Feather River Charter School

Special Board Meeting

Date and Time

Tuesday December 1, 2020 at 6:00 PM PST

Location

3840 Rosin Court #100
Sacramento, CA 95834

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	A. Record Attendance			1 m
	B. Call the Meeting to Order			
	C. Approval of the Agenda	Vote	David Brockmyer	1 m
	D. Public Comments			2 m
II.	**Finance**			**6:04 PM**

		Purpose	Presenter	Time
A.	Budget Overview for Parents Public Hearing	Vote	Jenell Sherman	15 m
III.	**Academic Excellence**			**6:19 PM**
A.	Updated Learning Continuity & Attendance Plan 2020-2021	Vote	Jenell Sherman	5 m
IV.	**Closing Items**			**6:24 PM**
A.	Board of Director's Comments & Requests	Discuss		5 m
B.	Announcement of Next Regular Scheduled Board Meeting December 8, 2020 at 6:00 p.m.	FYI		1 m
C.	Adjourn Meeting	Vote		

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

Budget Overview for Parents Public Hearing

Section: II. Finance
Item: A. Budget Overview for Parents Public Hearing
Purpose: Vote
Submitted by:
Related Material: Budget Overview for Parents 2020- Feather River.pdf

LCFF Budget Overview for Parents

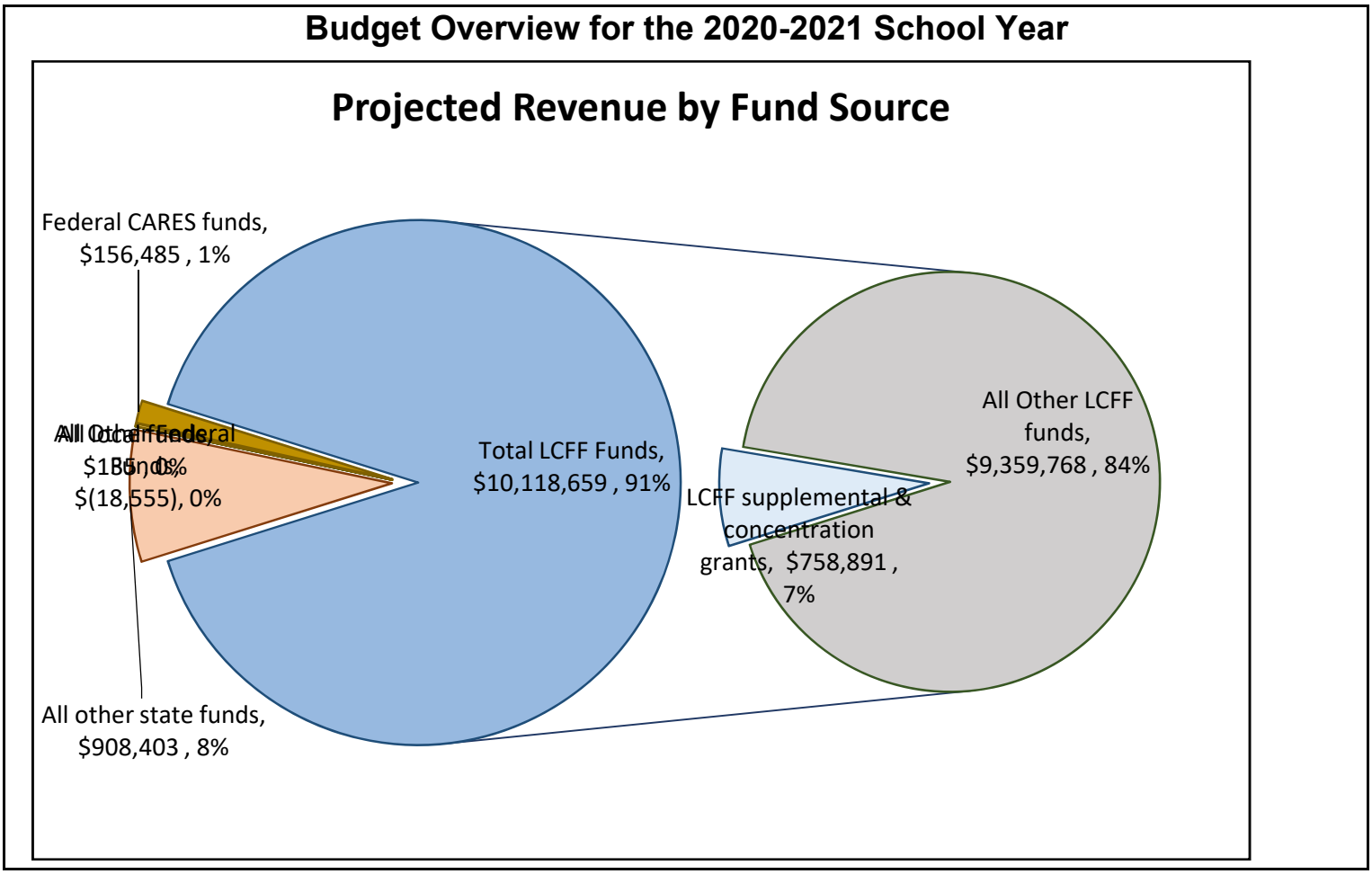
Local Educational Agency (LEA) Name: Feather River Charter School

