



Learning Continuity and Attendance Plan (2020–21)

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

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

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

Hume Lake Charter School is located in Fresno County, and while Fresno County remains on the state Monitoring List, our physical location has had limited exposure to COVID-19, and zero confirmed cases. The virus has had, and continues to have, a significant impact on our families, including loss of employment for many working for Hume Lake Christian Camps (our campus is located on the HLCC campus) and lack of adequate internet access that plagues the families of 96% of our students. It has been difficult to implement all parts of the mandate, and trying to provide rigorous instruction to our students while dealing with decreased internet capabilities has been challenging to say the least. We are asking our students to take part in “normal” school in an environment that has been anything but “normal”. On March 20, the day after the original stay-at-home order was issued by the Governor, Hume Lake Charter School closed for on-campus instruction, but were able to begin our distance learning program on March 25, and have continued in that model to this day. The administration and school board of HLCS have engaged the stakeholders at various junctures during this process, including students, parents, staff, and other stakeholders in the community to determine the best course of action to ensure student success. For the 2019-20 school year, all staff continued to work in their position, and resources were allocated to support distance learning. As the 2020-21 school year has started, we continue to meet our contractual obligations, and have used our Learning Loss Mitigation funds in multiple ways, including new devices, increased infrastructure in an attempt to increase access to school internet, and various curriculum resources designed specifically around distance learning.

Stakeholder Engagement

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

A schoolwide family survey was given, and the school received 42 responses from our 31 families, asking for input on the format of instruction for the year as well as safety precautions that should be in place. In the absence of a bargaining unit, the teachers were asked

the same questions in a verbal format. Since the school year has begun, there have been two opportunities for parents to speak into the process (in person (socially distanced)/online/by phone) in addition to regularly scheduled board meetings. Staff, including administration, has also been given opportunities for daily feedback regarding how the process is going. More informal feedback has been obtained from students regarding struggles faced during distance learning, how the school could adjust the program to better meet their needs, and what they would consider helpful in the event of a return to the classroom. While most have expressed that the process has been fine, there have been internet concerns along with a significant feeling of not wanting to have to wear masks.

We have also held multiple meetings with the Leadership Team of Hume Lake Christian Camps to discuss internet issues for staff homes during distance learning, and what spaces may be available for when we are able to return to on-campus, in-classroom instruction. Since Hume Lake Christian Camps is our landlord, we felt it necessary to seek their input and feedback as well.

The feedback gained from these meetings and surveys has directly guided the steps of the school, and the clear intention of families is a desire for students to return back to the classrooms, but in a safe manner.

Once the draft of the plan was developed, the Parent Advisory Committee was consulted, as were staff members. Due to the lack of English Language Learners at the school (currently zero enrolled), there was no consultation of the DELAC.

At that point, the draft was reviewed at a regularly scheduled board meeting on September 14, 2020, and was approved at a subsequent special meeting on September 28, 2020. There were no comments from the public at the initial review meeting.

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

All stakeholders have been given the opportunity to remotely participate in public meetings and public hearings via Google Meet. In addition, stakeholders have had the option of joining these meetings and hearings by phone due to low internet connectivity. Parents and other stakeholders have also been given the opportunity to submit questions for discussion prior to these meetings, either in person or electronically. Agendas for board meetings were posted in several locations in the community at least 72 hours before the meetings.

Prior to the public hearing on September 14, the draft of this plan was posted on our website and made available in print at the school site. Feedback was requested, notes were taken at the meeting with the Parent Advisory Committee, and a final draft was prepared and posted on the school website. Feedback was solicited for stakeholders to have the opportunity to submit questions in writing to be answered by the Superintendent.

The final plan was adopted at a public board meeting on September 28, 2020 per Ed Code 43509, and stakeholders were able to attend via Google Meet or by phone.

