



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Forest Charter School is a K-12 personalized learning program, in which each student is seen as an individual with unique gifts and talents. Each student's personal learning program is developed by his or her education team, consisting of the student, parents, and a supervising teacher (ST). This team meets at least once a month (or more frequently, as needed) in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them, and that are consistent with state standards. Forest Charter School has learning centers in Nevada City, Truckee, Foresthill and Auburn. Forest Charter School's demographics align with other schools in the county.

As a non-classroom based school, the changes to our educational program did not require massive shifts due to the COVID-19 pandemic. Students already working on a full Independent Study program simply continued with the curriculum already in place. For our students who take advantage of the site-based support classes and co-ops we offer at our learning centers, the adjustments were more significant when Forest Charter shifted to full distance learning in the Spring. Instructors provided assignments and instruction through a variety of platforms including, but not necessarily limited to Zoom, Google Classroom, Google Meet, our student information system (School Pathways), online classes, textbooks, and paper assignments. Since the foundation of our school is to develop a program that fits the needs and goals of each student, we continued implementing this approach but with more online based offerings for students.

Stakeholder Engagement

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

Parents and guardians are an integral part of the personalized learning process. At a minimum, the Supervising Teacher meets each month with the student and family/guardian to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Forest Charter School does not have a bargaining unit, however, two staff-elected teachers attend board meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up. Every effort is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Forest Charter School also conducts an annual student survey, family survey, and staff survey in February. Many of the eight state priorities, such as academic achievement, school safety, and parental involvement are perennial topics in our surveys. The staff survey, student survey, and the parent survey were most recently conducted in February 2020. Approximately 24% of our families, 23% of our students, and 87% of the staff participated in these surveys. We also sent out a short follow up survey this fall to ask some specific questions about the Learning Continuity and Attendance Plan report. Approximately 35% of our families, 21% of our students, and 81% of the staff participated in these surveys. The survey was emailed to our entire Forest Charter School community and reminder emails were sent to those who had not yet participated by a specific date. Stakeholders were notified that they could request a paper version of the survey if they did not have access to a computer and/or the internet. STs were asked to contact any families who speak a language other than English to ensure they could participate if they wanted to.

In addition to the surveys, students were also engaged in a in-person conversation at each Learning Center last Spring. Administrators at each Learning Center met with a middle school group and a high school group to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we came with some specific questions, this was an organic conversation that the facilitators allowed to take a natural course. Efforts were made to bring in Independent Study students, but we were unable to find students who wanted to come in.

Forest Charter School also held two parent forum sessions via Zoom. The first one was on June 12th, 2020 and the second one on August 12th, 2020. The June meeting was broken into a K-8 meeting and a 9-12 meeting. These were only attended by a handful of parents, but this

allowed for a conversation which enabled us to dig a bit deeper into any issues revolving around the COVID-19 pandemic. The August 12th parent forum was attended by over 100 families. Although this meeting primarily focused on detailing how we would handle the upcoming school year, parents engaged in the conversation by asking specific questions and expressing areas of concern.

Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse grouping is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, which is a standing agenda item for these meetings.

Forest Charter School discussed a draft of the LCAP with the Parent Advisory Group in August (again, the Charter Council serves as the Parent Advisory Group for the LCAP). Forest Charter also held a public hearing on the LCAP on September 21, 2020 to solicit recommendations and comments from the public. This meeting was posted on our website. The Executive Director responded in writing to any comments. The LCAP was approved by the Charter Council on September 22, 2020.

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

The parent forums were announced to the entire FCS community using the school all call system. Both of the parent forums were held on Zoom due to COVID-19 health concerns. If parents were unable to attend, we encouraged parents to email or call if they wanted to discuss thoughts/ideas. If accessing the Zoom video platform, participants had the option to call in by phone.

All charter council meetings since April 2020 have been held on Zoom due to COVID-19 health concerns. These meetings are posted on the website and the public is allowed to attend and add comments as appropriate.

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

Overall, the feedback from stakeholders has been positive. They felt that the Supervising Teachers and the Administration did a good job of adapting to the COVID-19 pandemic, and that they were providing a strong academic program for all students. Specifically, they appreciated the support the Supervising Teachers provided to their students, and noted their creativity to maintain student engagement/learning during a difficult time. One request was to hold our normal attendance expectations while working with an online platform. They felt that the class discussions suffered without full attendance and teachers felt they had to spend a great deal of time tracking down students.

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

Primarily, stakeholder feedback influenced how we would continue to conduct our distance learning program, however, many of these elements are also present in our hybrid models.