CDS Code: 51 71456 0133934

School Year: 2020-2021

LEA contact information: Jenell ShermanAdministrator/Executive Director(916) 241-8653jenell@inspiresch

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

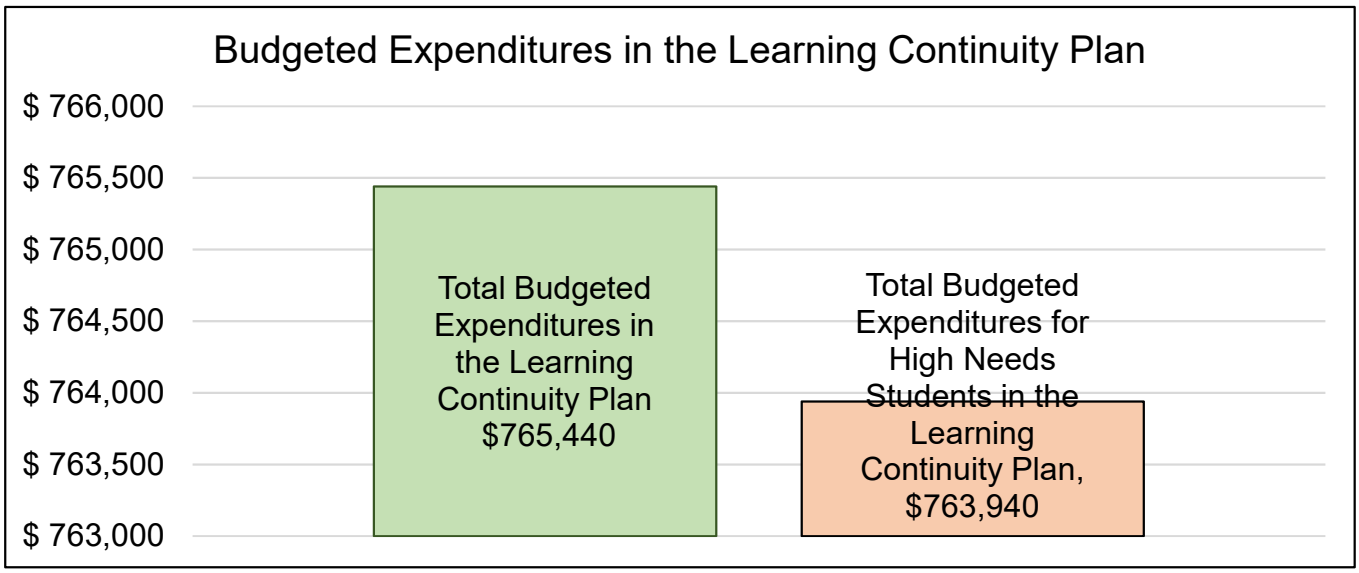


This chart shows the total general purpose revenue Feather River Charter School expects to receive in the coming year from all sources.