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

Feedback collected showed that schoolwide, 95.2% of respondents and 100% of families desired for instruction to return on-campus and in the classrooms as soon as possible. The other 4.8% (which represented one spouse in a household where the other spouse indicated in-

person only) asking for a hybrid approach of some days on campus and some days doing distance learning. However, these two also indicated that they were comfortable sending their children for in-person instruction only if that was the consensus of the parents. When staff were asked about this, 100% also indicated a desire to return to in-person instruction. In addition, all respondents showed a desire for safety, with many indicating that the use of masks, social distancing, and other hygiene practices would be acceptable if it meant a return to classrooms, although many also indicated that they did not feel it was absolutely necessary. Childcare was also mentioned as a concern for a few. Overall, the parents indicated that the education their children received through distance learning was sufficient, but not as effective as in-class instruction would be. Students indicated that they would like more consistency among teachers, especially at the secondary level, along with better access to internet.

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

Despite overwhelming feedback that parents desire for instruction to be done in classrooms, face to face, current health guidelines prevent Hume Lake Charter School from doing this. However, the school, based on this feedback, has developed a plan for a return to classrooms, including finding spaces that will allow for adequate spacing and implementing safety and hygiene measures that reflect both state mandates and parent ideas.

During distance learning, our teachers have been asked to work from their classrooms, not only for ease of access to materials, but also to create a sense of familiarity for students when they return, and to use school-provided internet. Students have also been given the opportunity to access school internet from off-site (still in proximity to the school) as residential internet at Hume Lake cannot sustain the level of internet necessary to provide the instruction called for in the mandate. Parents have expressed concern over this issue, and have identified it as the major stumbling block to the success of distance learning.

Another area of concern was related to the services offered to our Special Education students. Our staff has worked with our providers for speech therapy and occupational therapy to continue to provide these services virtually (as was the case prior to COVID-19). In addition, based on a memo issued by Fresno County, our Special Education students have access to in-person support for no more than 120 minutes per day, 2 days per week, either individually or with one other student at a time per adult.

Specifically, the safety precautions that were included in our reopening plan, the model for and implementation of our distance learning plan, and strategies for helping to mitigate pupil learning loss were informed by stakeholder feedback. Our goal through this whole process has been to seek feedback from parents on how to do things, how things are working, and how we can change to better support students, and this plan reflects that ongoing feedback process.

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.]

Upon returning to classroom-based instruction, all students will meet every day. This is made possible due to our small class sizes of, on average, 10.5 students per teacher. This model is based on student, parent, and staff feedback that being back in classrooms with teachers as much as possible is the preferred model. Our community has seen that during times that our students have been isolated, their emotional well-being has suffered. As a result, the desire is to have these students with teachers and their peers in the classroom.

Hume Lake Charter School has worked in conjunction with our landlord, Hume Lake Christian Camps (HLCC) to ensure that safety is the number one consideration regarding a return to classrooms. HLCS typically occupies parts of two different buildings, but to help implement proper safety and hygiene measures, a return to classroom will result in the use of three buildings (2 classes in each). Each of these buildings has multiple access points, allowing for each class to enter and exit separately. Upon entering classrooms each day, students will have their temperature checked and recorded along with completing a symptom screen. Hand sanitizer will be available along with hand washing stations, and students will be required to use them upon entering and will be encouraged to use them throughout the day. In addition, teachers will continue to recommend proper hygiene practices, such as coughing into the elbow and washing hands after coughing or sneezing. Bathrooms are also being assigned to cohort groups to avoid mixing of cohorts. Personal protective equipment, such as masks, shields, and gloves, will be available for students and staff that require them. This PPE has been donated to HLCS by both the Fresno County Superintendent of Schools as well as HLCC on an ongoing basis. In addition to all staff and students in grades 3-12 being required to wear masks (and students in grades K-2 being recommended to do so), students will be distanced at least six feet (as practicable) and staff will maintain six feet of distance. In an effort to make this possible, new HLCC facilities are being utilized, increasing the physical size of some classrooms. In addition to donating PPE to the school, HLCC has also graciously decided to give access to cleaning and disinfecting supplies as needed. Teachers and other school staff will disinfect classrooms each day, and will sanitize any materials that will be shared by more than one student throughout a single day. HLCS does not have or use any school vehicles, so extra precautions are not needed in this regard.