The stakeholder input led Forest Charter School to add/keep the following actions/services:

- Develop asynchronous opportunities to receive instruction and view lessons if a student is unable to attend a Zoom class due to connectivity issues.
- Allow teachers to use "classdojo" app rather than Google Classroom for K-2 co-ops.
- Continue to implement our benchmark assessments to gauge student progress and to find academic areas that require more support.
- Maintain two part-time mental health counselors who can provide support for students.
- Provide professional development for staff so they can provide support and/or identify students with emotional needs.
- Maintain our academic intervention program and all other academic services/supports.
- Provide more Chromebooks for K-5 co-op and block class students who need them.
- Help improve connectivity for families by providing wireless hot-spots.

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.]

Forest Charter School is a non-classroom based school. As such, all students are taking at least some of their classes through an Independent Study format. However, in a more traditional year, Forest Charter offers some site based support classes and tutoring. At this point, we are still discussing whether or not it makes sense for Forest Charter to return to offering its site based support classes before schools are cleared to return to their full program or if we should stay on a full Independent Study model.

In spite of this ongoing discussion, Forest Charter is preparing to set things up for a return to offering part time classes using the following strategies:

- Split classes into half or thirds depending on the program.
- One group (one half or one third) of the students will attend in person one day, and the other group will attend virtually via Zoom.

- We will work with families to allow those who wish to continue learning virtually to do so, which may allow students with connectivity issues to attend in person more regularly.
- Forest Charter will provide hot spots and Chromebooks for students so they can attend class virtually.
- Forest Charter will set up a system for health screenings for students and staff.
- Forest Charter will follow all California Department of Public Health (CDPH) health and safety guidelines during the COVID-19 pandemic.

In addition, Forest Charter will work with each student to determine learning loss using our benchmark assessment tool and build a personalized intervention program as needed. Part of our intervention strategy will be to ensure that students' mental health is considered. Over the last few years, Forest Charter has implemented various forms of professional development focused on social emotional learning. This training helps the teachers recognize signs of trauma and stress and how to intervene to support students. The administration has talked with the supervising teachers to encourage them to take the time and provide flexibility to students over holding too strict a line regarding deadlines, especially during the COVID-19 pandemic. Further, students showing signs of stress can be referred to our mental health counselors.

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

Description	Total Funds	Contributing
Forest Charter provides optional support classes (Co-ops and Learning Center classes) to support student learning. These optional classes have been moved to an online format during the COVID-19 pandemic. By making this move to online support classes rather than cancelling them, this subject specific support was still available to our unduplicated students.	\$28,000	Yes
Forest Charter traditionally provides Chromebooks for all students in 6-12 Co-ops and all 9-12 grade students taking Block Classes. Independent Study students may request a Chromebook as needed to implement their educational program. Chromebooks enable unduplicated students to access our support classes that have been moved to an online format as well as other online supports during the COVID-19 pandemic.	\$0	Yes
Forest Charter provides health and safety equipment including PPE, no-touch thermometers, sneeze guards, and physical distance signage. Additionally, we have removed desks and tables to create physical distanced spaces for students.	\$4,000	No

Description	Total Funds	Contributing
FCS has provided additional outdoor meeting spaces and tables. These meeting spaces make it possible for supervising teachers to provide in person support for our unduplicated students in a much safer environment.	\$2,850	Yes

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.]

Forest Charter is a non-classroom based school. As such, we already provide a strong Independent Study (i.e. distance learning) program every year. However, given the impact of COVID-19, we felt it was prudent to provide additional supports to our Independent Study families and those involved in our site based support programs. These extra supports include the following:

- Continue to provide our regular personalized learning program (i.e. Independent Study program). Teacher/family meetings are held using an online form of communication (mostly Zoom). In person meetings can be arranged as needed following strict health and safety protocols.
- Support classes will provide online instruction during regularly scheduled times.
- Online tutoring opportunities (i.e. math labs and writing labs) are offered across all Learning Centers.
- Weekly material pick up opportunities at all Learning Centers.
- Provide Special Education services through a variety of virtual platforms. We are also providing some in person services when appropriate, following all CDPH guidelines.
- Using an online system to collect required paperwork and signatures.
- Provide access to various mental health supports: ERMHS, school psychologist, general ed mental health counselor, and any other community resources.

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.]

Many students already have a high quality educational program that does not require technology. However, we felt it was prudent to provide more support in this area.

- As necessary, we purchased and checked out additional Chromebooks, especially for younger students so they can access supports. (NOTE: some families already have devices they want to use and some families prefer an educational program that does not require technology.)
- Provided access to wireless hot spots to improve connectivity for families.
- Opened accessibility to technology, such as Zoom and Google Meet that were previously restricted.