The total revenue projected for Feather River Charter School is $11,165,127.00, of which $10,118,659.00 is Local Control Funding Formula (LCFF) funds, $908,403.00 is other state funds, $135.00 is local funds, and $137,930.00 is federal funds. Of the $137,930.00 in federal funds, $156,485.00 are federal CARES Act funds. Of the $10,118,659.00 in LCFF Funds, $758,891.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to desribe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Feather River Charter School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021and how much of the total is tied to increasing or improving services for high needs students.

Feather River Charter School plans to spend $9,825,685.00 for the 2020-2021 school year. Of that amount, $765,440.00 is tied to actions/services in the Learning Continuity Plan and $9,060,245.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

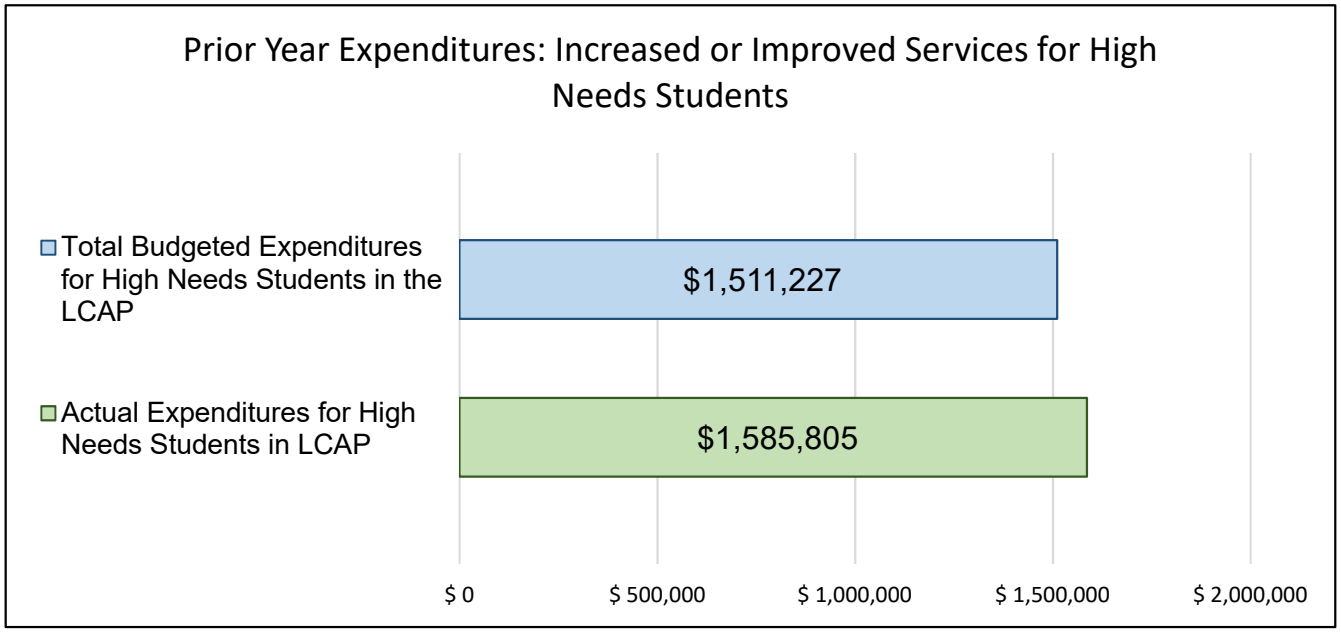
Staffing and related benefits, general instructional materials, special education related costs, and other general operational costs

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Feather River Charter School is projecting it will receive $758,891.00 based on the enrollment of foster youth, English learner, and low-income students. Feather River Charter School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Feather River Charter School plans to spend $763,940.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Feather River Charter School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Feather River Charter School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Feather River Charter School's LCAP budgeted $1,511,227.00 for planned actions to increase or improve services for high needs students. Feather River Charter School actually spent $1,585,805.00 for actions to increase or improve services for high needs students in 2019-2020.