At the beginning of the 2020-21 school, all students were given initial benchmark assessments to determine where they were at academically. After analyzing these results, teachers were able to determine where gaps existed for students, and to what extent these gaps were a result of learning loss (except for students new to HLCS). In addition to these initial assessments, teachers will give both formative and summative assessments as the year progresses to determine if the interventions put in place were effective in mitigating any identified learning loss. This data will also be used to identify any new learning loss that has taken place during the 2020-21 school year. HLCS staff will also use CAASPP results in the spring of 2021 (if the tests are administered) to help with this identification.

To help with this instructional model, HLCS will purchase new devices for students to replace old equipment and to bring the total inventory up to meet the number of students enrolled. While this action is principally directed and effective for our foster youth and low-income students, the use of Learning Loss Mitigation funds prevents this from being classified as contributing.

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

Description	Total Funds	Contributing
Personal Protective Equipment	\$0.00	N

Distance Learning Program

Continuity of Instruction

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

In a distance learning model, all students will receive some combination of synchronous and asynchronous instruction, five days per week. In addition, every student will have daily live interaction with both their teacher(s) and fellow students. This time will be designed by the teachers to meet the needs of the students and ensure daily engagement. The design of the lessons and the method in which it is delivered shall be at the discretion of the classroom teachers in accordance with SB98. All content shall be aligned to grade level and subject matter standards, and will be at the level of quality and rigor (substantially similar) that would be provided in the classroom. For any students that are unable to participate in distance learning due to lack of internet access, accommodations will be made to provide assignments and instruction through paper packets and teachers will call students twice weekly to maintain contact.

Teachers will use the platform Google Classroom to deliver online curriculum, post assignments, collect assignments as necessary, and communicate with students on a daily basis. Teachers will also contact parents via email or phone call on a weekly basis to include them in the learning process. The administration will have access to these classrooms to ensure quality and for observation and evaluation purposes. The School Counselor will check in with students who need additional support during distance learning. Special Education teachers will meet with students as necessary to make sure that all required services are provided.

Academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and daily live interaction shall be combined to meet the daily minimum minutes per grade level. Teachers will complete the Weekly Engagement Records to record this and to keep track of lesson plans and assessments. Students will also take part in physical education, completing logs to show completion of this portion of the program.

If transitions between in-person instruction and distance learning are necessary, Google Classroom will be used during those transition periods.

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.]

Hume Lake Charter School maintains a 1:1 ratio of students to devices, and all students have Chromebooks available for checkout during our distance learning program. However, connectivity remains an issue. Only 3 of our 75 students (4%) have access to sufficient internet to be able to provide a rigorous distance learning program. Due to our remote location, the only three options for internet for those that live at Hume Lake are the internet provided by Hume Lake Christian Camps (HLCC) to those that live in staff homes, satellite-based internet, and school internet. The HLCC internet has experienced significant slowdowns in the past few months, and is subject to almost complete loss during severe weather. As a result, the network would likely experience prolonged shutdowns if students are trying to access their coursework. The satellite-based internet has three major roadblocks in its effectiveness: it is expensive, it is slow, and there are data caps that exist before the speeds drop even more. As a result, these students are also unable to access their coursework. School internet, while slightly better than the HLCC network, would likely not be able to support all students accessing coursework. While students can access our network from outside the building, this is a limited option as air quality suffers and we approach much cooler temperatures in the coming weeks. It is likely that our ability to provide a sufficient distance learning program will soon become an impossibility. We are actively working with the Fresno County Superintendent of Schools, and state and local governments to seek remedies for our current situation. Our elementary students are currently at school in approved cohorts, experiencing distance learning on the HLCS network. For those students who have insufficient access to internet, the school is providing paper-based curriculum as necessary to facilitate adequate instruction.

In addition, teachers are asked to work from the school building to not only ensure their access to their materials and curriculum, but also to take advantage of access to the school internet, as all of our teachers also live in camp housing with internet provided by HLCC. This access has the same limitations as exists for the students.

