

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.]

The COVID-19 pandemic has impacted Heartland Charter School and community primarily in the suspension of in-person activities, such as field trips, school community events, enrichment programs, family meetings, services, and state and special education assessments. However, as a non-classroom based independent study charter school, we have been able to provide families who have chosen to homeschool with continuity in education through the variety of curriculum options offered, including online instruction courses lead by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. With the guidance and oversight of a credentialed teacher, families have been able to continue to select and employ the combination of systems that best suit individual student learning needs and interests. We continue to ensure that students are engaged in appropriate educational activities on instructional days, assess time value of independent work, and the quality of contemporaneous work samples.

Stakeholder Engagement

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

In seeking input from our stakeholders, Heartland Charter School used a variety of means to engage, including parent surveys, student surveys, staff surveys, informal discussions with families, community members, and teachers, public hearings, and LCAP meetings. In addition, teachers and staff have continued to engage students and parents and elicit feedback through phone calls, text messaging, emails, Zoom meetings, newsletters, and social media, including the school web page.

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

Beginning in March, all public hearings and meetings, including board meetings, have been held via teleconference using the Zoom platform, pursuant to Executive Orders N-25-20 and N-29-20. The board meeting agendas have continued to be posted on the school’s website per

the requirements of the Brown Acts and include instructions to join, as well as the protocol and contact information to request any accommodations needed.

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

Students:

- opportunities to collaborate with other students
- technology-training opportunities
- professional learning, like internships, mentor matchups
- more electives
- project-based learning opportunities

Parents:

- continued office hours and communication with teachers
- more curriculum suggestions according to learning style
- keep allowing the flexibility for the students to follow their learning passions and support their success in all core areas
- continued guidance for college prep
- offer clubs, study groups, and options that promote leadership and independence

Staff:

- more high school guidance training to meet the needs like Career Technical Education (CTE) and Graduation status
- curriculum presentations for teachers for all grade levels or bring in curriculum presenters from various companies
- more high school, special needs, and English Learner support professional development”
- more content area support to especially in math, English language arts (ELA), and English language development (ELD)
- utilize technology to communicate with families: emails, planning, progress reports report cards, attendance, calendar, curriculum, school website, etc.

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

Heartland Charter School is piloting a new program this year called our Explorers Program. It is a career exploration program intended to help students of all ages (K-12) discover potential career interests. This weekly program will bring area Heartland families together (virtually) once/week to explore a particular CTE pathway (one/month) and will include activity ideas (kits and curriculum), virtual field trips, and guest speakers (virtual). This is intended to encourage students to learn more about their interests and can include learning that crosses the content areas with the thematic/project-based learning. Additionally, it will encourage high school students to start and complete a Career Technical Education (CTE) Pathway in their field of choice. Teachers are involved in this program as the guides and facilitators, via curriculum development, leading breakout sessions for activities and virtual field trips. Explorers also allows for students and families to connect and collaborate in a safe and meaningful ways.

Furthermore, content specialists, credentialed in a specific single-subject area, offer office hours (online) for student, parent/learning coach, and teacher support. They assist with questions about core content, curriculum and course outline mapping, and facilitation of content mastery through tutoring and grading/feedback.

Regular, targeted online English Language Development (ELD), English Language Arts (ELA), Math, and Speech and Language Intervention are also being provided directly (versus being contracted out) by Heartland staff this year, through programming developed and lead by credentialed Heartland staff in these key areas. Additionally, these staff members will provide training and development for other staff, including the teachers who oversee the learning plan for students.

Curriculum presentations for parents/learning coaches, teachers, and students are provided by staff and via the specific curriculum companies. These orientation trainings help all stakeholders become familiar with new curriculum, including the tools and instructional design, and are intended to promote alignment between student learning needs and goals and the platform for learning that will suit the needs of the student.

Universal access has been rolled out to students depending on grade level to online curriculum subscriptions like BrainPop, BrainPop Jr, BrainPop ELL, MobyMax, Touch, Type, Read, & Spell, and Net Tutor (upper grades). This is intended to help find and fill learning gaps (MobyMax), augment learning through educational videos and content area support (BrainPop), and meet specific needs (Tough, Type, Read and Spell). Additionally, access to tutoring through Net Tutor, allows for virtual support in a variety of courses for our older students.