Coversheet

Updated Learning Continuity & Attendance Plan 2020-2021

Section: III. Academic Excellence
Item: A. Updated Learning Continuity & Attendance Plan 2020-2021
Purpose: Vote
Submitted by:
Related Material: LCP_Feather_River_20-21_amended_11.9.20 (1).pdf

California Department of Education, July 2020

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
Feather River Charter School	Jenell Sherman, Executive Director	jenell.sherman@featherrivercharter.org, (916) 241-8653

General Information

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

On March 20, 2020, our Board approved to physically close Feather River Charter School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on April 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We have provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges. We are located within a Sutter County, a county that is on the State watch list due to its high COVID-19 rates. We communicate regularly with the Sutter County Offices of Education and monitor the Sutter County Public Health Department (SCPHD) health guidelines. The most recent SCPHD advisory for the operation of schools is dated August 22, 2020. It allows all public, charter, and private schools to hold classes and other school activities if we adhere to State COVID-19 guidelines with the approval of a waiver.

As a non-classroom-based independent study charter school, we offer a variety of independent-study learning options, including online, distance, and in person. (For more details, see Learning Continuity section) While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed during the pandemic, students and families have been unable to visit/use them. Additionally, our students and families have confirmed in survey responses that the COVID-19 crises and societal unrest have directly affected them. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

Stakeholder Engagement

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

Beginning in the spring of 2020, we communicated with our stakeholders about the impact of COVID-19 on our school. We engaged them in assessing needs through a variety of mediums, including surveys administered in August 2020 and virtual meetings in August and September 2020. We continue making a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our September 4, 2020, public hearing. We translated questionnaires used in

surveys into appropriate languages and provided translation services during virtual meetings. Since a substantive portion of our curriculum occurs online, we know an overwhelming majority of our parents and students have access to and are knowledgeable about using the internet. We work with new families to ensure they quickly have access to technology and the internet. Our communication strategies with families include surveys, email, social media, and school websites. We also identify families who do not speak English at home (based on Language Surveys) and translate communications in a language accessible to them. We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments.

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

Board meetings, public hearings, and stakeholder input meetings are open to the public via Zoom, ensuring transparency. We inform the public or our Learning Continuity Plan public hearing through emails and our school website. We translate communications as appropriate. We held our public hearing during a special board meeting September 4, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 22, 2020. We publicize on our website notice of the Learning Continuity and Attendance Plan public hearing (72-hour notice), as well as the separate meeting wherein the Board will decide whether to approve it. We also make a draft of our Learning Continuity plan available for public review at least 72 hours before the public hearing. Members of the public can participate in the public hearing via Zoom and submit comments during the public hearing via Zoom, telephone, or email. Members of the public may also address the Board during the regularly scheduled meeting to approve the Learning Continuity Plan. Members of the public who wish to provide public comment during a regularly scheduled meeting via Zoom or may call a designated number.

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

We received feedback regarding our Learning Continuity and Attendance Plan from parents and teachers.

Teachers- Our teachers expressed a desire to learn more about mitigating the negative impact on our place-based-learning by exploring and implementing virtual programs to contextualize the curriculum.

Parents-Given the closures of many community resources, including museums, our parents want access to a compendium of virtual placed- based learning resources such as virtual tours of museums to help contextualize the curriculum. They also want to learn more about how to support the social-emotional needs of their students better.

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

Our stakeholder feedback (outlined in the previous section) informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers-Feedback informed various sections of this plan, areas related to professional development to support both potential learning loss and aspects to address the social emotional components of our students.

Parents- Feedback informed various sections of this plan, particularly the Pupil Learning Loss Strategies and expenditures related to social emotional resources and training.

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.]

While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed in our county, students and families have been unable to visit/use them. We will adhere to all guidelines, including physical distancing, when State and county guidelines allow us to re-open our in-person activities.

We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal. We elaborate on trauma- informed practices in subsequent sections. As an independent study school, we ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individualized education plan that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g.,district-adopted textbooks and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system, such as Schoology.
- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), LMS such as Schoology.

2) Online Instructional Model

- Instruction provided through district-licensed online content resources such as Edgenuity.
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Credentialed teacher communicates with students and families through the a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Our online middle and high school models are called virtual academies

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle and high school models are called virtual academies

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on-demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

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

Description	Total Funds	Contributing
Expenditures associated with researching and access to virtual and access to community resources, including museum, Nature program, STEM Experiences, Aerospace Museum, Virtual, Guided Learning Experiences specifically for unduplicated students who have challenges paying for the programs	$2,000	Y
Provide instructional state standard aligned materials and ensure that we administer appropriate trauma-informed practice, training and materials	$100,000	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.]