Support for both the devices and connectivity to the internet, both in staff homes and at the school, will be provided by the IT Department of HLCC. This is the same arrangement that was in place before distance learning became necessary. The camp IT Department has increased the number of access points available to increase locations, but bandwidth remains a limitation.

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.]

Attendance will be recorded in our Student Information System (School Pathways). Teachers for elementary school (K-6) will take attendance daily, while our secondary teachers (7-12) will take attendance for each class period throughout the day. Teachers will use Google Classroom to provide a combination of live instruction, recorded videos, assignments, daily live interaction questions and discussion, as well as some paper-based assignments. Teachers will grade assignments in a timely manner and provide feedback to the students. Students will continue to be assessed using board-approved benchmark assessments throughout the year. In an effort to help minimize the impact on the internet, secondary teachers have designated specific times of day for synchronous instruction with each of their classes to

avoid crossover. To help students develop routines that will translate to on-campus instruction, these instruction times take place at the same time of day as their actual classes would be. For example, on our block schedule, first period runs from 8:05-9:55. All three teachers use the first ten minutes (8:05-8:15) for the daily live interaction component. Each then uses synchronous instruction for 30 minutes of this block, one from 8:15-8:45, one from 8:50-9:20, and one from 9:25-9:55). The remainder of the class period is used as asynchronous instruction time. Teachers will use this time to monitor student progress, and students will have live access (through email, chat, etc.) during the class period, but outside of the synchronous instruction time. Participation will be tracked using live questions and submission of work. Time value of student work will be determined by the average amount of time a student would need to view instruction and complete any asynchronous work each day.

Instructional minutes offered to students will align with SB98, with Kindergarten receiving a minimum of 180 minutes per day, grades 1-3 receiving a minimum of 230 minutes per day, and grades 4-12 receiving a minimum of 240 minutes per day. Teachers weekly complete the Weekly Engagement Record developed by the CDE to certify this time, in addition to signed forms verifying that they understand the minutes requirement. These forms are reviewed by the administration to ensure that instructional minutes are being met.

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.]

Before the year began, all staff was encouraged to take part in the Distance Learning Academy presented by the Fresno County Superintendent of Schools. As new webinars and other resources become available related to distance learning, the administration makes staff aware of these opportunities.

The first day of student instruction took place on Monday, August 17, 2020. Teacher inservice days were scheduled for Thursday, August 13 and Friday, August 14, 2020. During this time, staff discussed the distance learning model to be used at the beginning of the year, and held grade span meetings to discuss the specific formats and expectations for those grade spans. In addition, teachers were highly encouraged to use their flexible professional development hours for the year to engage in learning about distance learning supports.

As the year progresses, teachers will share at monthly staff meetings about what they have found, what they are trying, what is working, and what is not. There will be opportunities for discussion and presentations, and finding ways to be flexible. In addition, technological support is being offered by the HLCC IT department, and teachers are encouraged to work together to solve common issues encountered during distance learning. This includes new technology to improve performance of devices and new digital curriculum resources. Training has been made available for any teachers that would like extra help with Google Classroom, and a member of the HLCC IT department developed a similar platform (a local intranet-type model), which was presented at a staff meeting in the spring, but it is still operational if teachers choose to use it. Day-to-day technological support is offered by both the administration and the HLCC IT department as needed.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the school. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the school prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the distance learning and in-person models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student attendance through the use of daily live interaction questions and discussion. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. The Office Manager will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the HLCS context will connect students and families to resources in a distanced model. A key new responsibility of the Office Manager will be contacting families regarding absences. Where an absence is illness-related, the administration will support contact tracing protocols as directed by the Fresno County Department of Public Health. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- The Special Education Teacher will support the general education teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- The School Therapist will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- The Special Education Assistant Teacher will support a range of distance learning-related actions. Their focus will be on supporting the assessment process, monitoring student progress, and coordinating with instructional aides and support at the school site level to implement inclusive practices.
- Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction.