Supervising Teachers worked with families to determine the technology needs and then signed up those students on a google doc for our technology director to distribute devices during material pick up days. Priority was given to unduplicated students and students with IEPs. Whenever possible, Forest Charter provided students with access to devices and connectivity. However, there were circumstances where the hot spots did not work. In those cases, students were offered a high quality program that did not require technology. We are hopeful that we will be able to provide access to our on-campus wireless network to small groups as state and local guidelines get updated.

Technology support is available through our technology director. Students can submit a help desk ticket for support on the Forest Charter website, or, if they have connectivity issues, they can also directly call our technology director. Note: Due to the high volume of work and support needed, Forest Charter hired a part time assistant to support our technology director to ensure that devices and support are available to all students in a timely manner.

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.]

Forest Charter School will use its regular non-classroom based required approach to assessing pupil progress and attendance. This includes contemporaneous records of daily engagement and a teacher assessment of completed work to build a picture of student learning and attendance. We are also tracking attendance in Zoom classes for those students enrolled in those programs. Although this attendance does not impact ADA, we will follow up with students not attending these classes to ensure student engagement.

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.]

Provided staff training opportunities in the following (NOTE: some of these trainings have occurred in previous years as we were already transitioning to more online platforms)

- Google for Education (especially Google Classroom)
- Zoom
- Online learning records and attendance procedures through School Pathways
- Use of document cameras
- Trauma informed/mindfulness education practices to help support students' emotional needs
- Academic intervention through our benchmark assessment tool (NWEA) and our online intervention tool (Edgenuity)

Technology support is provided by the technology director.

Staff Roles and Responsibilities

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

Since Forest Charter already functioned as a non-classroom based school, the roles and responsibilities have changed very little. Mostly what we are seeing is that some roles have more to do to support the academic and social emotional needs of our students due to COVID-19. For example, our Director of Technology is still responsible for distributing technology to students, but now more students are participating in online learning, especially in the lower grades. Rotating staff are helping with material pick-up days to hand out class materials and food. Our Administrative Assistant has been trained on COVID-19 screening techniques, and will now also be responsible for COVID-19 health screenings as needed.

To manage the increased workload we have hired a part-time Technology Assistant and an additional Instructional Aid for our Globals Studies Academy. Both are new positions at Forest Charter.

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.]

Forest Charter School is a Personalized Learning school and as such, we build a unique educational program for each student including those students with unique needs. Part of our program includes providing students the opportunity to direct some of the educational funds toward their specific needs in order to support their individual educational program. English learners, foster youth, and socio-economically disadvantaged students have access to additional funds that are principally directed for them to further support their education. Due to the unique structure of our school, we have found this approach to be more effective than developing larger programs that these students must fit into. In addition, Forest Charter prioritizes any technology needs for our high need students.

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

Description	Total Funds	Contributing
Forest Charter moved all required paperwork to an online system to support staff and family safety. This allows all families to fulfill all required non-classroom based paperwork without coming to a school facility during the pandemic.	\$4,800	No

Description	Total Funds	Contributing
<p>During the COVID-19 pandemic, Forest Charter provided Chromebooks to students who don't usually receive them: students in K-5 Co-ops and more students on full Independent Study programs. We already provided Chromebooks for students in 6-12 Co-ops and 9-12 Block Classes, but we had to expand our reach due to more students accessing their education online. This supports unduplicated students by providing access to more academic support options. Our high risk students, as well as students with IEPs or 504s, were given priority access to these devices.</p>	\$11,500	Yes
<p>During the COVID-19 pandemic, Forest Charter is providing wireless hot spots to help students with connectivity issues. Foster youth, English learners, socio-economically disadvantaged students, and students with IEPs or 504s were given priority access to these devices. These devices support unduplicated students by providing access to online academic support options as well as the online paperwork mentioned earlier.</p>	\$15,000	Yes
<p>Maintain Forest Charter Technology Director. This position is essential to support the technology needs of our unduplicated students.</p>	\$73,692	Yes
<p>Hire additional Technology Assistant to support the Technology Director. This hiring will support our unduplicated students by making technology support available to all students in a more timely manner</p>	\$8,650	Yes
<p>Adjusted the role of an administrative assistant to fulfill the contact tracing requirement.</p>	\$0	No
<p>Additional instructional aid for our high school academy (Global Studies Academy) which provides support to the teachers so they can have more time to assist their unduplicated students.</p>	\$3,039	Yes

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.]

Part of our model involves meeting each student at whatever academic level they are currently working in each subject. For example, if a student needs to be accelerated in math, but requires some remediation in reading, the Supervising Teacher will develop their educational program with these academic levels and goals in mind. Therefore, if any student experiences learning loss due to COVID-19 or any other reason, Forest Charter's approach to individualizing each student's educational program will support them at their level.