Because we are a non-classroom-based independent study charter school, we have been able to sustain most of our learning options during the pandemic. We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal challenges. We elaborate on trauma-informed practices in subsequent sections. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

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- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), and Schoology.

2) Online Instructional Model

- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology
- Credentialed teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Our online middle and high school models are called virtual academies
- Instruction provided through district-licensed online content resources such as Edgenuity

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle and high school models are called virtual academies

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on- demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

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.]

As part of our emergency closure in March of 2020, we began administering surveys and holding planning meetings intended to identify needed technology, particularly for students identified as English Learners (ELs), those with exceptional learning needs, and those living in poverty or foster care, and those experiencing homeless. We have continued administering these surveys and meetings in August and September 2020. Through surveys and discussions, we have made a concerted effort to identify families in need of technology devices or access to the internet. Most importantly, each of our students and families meets with their designated HST regularly to focus on academic progress and identify needs, including technology. When we learn of families in need of technology, the HST follows through immediately to process an appropriate order. We hand-delivered computers and hard copies of the curriculum to students (and their caregivers) living domestic violence shelters. Of course, we make sure to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. We pay particular attention to the needs of English learners, those with exceptional learning needs, those living in poverty, those living in foster care, and those experiencing homelessness. High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, most families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. However, we have purchased devices and equipment to access the internet, including Wi-Fi hotspots, and provided them to families who need them. We also attempt to use external resources to help families, including a list of free and reduced internet companies as options.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoombombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that have that meet privacy compliance concerns.

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.]

We are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

We are a non-classroom-based independent study work charter school and have operated as such for several years. While our school year is 175 instructional days, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher, do not apply to our format. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. We also monitor participation in conventional courses led by a credentialed teacher and those provided by a third-party provider such as Edgenuity.

Additionally, we measure student engagement through regular meetings (in-person or virtual) with families (minimum of every 20 days) and students, office hours via telephone or online, participation in scheduled live synchronous sessions, completion of asynchronous

assignments, participation in diagnostic assessments and formative assessments. We use our student information system (Pathways) to track progress, including daily engagement records.

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.]

Our staff training includes learning how to use Google Classroom, an online learning management system that allows teachers to create lessons and implement them, assignments, make announcements, store or link instructional materials, monitor progress, etc. Our middle and high school teachers also participate in professional training specific to our virtual academies. We have also developed a new resource for parents that includes community and academic information.

Our distance learning professional training also focuses on peaking student interest in a topic, concept, or phenomenon before engaging them in a related lesson. We use a variety of online (mostly asynchronous or on-demand) and place-based learning approaches to build student curiosity. Often, this requires vetting information ahead of time to modify for various learning needs.

We make an effort to learn how to create lessons that leverage the vast array of available digital resources without replicating a conventional linear lesson plan. As an example, if one were to look at a digitized instructional unit plan, it is interactive, dynamic. It includes visually rich options (highlighted with icons) with hyperlinks. All synchronous and asynchronous tasks directly support an overarching unit question.

Our professional training also focuses on the Universal Design Learning framework, including maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. This approach facilitates student application of what they learn or experience through place-based-learning.

This year, we have added two new aspects of our professional training related to distance learning. First, we are focusing on strategies to accelerate learning. We explain our accelerated learning approach in greater detail in other sections, including Pupil Learning Loss. Second, we are helping staff and families learn how to implement trauma-informed practices within a distance format. Trauma-informed practices were implemented as tier 2 supports before the pandemic but will implement them as tier 1 support this year. Our approach to trauma- informed practices is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

Staff Roles and Responsibilities

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

The roles of our teachers have not changed drastically due to COVID-19. All Homeschool Teachers will be meeting with their families through a virtual program such as ZOOM for their Learning Period Meetings. HST's will be providing Trauma-Based Practices into their meeting with students.

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.]

