepare for distance learning. Teachers who were new to CVCHS had two additional days. Training included expectations for instructional planning and alignment, workshops on Schoology as well as other distance learning instructional delivery strategies with a focus on fully engaging students in a virtual setting.

CVCHS holds ongoing Ed Tech office hours hosted by the school's TOSAs (teachers on special assignment) who specialize in Educational Technology. In addition, teachers had two days of professional development embedded in the first three weeks of the school year to make adjustments to instruction as needed based on the results from the beginning of the school year.

Staff Roles and Responsibilities

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

Custodial and other facilities support staff are conducting daily, at minimum, cleanings of classrooms and office spaces that are populated by on campus staff and others. We have assigned two teachers as TOSAs to support teachers implementing on-line instructional technology. Campus supervisors have been re-deployed to support student attendance in the virtual space. As needed, all staff have adopted the "whatever it takes" approach for specific events (e.g. walk through days, textbook distribution).

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.]

CVCHS is currently (as of the approval date of this LCP) providing individual and small group in person support offerings for students with disabilities and others with "acute" learning needs to support their access to distance learning.

CVCHS is committed to supporting students with disabilities and others with "acute" needs to promote their access to their educational program and avoid any regression of skills. Students currently identified with a disability who are struggling with managing distance learning have been identified and in person support offerings are being offered and expanded as quickly as possible. The purpose of the in-person support is 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 will be different and adjusted accordingly to meet the needs of the student. Students 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 for in person assessments in order to ensure valid assessment data so CVCHS can properly determine their needs which will assist in eligibility determination and programming for their unique circumstances.

As of the writing of the LCP CVCHS is assessing English Learners including those who are new to CVCHS and those who are returning. Based on the assessment results and the EL status of each student, support will be provided which will include integrated programs and, as needed, will include designated programs. English Learners who are struggling with distance learning will also be targeted for in-person instruction.

While the population of Foster Youth and homeless students at CVCHS is relatively low, they are being monitored along with the full student population. Foster students and homeless youth will receive the support needed to ensure they succeed. This could include in person support, as described earlier, along with access to technology resources.

The distance learning strategies and best practices being used by CVCHS benefit the populations of students described in this section as well as all students.

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

Description	Total Funds	Contributing
CVCHS has invested in increased technology through purchasing hardware and software that will aid teachers and students with distance learning. This includes additional chromebooks, hotspots and various software programs and subscriptions. Providing chromebooks and wifi hotspots increases services to students who do not have a device at home for internet access, who do not have consistent internet access or both. While these services are available to all students, they certainly benefit low income students.	178,000	Yes
CVCHS has created TOSA (teacher on special assignment) positions that focus on supporting teachers with implementing Educational Technology.	57,000	No

Description	Total Funds	Contributing
All CVCHS teachers have the option of being reimbursed for up to \$750 in purchases that will assist them with facilitating distance learning.	10,000	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.]

Prior to this current school year starting, CVCHS implemented several summer programs to attempt and address gaps in student learning and progress towards graduation. These programs are described below.

- 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 grade.
- A Summer School program was open to all students meeting the grade criteria (listed in the bullets above) and provided remediation for learning loss at three different levels:

1. 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
2. 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
3. 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)

In addition, CVCHS piloted a social-emotional support program with subsets of summer school students as a way of providing non-academic support and for assessing the quality of the program and if it could be implemented during the school year with a wider group of students.

For the 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. CVCHS will also look at the results to determine if any students need support beyond the classroom teacher.

Tutorial (day and session): Teachers and students have multiple opportunities within their daily schedule to address student support, including a “tutorial day” where teachers can target students for specific interventions through synchronous support. Another opportunity is the twice-weekly “tutorial session” that is offered in addition to the already schedule tutorial day. These two sessions provide similar opportunities for teachers to connect with and support students in need of intervention. In addition, students and teachers participate in twice a week 80-minute synchronous classes. The length of these classes allow for differentiation and support to be provided by teachers.

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.]

The information provided in the section immediately prior to this one, as well as the details in the section on "Supports for Pupils with Unique Needs" outline the strategies CVCHS is implementing to address learning loss and accelerate learning progress for pupils.

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 three ways that CVCHS will measure the effectiveness of the services and support provided to address learning loss are:

- Survey results
- Course grades
- Assessment results

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

Description	Total Funds	Contributing
For this section, there are no additional actions requiring a fiscal investment beyond what CVCHS would do in a traditional school year with 100% in-person learning.	0	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.]

CVCHS has staff dedicated to support the mental health and social and emotional well being of its students. In the last few years, CVCHS has increased the number of counselors, added a full time MFT and added a psychologist. In addition, CVCHS hosts multiple counseling and MFT interns. These staff offer support to all students as well as targeted support to students in need. CVCHS also hosts several regular programs for students and families to address mental health and provide additional non-academic support.

In addition, for 2020-21 a new curriculum called Purpose Prep was acquired. This curriculum was piloted in the summer of 2020 in order to be rolled out to additional students in the 2020-21 school year. The Purpose Prep SEL (social-emotional learning) 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 and designed to support best practices in the areas of mental health and social and emotional well-being. 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 support and intervention.

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.]

CVCHS created a multi-tiered intervention plan to maintain student access and engagement to distance learning. This includes students who are identified as foster youth, english learners and students experiencing homelessness. Families receive daily personal calls from school staff when students are not accessing and engaged with distance learning, in addition to daily automated phone calls to communicate attendance (a continuation of services pre-COVID). Another pre-COVID intervention that will continue during this time are weekly report cards that are emailed home to students and families with a report of students' current grades. Students are also case managed via phone, email and video call (e.g. Zoom) by school counselors and other student support staff to address academic and social/emotional student needs. Students who continue to show lack of access and engagement, or express a need for social/emotional support, will receive additional support from school-based mental health clinicians. Attendance intervention staff will also conduct family meetings and home visits to address lack of access and engagement.

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.]

CVCHS partners with Chartwells to provide an outstanding food service for students as well as for staff. All State and Federal guidelines are followed as required by the California Department of Education (CDE). Meals are available to all students whether instruction is on or off campus. During the Spring of 2020, CVCHS offered food pickup on several days, while also using creative food options like Bulk Food Distribution. Clayton Valley Charter prepared and served over 70,000 meals for the local community over the Spring and Summer of 2020. Food service will continue for the 2020-21 school year. Given the recent changes to the school food services program at the state and national level, CVCHS is adjusting its 2020-21 food services program to maximize the number of students and families accessing the school meals in hopes of ensuring every family and student in need can get the support needed.

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

Section	Description	Total Funds	Contributing
N/A	There are no additional actions to include.	0	No

Section	Description	Total Funds	Contributing

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
4.17%	\$881,237

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.]

As evidenced by its charter petition, CVCHS has prioritized addressing the needs of struggling students, including those students from subgroups that are traditionally lower performing than their peers. These subgroups include foster youth, English learners and low-income students. The practices that have been demonstrated to be effective for lower performing students are practices that are beneficial to all students. Given this, CVCHS looked for best practices that would aid those students who are most likely to struggle academically and in other areas of school. However, CVCHS has applied these best practices to all students regardless of their specific subgroup. If a student is in need of support, CVCHS is setup to provide that support.

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

CVCHS has invested heavily in supporting all students. As described in the section immediately prior to this one, CVCHS has looked at practices that benefit traditionally lower performing subgroups of students and applied those strategies across the school. By making these supports available to all students, CVCHS has committed a large amount of resources to ensure students, including those in traditionally lower performing subgroups, are receiving the support needed.