Health and Safety Protocols

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) guidelines to maintain required confidentiality regarding communicable diseases.
- Immediately contact the administration if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- **Administrators:** Actively model and support all required public health measures. Consult with the Fresno County Department of Public Health to verify all information. Respond to all COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- **Office Staff:** Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with Hume Lake Christian Camps nurse (HLCC nurse) to follow protocols that lower the risk of infectious students being on campus.
- **Hume Lake Christian Camps Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- **Teachers:** Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- **HLCC Nurse:** Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- **Support Staff:** Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Additional Staff Expectations for Distance Learning Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances
- Invite site administrators to join Google Classrooms

- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Establish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers and facilitate regular staff meetings.
- Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area.

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.]

For pupils with exceptional needs, the Special Education Teacher and Special Education Assistant Teacher will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil’s IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and scheduler for consultation with the pupil’s parent/guardian. IEP services for students at HLCS will be provided via live instruction and pre-recorded videos as appropriate to IEP goals.

For any students in foster care, Hume Lake Charter School continues to work with the guardians and the county office of education to ensure that all requirements are met. At this point, the teacher(s) involved are working directly with the guardians to offer supports, such as one-on-one instruction during group work time, to ensure success. As the year progresses, further supports will be put in place as they become necessary as the student(s) involved is/are new to the school.

Hume Lake Charter School currently has no students designated as English Learners or experiencing homelessness.

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

Description	Total Funds	Contributing
Laptops for staff	\$11,687.58	N
Staff Professional Development	\$3,200.00	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers will continue to use the Hume Lake Charter School benchmark assessment model in math and English Language arts. The first assessments will be completed by mid-September, and will be repeated again in the middle and end of the school year. Analysis from these assessments will be used to implement the strategies used to support students. Hume Lake Charter School currently has no students identified as English learners, and so does not assess for English language development, including no administration of the ELPAC. If an English learner were to enroll at Hume Lake Charter School, proper procedures for initial testing or continued assessment will be used.

Teachers will also continue to use their own formal and informal assessments on a regular basis, using both digital (Google apps) and paper methods, as needed, regardless of the instructional delivery model. Due to lack of printers and decreased internet access, teachers make assessments (and other assignments) available as needed. In addition, elementary teachers found in the spring that many of their students are better able to successfully complete assignments using a paper-based model. When in-person instruction resumes, both digital and paper methods will continue to be used.

Teachers will also use Interim Assessments for CAASPP throughout the year to help assess students and gauge readiness for standardized testing.

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.]

Once the assessments have been analyzed, teachers will identify students that will need interventions due to learning loss that occurred during the 2019-20 school year or is likely to occur during the 2020-21 school year. Teachers will use synchronous learning time (either whole-group or one-on-one) to address any deficiencies that may exist for each student. Teachers will continue to monitor and reassess these students on an on-going basis to determine if needs are being met.

Specific strategies include small-group online instruction for math, reading, and writing, and in-person small-group instruction for math, reading, and writing. The frequency of this intervention will vary depending on the grade level, the subject(s), the number of students who require the same interventions, and the type(s) of intervention necessary.

When Hume Lake Charter School returns to on-campus, in-person instruction, direct instruction will be used in whole-class settings, as well as small-group instruction to address learning gaps that may exist. In addition, teachers will implement independent learning tools and teacher-produced resources while addressing student intervention needs.

These strategies will be used for all students, but students with identified learning loss will be continuously monitored and appropriate interventions put in place. Students may move in and out and being identified as having learning loss, and may have interventions added or removed as the year progresses. Instructional aides have been hired, and are principally directed at helping our unduplicated population, including our low-income pupils, foster youth, and students with exceptional needs (HLCS currently has no English learners or homeless youth enrolled). For our low-income pupils, access to supplemental materials for instruction is limited, and so the use of instructional aides is designed to provide the extra support necessary to avoid learning loss. These aides are also able to provide accelerated curriculum support, in conjunction with the teachers, for students with exceptional needs. For our foster youth, aides and the counseling staff continue to provide emotional and behavioral support as necessary.