Below is a summary of the support we provide to students with unique needs. More than any other aspect of our curriculum, we will address the individual needs of students through a tiered trauma-informed practice approach. We explain our trauma-informed practices in greater detail within other sections, including Mental Health and Social and Emotional Well-Being. The following is a summary of how we support the individual needs of students beyond our trauma-informed practices:

English Learners

We provide live online leveled designated ELD classes composed of approximately 20 students. Our ELD Coordinator monitors student progress and communicates with administrators and teachers. Students identified as long-term English learners receive additional English language development, twice a week in 45-minute live sessions. Additionally, we integrate English language development in and through subject specific matter courses. Our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Our professional development related to English learners focuses on learning to use a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression. Further, we will offer virtual events and workshops (called Community Connections) that facilitate opportunities for students to practice their conversational speaking skills and improve their connection to other students. Our Community Connections initiative also offers scheduled workshops for the parents of our English learners.

Pupils with Exceptional Needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. Tier 1 supports are available to all and are intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer level 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. For example, our Community Coordinators offer workshops that

address specific science math standards to engage students and provide outreach during the pandemic. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also trying to find a way to administer assessments virtually as needed optimally.

We launched a directed studies course. And improved our Life Skills and ATP courses. Google Classroom was also created for SAI with both an Instructional and Compliance Coach. A Reading specialist is also available to help and support students.

Pupils who are Experiencing Homelessness and Those in Foster Care

Many of our students in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families. An increased number of students are also experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. To improve services for students experiencing homelessness or foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. For example, teachers use communication circles during class (synchronous and online) to help normalize student struggles and to increase resiliency

2. Continuing to maintain a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about the safety and emotional wellbeing of their family. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping facilitate a safe and supportive environment for learning. We do this in a variety of ways, which is explained in greater detail in the Mental Health and Social-Emotional Support section

3. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control.

4. Increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. Given the impact of the pandemic and societal unrest, we are unable to meet every student's need without the support of community resources, including county and state agencies. For example, we are active members of a community resource network where we learn more about available resources for our students and how to expedite referrals. Additionally, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

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

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format	$2,500	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress	$100,000	
STAR360 diagnostic/interim assessments: Implement a variety of assessments to monitor student progress and continual assessment to provide targeted instruction and intervention	$16,503	Y
MobyMax and other instructional material/resources to support EL, foster youth and low-income students to support intervention and universal learning subscriptions	$11,963	Y
FRCS will continue to monitor local and state guidelines related to in-person offerings. Technology, access and training will be provided to support staff and students to increase and improve services	$54,000	
Technology to support EL Designees to support communication with our students legibly zia zoom. Provide modeling and scaffolding during these lessons.	$1,800	Y
Costs to implement Community Connections program include hot spots for connectivity, web cameras/tripods for the Community Coordinators to host/produce the workshops	$1,500	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.]

In response to Governor Newsom's Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). The pandemic also directly affected many of our families, rendering it difficult for them to participate in or focus on our interim assessments during the second half of the 2019-20 school year. Thus, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California's waiver of the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.

The foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. We explain this approach in greater detail in the Mental Health and Social and Emotional Well-Being section. Beyond our trauma-informed practices, we will use a balanced array of assessments to determine the extent of learning loss carried over from the 2019-20 school year, including formative and diagnostic assessments. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

We are doing our best to administer Initial ELPAC within 30 days and are aware of a possible 45-day extension (not official). If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians of English language development courses and resources.

Beyond our diagnostics results, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. A formative assessment refers to a first-hand evaluation of student proficiency during a lesson. Teachers can engage in this type of evaluation using a variety of methods, including asking probing questions and observing students during student to teacher discussions. In this manner, a teacher may also consider English language proficiency and make immediate adjustments. We explain our strategies for implementing formative assessments and accelerating learning in greater detail in the next section.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section to communicate with parents regarding student learning loss and progress.

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.]

As stated in the previous section, the foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. Trauma-informed practices help meet student social-emotional needs facilitating an improved focus on their education. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. We cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, teachers foster a safe learning environment by incorporating community-building activities into live classes. These opportunities encourage students to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. We also use Zoom break-out rooms to facilitate more intimate students grouping reducing anxiety and allowing teachers to check in with each group. Additionally, we try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Our instructional supports also reflect the Universal Design Learning framework and focuses on maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace.