Lastly, professional development (PD) is planned with the needs of staff and students in mind. Each month the leadership team will meet to develop targeted PD for the purpose of developing skills, knowledge, and understanding in critical areas of support, such as supporting students with special needs, facilitating the Student Study Team (SST) process, implementing a multi-tiered systems of support, supporting multilingual learners, high school guidance, curriculum matching, etc.

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.]

As a non-classroom based, independent study charter school, we provide students and learning coaches with a variety of standards-aligned curricular options to meet learning goals. These options are explained in greater details in the distance learning program section below, and include live online instruction with credentialed teachers, offline textbooks, and self-paced virtual learning. Teachers and staff at Heartland communicate regularly with parents/learning coaches via email, phone, text and meet regularly via online platforms such as Zoom to help guide student learning through meetings with students, parents/learning coaches. Teachers and staff work to ensure that students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of work samples. Prior to the pandemic, learning period meetings were held in-person, but teachers did support students virtually as well through the use of technology and virtual platforms.

Teachers continue to use technology to monitor student progress, via the online platforms, as well as through the learning period meetings in which work is reviewed, discussion with students about their learning take place, and via the benchmark assessments and curricular assessments. The school uses platforms such as Zoom, Google Classroom, and progress monitoring on the various curricular platforms to engage learners and to monitor, assess and inform learning.

As of early September, state and local guidelines began to allow for in-person Special Education services as stated within an IEP, as well as IEP evaluations following the CDC and CA Public Health Department protocols and guidelines. As a result, Heartland has purchased PPE and offsets these assessment-related travel costs for staff and families via reimbursements.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
SPED Evaluations PPE	\$5,000.00	Y
SPED Evaluations Travel	\$3,000.00	Y
SPED Evaluation Kits	\$17,679.50	Y

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.]

Due to the nature of Heartland being a non-classroom based, independent study school, the continuity of instruction is not effected, except for that meetings or assessments that would have been in-person are being offered virtually during the state and local requirements for distance learning. The description for how the school is ensuring access to a full curriculum regardless of the method of delivery can be found below:

As a non-classroom based school, Heartland continues to offer support for our independent study learners, through the following options:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g.,Edgenuity, Mr. D, UC Scout)

- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district-licensed online content resources (e.g., Silicon Valley)
- Teacher enhances district-licensed online content resources (e.g., Bridgeway Academy) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Each semester and within each monthly learning period, the learning plan is reviewed in regular meetings and communications between teacher, student, and parent/learning coach, including the standards and content that will be learned as well as the process to achieve mastery of the assigned standards and learning goals. Should other educators be a part of developing and monitoring the learning plan, such as a special education teacher, they will also participate in meetings with this team to support the learning goals as well.

Additionally, Heartland has formed a student support team (previously this was contracted out). This includes an EL Coordinator, a 504 and Student Study Team (SST) coordinator, a Speech and Language Pathologist (SLP) with a focus upon intervention, an English language arts (ELA) Intervention Coordinator and a Math Intervention Coordinator. Furthermore, Heartland certificated support such as school psychologists, counselors, a foster youth and homeless liaison, and an Educationally Related Mental Health Specialist (ERMHS), as well as contracted support, help to provide support for social-emotional and mental health needs. These credentialed educators will help to drive strategic support for specific students and will be involved in the Multi-Tiered System of Support (MTSS). The EL Coordinator will offer regular targeted online English Language Development (ELD) instruction for beginning and intermediate EL students. The ELA, Math, and SLP Intervention Coordinators will be involved in Tier 2 and Tier 3 of the MTSS.

The SST process will be put into motion for struggling students and intervention will be targeted based on needs (determined through parent, student, and teacher input, benchmark assessments, work samples, and other supporting data. Interventions will be monitored and data collected to assist in determining next steps and a follow up plan. During this process, the MTSS process will be employed to the level appropriate and further action steps will be taken as needed.

With regard to high school support, Heartland has also hired more staff and we now have two full-time counselors, a high school success coordinator, and a director of curriculum with extensive experience in supporting high school students by aligning curriculum to their learning style needs and their interests.