Hume Lake Charter School will also use data from the 2021 administration of the CAASPP to determine if learning loss may have occurred during the 2020-21 school year.

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.]

District-level benchmark assessments allow for intermittent (or as needed) assessment to ensure that strategies were productive and that the student is making progress. Adjustments will be made as necessary in the interventions to meet student needs. Teachers will also monitor student progress through formal and informal assessments (both formative and summative) throughout the year to make adjustments as needed to determine the effectiveness of the services or supports provided to address learning loss.

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

Description	Total Funds	Contributing
Use of HLCS benchmark assessments to determine learning loss and appropriate interventions.	\$ 0.00	N
Comparison of CAASPP results to previous test administrations to identify learning loss at the end of the 2020-21 school year.	\$ 0.00	N

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.]

HLCS is committed to the mental health and social and emotional well-being of our students. Our school counselor attended a webinar before school started to help increase resources available for managing student stress. In addition, the counselor met individually with

teachers as part of our professional development to provide support and assistance as they navigate new modes of teaching/transition/instruction/emotional support for students. The counselor has also met with parents on several occasions regarding various topics. These meetings (and future ones) are available to families via phone, email, and individual meetings. The counselor has also met with every high school student over the phone between May and August of 2020 to offer support during the transition from last year to this one. This has continued by engaging students in regular emails or phone calls to offer support, resources, and assistance, as well as academic, emotional, and social support, encouragement, and assistance.

In addition to our school counselor, our school therapist has continued to meet with the students on her caseload. These meetings, in addition to the regular, confidential content, includes encouraging habits and practices that keep students safe and healthy (i.e. masks, social distancing, hygiene practices, etc.). She has also worked to develop confidence in students about how they can control the influence of the virus on their life. These meetings also place great emphasis on using fact-based information and reliable sources, rather than social media. She has encouraged the practice of finding ways for this time to remain fun, rather than focusing on how difficult the experience has been. The school has relayed these same messages to the student body at large as a result of this advice.

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.]

Prior to the beginning of the school year, the administration and school board held a public forum for families to discuss plans and expectations. That forum was followed up by several others as new information became available. Families have also been given the opportunity to express ideas and concerns via surveys and individual conversations, but virtual and in-person.

School staff is required to regularly communicate with parents/guardians regarding a student's academic progress. School staff members are required to ensure that a Weekly Engagement Record is completed for each student, documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

All teachers will be providing large-group instruction, small-group instruction, and one-on-one learning opportunities as necessary to ensure appropriate academic support. Those opportunities will also be used to address lack of engagement and completion of expectations, if applicable. Teachers will host office hours to provide varied opportunities for families and students to talk through concerns they may not feel comfortable addressing in larger settings. Students who are identified as not engaging will trigger a series of interventions including, but not limited to, teacher-directed contact (via phone, online, or in-person), administration-directed contact (via phone, online, or in-person), and requesting they begin participating in classroom activities (on-campus, if necessary).

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.]

Prior to the closure of Hume Lake Charter School in March 2020, an agreement existed with Hume Lake Christian Camps to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals when participating in both in-person instruction and distance learning. This arrangement with Hume Lake Christian Camps continues for the 2020-21 school year as necessary.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8%	\$53,915

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.]

There were no actions in the Learning Continuity Plan marked as contributing to increased or improved services, however, Hume Lake Charter School will continue to implement other increased or improved services that are reflected in the prompt below and in the most current LCAP.

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

The “contributing” actions/services are principally directed toward our low income and foster students (also known as unduplicated students – HLCS currently has no English learners or homeless youth) and designed to help Hume Lake Charter School balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 8% using the dollar amount of \$53,915. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the school has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, Hume Lake Charter School has demonstrated that it has met the minimum proportionality percentage by expending \$53, 915 on actions and/or services principally directed towards the unduplicated student population. These actions are found in other plans and are listed below.

Actions:

- new classroom supplies (to avoid sharing materials)
- employment of instructional aides
- employment of a part-time intervention aide
- classroom interventions by teachers
- technology devices for students
- connectivity, including improved technology infrastructure