Our instructional strategies focus on filling the most critical gaps, not in isolation, but at the moment students need them. This approach differs from isolated remediation concentrated on the previous year's curriculum. To know what instructional supports are required, when, and how, we strive to identify the content, skills, and knowledge considered essential in grade and course.

After reducing our curriculum to its essential learning priorities, we administer academic supports (or scaffolds) to help students access content, skills, and concepts. Examples of scaffolding or instructional support for literacy include: using text sets and systemically order them from less to more complex, by topic, to build students background knowledge; using varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending complex texts; building vocabulary with a focus on words that are key to text comprehension; planning time for differentiated support for individual or small groups of students depending on their needs.

In math, we use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding or instructional supports. Understand refers to teachers understanding the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. Diagnosing refers to having an accurate understanding of where individual students stand about the revised learning priorities. To do this, teachers engage in formative assessments and review the results of diagnostic assessments. Take Action refers to planning for and appropriately implementing needed supports/scaffolds during a lesson.

The following is a summary of how we further support the acceleration of learning for specific demographic groups:

English Learners

We implement a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression.

Pupils with Exceptional Needs

Our instruction methodologies are part of our overall multi-tiered system of support framework (MTSS). When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 and tier 3 supports. Tier 3 supports are more intensive and provided for an extensive period in collaboration with community agencies.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. Our special education department has implemented the following:

1. Virtual and/or distance learning model for all special education services i.e specialized academic instruction, occupational therapy, speech and language services, etc. Our services vary according to the need of each student and family. Google classrooms are being launched this year to support specialized academic instruction virtual and distance learning services for staff, students, and parents. Student and Parent training (PPT and how-to guides) were sent to families prior to the start of the school year. In-depth staff training on google classroom occurred prior to the start of school and continues through professional development and professional learning communities monthly.
2. Working with staff and non-public agencies to support special education evaluations during COVID-19. We are working to identify students that may need a records review, in-person, assessment, or virtual evaluation.
3. The Certificate of Completion Life Skills courses as well as the Adult Transition courses were improved with more support embedded.
4. To support learning loss and increase executive functioning skills, a Directed Studies elective was built for students with IEPs. Students receive SAI services, curricular support, study skills, and executive functioning skills.
5. Three new types of positions were created to support student and staff needs that have arisen: Reading Specialists, Instructional Coach, and Compliance Coach. Each of these three types of positions supports a direct need from the previous school year within the special education department. Reading Specialists support students with special needs who require a research-based, structured, multi-sensory literacy program. Our Instructional and Compliance Coaches support teaching staff and implement quality SAI based off of their compliantly written IEPs.

Pupils who are experiencing homelessness and those in foster care

We maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real- time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control. We also will engage in increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. For example, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

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.]

Due to school closures, waiver of ESSA requirements, and the effects of the pandemic, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle during the last school year. The validity of spring 2020 diagnostic assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, the State waived the CAASPP, precluding us from analyzing results in math, ELA, and science.

We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessment to formulate a

general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

However, we will rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation of student proficiency during a class. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

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

Description	Total Funds	Contributing
Homeschool Teachers to provide instruction for all students, Provide school counselors to support students in targeted services with social and academic wellness: in-person/distance learning platform, provide junior high virtual academy coordinator and lead teacher, provide high school virtual academy coordinator, special education teachers, intervention specialists, Executive Director/Assistant Principals/Specialists provide instructional coaching for teachers; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide, student intervention support, school psychologists, high school success coordinator * 10% of certificated salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds.	$472,674	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$1,500	Y]
Staff and parent training related to understanding our English Language Development strategies	$1,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As stated in the section Pupil Learning Loss Strategies, accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. For example, we cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Worse, students who live in poverty often do not have equitable access to outside mental health support. To mitigate the adverse effects of the pandemic and societal, we will implement tiered trauma-informed practices per or MTSS. Generally speaking, trauma-informed practices are strategies or techniques that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. We based our trauma-informed on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework.