Lastly, the directors of curriculum, instruction, and student support, will work with the lead coordinators of each department to facilitate healthy and strong support for students based on the particular needs of the student. Teachers monitor students closely and will bring in support staff to assist when a student is struggling and with team input will develop a learning plan to prevent learning loss and will monitor a plan for remediation when a deficit exists.

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.]

Heartland Charter School has worked directly with families to ensure they have access to technological devices, such as Chromebooks, tablets, laptops, and hotspots. The instructional planning amounts for students can be allocated for technology including hot spots when needed. Teachers and staff ensure that student involved in an online learning course have access to functional technology and Internet connectivity. The foster youth and homeless liaison works with the director of student support services, as well as local and county services to ensure students have access to devices and connectivity.

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.]

As a non-classroom based, independent study charter school, parents and guardians who enroll a child in Heartland make a commitment to the daily involvement in their child's education and hold the responsibility for the supervision of their student(s), including during school hours. Heartland works closely with families in the education of their students and provides supports for synchronous and asynchronous instruction and accountability. The live contacts and synchronous instructional minutes vary depending on the learning plan and curriculum of the student. The Special Education team continues to provide daily synchronous instructional minutes per each student's Individualized Education Plan (IEP). This includes the delivery of parent support and consultation before and after student instruction as required. A review of student progress is conducted on a daily, weekly, and monthly basis to determine continued level of need, development and implementation of goals based on a student's needs.

Each semester and within each monthly learning period, the learning plan is reviewed in regular meetings and communications between teacher, student, and parent/learning coach, including the standards and content that will be learned as well as the process to achieve mastery of the assigned standards and learning goals. Should other educators be a part of developing and monitoring the learning plan, such as a special education teacher, they will also participate in meetings with this team to support the learning goals as well. In between learning period meetings, teachers and staff reach out to families via regular email, phone/text communications to support the needs of the student between meetings.

Teachers assign work and standards to be learned for each learning period within the semester on an Assignment Work Record (AWR) in the student information system. At each learning period meeting, the learning plan as well as the work samples and learning assessments are reviewed by the teacher, parent/learning coach, and the student. As standards are learned, the work and progress in meeting standards are graded and align to work record uploads to the information system. The AWR grading and the work samples, together with formal and informal assessments are used to measure student participation and the time value of student work for attendance. This time value measure is notated in the archival of the AWR and the learning period attendance logs.

Furthermore, students are offered additional supports and access through the universal subscriptions, such as MobyMax, BrainPop, Touch, Type, Read, and Spell, and NetTutor. Also, for online courses offered through Bridgeway Academy, Edmentum EdOptions, etc., students are taught by a highly qualified teacher. In addition, the homeschool teacher and parent have access to monitor the student's learning progress for these and other subscriptions and curriculum.

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.]

As a non-classroom based, independent study school, students at Heartland can be supported virtually, through email to parents, progress monitoring platforms for curriculum, online benchmark assessments, etc. The main difference during the COVID-19 pandemic is that in-person meetings between teachers and families have gone to virtual meetings via Zoom or other platform. Because we have operate across regions, our staff has been using Zoom, GSuite applications, email and other technologies and platforms to meet student needs from the time of our inception as a school. However, if there is a need for technology support, it is offered through regional support via the lead coordinators offering virtual real-time support or via recorded trainings.

Additionally, specific trainings are provided to staff throughout the year, including SafeSchools training modules (including training on safety measures such as the use of PPE, disinfecting and cleaning), how to videos for assisting students and families, curriculum training videos, social and emotional learning training topics, etc. Further teachers and staff have a Heartland handbook has been updates and provides links to a variety of informational topics to support student learning, including strategies and interventions for struggling students.

Throughout the year, certificated staff in key roles will also hold office hours and trainings to assist parents and homeschool teachers in the support of students' education in the independent study model. These key staff include the school counselors, psychologists, Educationally Related Mental Health Specialist (ERMHS), high school success coordinator, EL Coordinator, content area specialists (HQTs), and directors of various departments, including special education and curriculum. Furthermore, staff meet monthly (virtual) for professional development and collaboration on best practices, as well as involvement in the cycle of inquiry to advance student achievement.