Our tier 1 universal supports include trauma-informed practices to help meet student social-emotional needs facilitating an improved focus on their education. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, our teachers try to incorporate community-building activities into synchronous classes that offer students opportunities to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. Zoom break-out rooms are used to facilitate more intimate students grouping reducing anxiety, and allowing teachers to check in with each group. We also try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. We also use asynchronous methods to differentiate instruction according to student ability levels and learning styles. Many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Tier 1 supports include webinars for students and families and focus on social-emotional-learning strategies (SEL). We offer SEL webinars on the first Monday of each month. Additionally, we invite students to share how they have used SEL strategies and to ask questions. We hold the SEL sharing and Q & A sessions on the third Monday of each month. We have also created a collection of Growth Mindset resources for teachers and families. Growth Mindset approaches help normalize students' struggles with learning loss and to increase resiliency. We have also added new SEL resources for teachers and parents and publicized crisis hotlines. We expect our tier 1 supports will meet the needs of approximately 80 to 90% of our students.

Our second tier of supports includes educating staff and families about the signs and symptoms of trauma in students, including changes in behavior, unexplained headaches or body pain, irritation, and depression, and strategies to mitigate them. We use a variety of resources for tier 2 supports, including the Everfi virtual social-emotional curriculum. When we identify a student in need of level 2 supports, a Student in Crisis Coordinator monitors and collaborates with families to customize support. Tier 2 supports include enrollment in a new program called Mindset Mondays, wherein students and families focus on social-emotional-learning strategies.

We anticipate that approximately 5-10% of students will require tier 2 supports through individual or small group settings. We deploy tier 2 supports rapidly to address issues as they arise. For example, students in foster care, experiencing homelessness, or struggling with poverty may be unable to focus on school despite our tier 1 supports. In these cases, our staff will immediately reach out to families and schedule a meeting to explore appropriate supports. Parents play a critical role in helping us identify issues and helping customize supports. We anticipate that approximately 1-5% of our students will require additional individual supports beyond those provided in

tiers 1 and 2. Tier 3 supports are intensive, for longer durations, and can involve outreach to and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies. Many community mental health organizations use HIPPA compliant mediums such as telehealth.

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.]

Because we operated as a non-classroom-based independent study charter school during the 2019-20 fiscal year, much of Education Code section 43504 is not applicable, particularly distance learning requirements. Instead, we continue to meet all of the independent study statutory requirements, including ensuring each student is engaged in appropriate educational activities on instructional days by assessing the time value of independent work and the quality of contemporaneous work samples. Further, our school year is longer than 175 instructional days, and we maintain daily engagement records for each student.

We are aware that the COVID-19 pandemic and societal unrest may influence many of our students to disengage. Monitoring participation is vital to help ensure student learning and wellbeing during these challenging times. Thus, our student and family engagement approach reflects positive strategies, including maintaining strong personalized relationships with students and families. These meaningful relationships help us to quickly discern student disengagement, particularly for those who disengage or are absent for three days or more (60% of the instructional days in a school week).

We assess student engagement through regular meetings with families and students, check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). We upload daily engagement records to our student information system. Because we will not report student attendance for funding purposes during the 2020-21 school year, we plan to use different and temporary internal codes when a student is considered disengaged or absent.

When a student disengages, our Homeschool Teacher initiates contact with the family and if needed begins the board approved non-compliance policy. Depending on the outcome of the meeting, we will provide additional and appropriate supports to meet student needs. There are times when students will need intensive supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

When communicating with families about student disengagement, we do not assume families speak or understand English, have access to the internet, or know how to access an email.

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.]

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

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

Section	Description	Total Funds	Contributing
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
8.16%	This year for FRCS, we plan to spend $763,936 of our supplemental concentration funds. The 8.16% to increase or improve services is $62,336. FRCS plans to spend 100% of their total supplemental concentration funds.

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.]

English learners, students living in poverty, and students placed in foster care are vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps. As such, we considered the unique needs of

unduplicated groups throughout this plan. We focus on evidence-based practices when identifying and implementing support for our unduplicated students. For example, we aligned our trauma-informed practices with the CASEL framework.

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

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

Continuity of Learning-

- staff and parent training related trauma-informed practices
- access to community resources. Distance Learning-
- staff and parent training related trauma-informed practices in a *distance-learning format*
- diagnostic and interim assessments
- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources Learning Loss-
- Junior High Virtual Academy, High School Virtual Academy, JHVA Lead Teacher to help maximize our MTSS • staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.