Staff Roles and Responsibilities

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

Due to COVID-19, learning period meetings and special offerings such as events or field trips that used to occur in person, are now all held virtually. All teachers, including department leads, and administrators have made meetings and offerings virtual (eg. virtual field trips, clubs, and programs like Academic Decathlon).

Related services are being delivered according to the IEP, and typically virtually. The Heartland administrators continue to track the updates to state and local public health guidelines related to COVID-19 and to follow the state directives pertaining to education.

The components of special education assessments that can be done virtually are currently being completed virtually. For the components of SPED assessments that require in-person assessment, the assessment team will begin to complete these assessment pieces in September following the assessment protocols from the state health department.

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.]

The COVID-19 pandemic can adversely affect all students, particularly those unduplicated populations (English learners, foster youth, and socioeconomically disadvantaged). To mitigate this, Heartland has worked proactively to ensure access to curriculum and resources needed for success. Heartland has also taken inventory of needs through stakeholder feedback to better support students with unique needs. For English learners, Heartland is offering English Language Development (ELD) Online for Beginning and Intermediate EL Students, twice-weekly classes lead live online by a credentialed teacher, using curriculum with built-in ELD components, to offer targeted English language development support to grade level/EL level bands. This instructor also offers guidance and support to the parents and teachers overseeing the core content learning for multilingual learners.

The supports for pupils with exceptional needs and foster and homeless youth have been ongoing and continuous due to the nature of the school being an independent study charter. Heartland’s foster and homeless youth liaison works with teachers, counselors, and other staff, as well as community organizations to assist foster and homeless youth students and their parents/learning coaches.

Support for unique learners has also included resolving access issues as well as communicating the availability of community services and resources, including meals and childcare.

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

Description	Total Funds	Contributing
English Language Development (ELD) Online for Beginning and Intermediate EL Students, twice weekly classes lead live online by a credentialed teacher, using curriculum with built-in ELD components, to offer targeted English language development support to grade level/EL level bands. This instructor also offers guidance and support to the parents and teachers overseeing the core content learning for multilingual learners.	\$109,351.15	Y
The Student Support Services team will lead the student support, and includes the Student Study Team (SST) Coordinator, English Language Arts (ELA) Intervention Coordinator, Math Intervention Coordinator, and Speech and Language Coordinator, and the Foster Youth and Homeless Liaison. The support will be offered online/virtually because Heartland is an independent study, non-classroom based school.	\$431,030.00	Y
The Director of Special Education and Student Services, School Psychologists, Educationally Related Mental Health Specialist (ERMHS), and School Counselors, support social-emotional, and mental health needs via online support.	\$950,464.00	Y
The director of instruction in conjunction with the coordinators of teacher and family support, and regional coordinators, ensure progress monitoring of student learning and to help facilitate additional support for students when needed.	\$2,286,015.00	Y
The high school success coordinator and the director of curriculum, provide curriculum guidance and support for students and assist in ensuring that learning and graduation requirements are being met by facilitating the provision and implementation of curriculum and other learning support tools.	\$186,914.00	Y
Teachers meet regularly with parents/learning coaches and students to plan student learning, monitor and assess learning, as well as to ensure the students have the tools and support needed for success.	\$14,842,334.15	Y

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.]

Heartland Charter School will measure student learning status through informal and formal assessments. Academic progress in the areas of English language arts (ELA) and math will be measured twice a year through the STAR 360 benchmark test and state testing unless otherwise suspended due to COVID-19. Students will also engage in regular assessments as part of their individualized curriculum and online platforms through chapter tests, quizzes, labs, and unit tests. Teachers also meet regularly every twenty school days to informally assess student learning and academic progress by reviewing student work samples, presentations, learning journals and portfolios. Teachers will also be able to monitor academic progress in ELA/Math with the universal curriculum provided for all students.

Middle and high school students have access to content experts who can help determine specific areas of concern, as well as will offer additional support through office hours.

IEP meetings will be held for students with exceptional needs to discuss learning gaps and how to support those gaps, including the determination of appropriate supports and strategies.

Students identified as English learners will work with an EL coordinator weekly, follow a personalized learning plan, and use curriculum with additional supports in math and ELA.

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.]

Heartland is committed to helping every child reach his or her full potential. During this challenging time, it is especially important to follow a protocol of identifying learning needs and outcomes, establishing a communication plan, and addressing social and emotional needs (see next section for more details on this last piece).

Through surveys and regular contact with families (all done virtually), teachers and staff are able to understand the overarching needs of families. In addition, the regular learning period meetings and follow up support, provide the opportunity to work 1:1 with students to informally assess learning progress and goals, as well as to establish new goals for future learning. Students also participate in formal assessments in their curriculum, as well as through the school-wide benchmark assessments (STAR 360). These results are used as a tool and guide for future learning, as well as to track progress and form a student study team (SST) to initiate the Multi-Tiered System of Supports (MTSS) when the need is determined. Further, the regular formal and informal assessment of learning is used to monitor the efficacy of intervention supports to determine future strategies in supporting a struggling student. Communication with families is streamlined through monthly Zoom meetings, regular emails from the homeschool teacher and staff, the monthly newsletters, and via the Heartland website, which includes links to parent resources.

Universal access online subscriptions are provided for all students including EL, low income, foster youth and pupils with exceptional needs. These subscriptions include BrainPop ELL, Moby Max, Touch, Type, Read and Spell, and Net Tutor for high school students. Hotspots are also provided for our homeless youth population in order to provide equal access to all curriculum. Families are also given access to our Heartland Intervention website which offers strategies and resources for all students. All students are also eligible for the multi tiered system of support and corresponding interventions.

Universal access to online subscriptions are provided for all students including those identified as EL. These subscriptions include BrainPop ELL, Moby Max, Touch, Type, Read and Spell, and Net Tutor for high school students. Families are also given access to our Heartland Intervention website which offers strategies and resources for all students. All students are also eligible for the multi tiered system of support and corresponding interventions. In addition, students identified as EL will meet weekly in a course customized to meet their needs, ensuring academic growth and support.

Further, in an effort to ensure curriculum and instructional materials are delivered to students as quickly as possible, and in spite of COVID-19, delays, Heartland has hired additional ordering support.

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.]

Heartland Charter School will measure the effectiveness of the Multi-Tiered System of Support (MTSS) and universal access subscriptions and curriculum by progress monitoring student learning, including that of students who are low income, foster youth, homeless youth, or students with exceptional needs on a regular basis to ensure successful progress in each course and proficiency within CCSS. Students not showing success will receive targeted intervention per the MTSS. We continue to monitor growth and progress toward learning goals in IEPs for students with exceptional needs as well as the progress indicators for all students.

Teachers will measure the effectiveness of the universal access subscriptions and online intervention curriculum through the progress monitoring access provided through these platforms, as well as through the internal assessments within the curriculum and the STAR 360 benchmark exam.

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

Description	Total Funds	Contributing
Universal Access Learning Subscriptions	\$20,000.00	Y
Other Online Learning Curriculum (Intervention)	\$22,797.35	Y
The Student Support Services team will lead the student support, and includes the Student Study Team (SST) Coordinator, English Language Arts (ELA) Intervention Coordinator, Math Intervention Coordinator, and Speech and Language Coordinator, and the Foster Youth and Homeless Liaison. The support will be offered online/virtually because Heartland is an independent study, non-classroom based school.	\$431,030.00	Y
Content Specialists Support for Middle and High School Grades (Stipends for Office Hours)	\$5,000.00	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.]

Through frequent communication, Heartland teachers and staff facilitate a strong partnership with families and sense of connection and school community. Heartland's mental health support programming encourages academic and social-emotional development through risk assessment, identification of needs, and crisis response, coordination of the student support team, community liaisons (including foster and homeless youth liaison), connection to social-emotional resources, curriculum with social-emotional learning (SEL) component, and intervention supports.

Heartland provides resources regarding social and emotional resources via county supports and programs. Heartland has also added additional staff to better support social and emotional well-being including students in crisis. These trained and certificated staff include the Educationally Related Mental Health Services (ERMHS) Program Specialist, school psychologists, and counselors. In addition, training for all staff regarding suicide prevention, includes strategies to identify and support students who may exhibit signs of trauma, irritable or changed behavior, depression, and stress. Links and information to community resources are also made available to staff via trainings, the staff handbook, and through the support team for students in crisis. Heartland also provides universal access to social emotional learning (SEL) curriculum for all pupils via BrainPop and BrainPop, Jr. annual subscriptions.

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.]

Heartland Charter school teachers monitor student progress by keeping open and regular communication with families and using learning period meetings every 20 days to review student work samples, projects, assessments, STAR 360 scores, assignment work records, as well as the ongoing growth and mastery of state standards through the ICAN statements. When teachers determine that students are not engaging in instruction, non-compliance policies and procedures are put into place. The HST evaluates whether the curriculum matches the student's learning style, whether clear expectations have been established for the family, establishes closer proximity with the student with weekly check ins, and determines whether interventions need to be put in place to best support the struggling student. A clear plan is then created for the student and the family where specific expectations and timelines are established and the SPED case manager or high school counselor is looped in if applicable to determine strategies for re engaging the student. When necessary, non-compliance letters are issued and an

administrative meeting is called between the family, HST, and Coordinator of Family Support to determine the path forward that will assist the student toward achieving success and meeting requirements.

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.]

N/A - As a non-classroom based charter, the provision of meals is not required. Heartland does not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program (NSLP). Heartland does help families find needed community resources.

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

Section	Description	Total Funds	Contributing
N/A		[\$ 0.00]	[Y/N]
N/A		[\$ 0.00]	[Y/N]

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
4.68%	\$116,133.00

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.]

In an effort to ensure that all students, and especially foster youth, English learners, and low-income students are able to be successful, a variety of supports have been put into place, including providing universal access online subscriptions to all students, ensuring access, and progress monitoring and the use of the Multi-Tiered System of Support (MTSS) when needed. These curriculums were chosen as they meet specific needs, eg. MobyMax is designed to help identify learning gaps and provides targeted remediation. BrainPop ELL was developed

with English language learning supports and strategies embedded within. Additionally, Heartland has implemented targeted supports, including hiring an EL Coordinator who will use CCSS curriculum with a built-in English Language Development (ELD) component to teach regular online ELD classes to English learners. Specific teaching strategies and EL resources are also available for all teachers serving English learners in the school handbook, however these strategies and resources can be used with all learners. Heartland's foster youth and homeless liaison, as well as our teachers and staff, ensure accessibility to online curriculum, Internet, and hot spots, to ensure all learners have access to their curriculum, with a specific focus on low income students and foster youth. Additionally, when monitoring learning progress, teachers and other support staff, give focus to ensuring the needs of the unduplicated pupils are being met, and if there is a failure to thrive, that this is noted and steps toward implementing targeted supports are taken, including the implementation or continued involvement in the Multi-Tiered System of Support (MTSS).

These efforts are effective in that there is provision of standards-aligned curriculum, a learning plan and progress that is monitored by credentialed teachers (including goals and work assigned each learning period), as well an assurance of access through the efforts of staff, and the formal Student Study Team (SST) process designed to support a student with targeted support through the use of MTSS.

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

Universal access online subscriptions are provided for all students including EL, low income, foster youth and pupils with exceptional needs. These subscriptions include BrainPop ELL, Moby Max, Touch, Type, Read and Spell, and Net Tutor for high school students. Hotspots are also provided for the school's homeless youth population in order to provide equal access to all curriculum. Heartland's foster and homeless youth liaison assists in the facilitation of providing access to Internet and technology needed to access curriculum. In addition, school counselors, teachers, and administrators work to ensure access for low-income students. Families are also given access to our Heartland Intervention website which offers strategies and resources for all students. All students are also eligible for the multi-tiered system of support and corresponding interventions.

English Language Development (ELD) Online will be provided for beginning and intermediate English learners via classes lead live online by a credentialed teacher, using curriculum with built-in ELD components, to offer targeted English language development support to grade level/EL level bands. This instructor also offers guidance and support to the parents and teachers overseeing the core content learning for multilingual learners.

The services specifically directed toward the unduplicated pupils align with 5 CCR Section 15496(b).