In order to determine/confirm each student's level and needs, Forest Charter School uses a variety of approaches including review of student work, discussions with the student and parents/guardians, student observation, informal assessments, and the NWEA benchmark assessment tool in math and ELA. The NWEA assessment is given at the beginning of the year to establish a baseline assessment, and then two more times throughout the year to determine growth. If a teacher is not seeing growth (or not enough growth), adjustments are made to the student's intervention program. The Supervising Teacher also determines if a student needs more formal intervention and then refers the student to an SST.

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 mentioned above, our model involves meeting each student at whatever academic level they currently working in each subject. In addition to this approach, Forest Charter uses a variety of intervention techniques depending on the needs of the student. Strategies for our unduplicated students will also be developed based on the individual needs of each student. Our primary intervention tool is Edgenuity. This is an online program that can also determine time on task to help ensure that the intervention is being conducted with fidelity.

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.]

Since we use NWEA throughout the year as our ongoing benchmark assessment tool, we can determine if each student is showing growth in their learning. In most cases, we use Edgenuity as our online intervention tool. This program also allows us to see growth and thereby evaluate the effectiveness of our intervention program on an ongoing basis throughout the year. In addition, our teachers have regular

meetings with families to review progress on curriculum/assignments. During these meetings, the Supervising Teacher assesses student progress based on completed assignments.

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

Description	Total Funds	Contributing
<p>NWEA - This is a benchmark assessment tool that we use to establish a baseline assessment and to measure growth with students throughout the year. This program and the associated process were put into place to identify and support our non-duplicated students who need support.</p>	\$4,752	Yes
<p>Edgenuity - This is an online intervention program for students who are working below grade level. Many of our non-duplicated students do not have access to adults who can provide a strong intervention program. Since we are a non-classroom based school we wanted to find a program that provided the instruction so that parents/guardians wouldn't have to take on this extra work. Further, we can track time on task and progress through this tool.</p>	\$10,000	Yes
<p>Intervention and SST coordinators - These coordinators help facilitate our intervention approach for students working below grade level. The intervention and SST coordinator positions were developed to provide support for our unduplicated students who often fall behind grade level expectations and we felt it was critical to have positions focused on organizing support for them.</p>	\$35,184	Yes
<p>Provide aides, tutoring, and intervention curriculum as needed. Again, our unduplicated students often fall behind grade level and we wanted to ensure they had access to the resources necessary to catch them up.</p>	\$80,921	Yes

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.]

Forest Charter School has an array of supports and trainings that support student mental health:

Resources

- Forest Charter maintains two part time mental health counselors to support students.
- Forest Charter has set up a "Helpline" on its website students can use to anonymously identify themselves or a friend who may be in need of support.
- Supervising Teachers are in regular contact with their students which helps them monitor their student's emotional well-being.
- Forest Charter has developed an extensive Health and Safety page on its website with resources for students and parents to support students' emotional well being.
- Forest Charter's mental health team has developed a website with more mental health supports for students.
- School psychologists are assigned to each learning center who can help intervene in case of a crisis situation.

Training

- Trauma informed education practices.
- Mindfulness practices to support students.
- Staff are trained annually in suicide prevention.
- Mental health counselors provide regular staff training on how to recognize possible mental health and social emotional well being issues in students.
- During 2019-20 the entire teaching staff and administration underwent the mental health first aide training through Nevada County Behavioral Health.
- Forest Charter's mental health team has put together additional online training opportunities for staff

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.]

Forest Charter School uses a tiered approach to reengaging students. Supervising Teachers work with students/families if a student is not completing work and/or not attending required meetings. If the teacher is unable to improve the student's engagement, they will refer this student to the administration who will follow up with the student/family. In all cases, Forest Charter approaches these meetings from a solution-oriented angle to see if the student/family need some kind of support to be successful. Staff also implement many of the strategies learned during our trauma informed education trainings.

If a family requires translation services in order to communicate with the school, Forest Charter will tap into a variety of online services to ensure this communication is established. Further, every effort is made to pair a family with a teacher who is able to communicate in their first language.

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.]

Forest Charter School is a non-classroom based school and therefore we are only required to provide meals when a student is engaged with in-person instruction at the learning center for two or more hours. However, Forest Charter also recognizes that many families at our school benefit by receiving nutrition from the school. During distance learning, Forest Charter is offering families up to five free meals for each student enrolled in our school during our weekly material pick ups. Only a few families have taken us up on this offer, but we are continuing to offer these meals at each material pick up day. If we return to on campus instruction, we will continue to offer these meals to students.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>Continue to provide mental health counselors.</p> <p>These counselors were hired to provide support for our unduplicated students. These students often come from unstable backgrounds and need mental health support in order to access their learning.</p>	\$54,571	Yes
School Nutrition	<p>Offer free meals at each material pick up day.</p> <p>Our unduplicated students need good nutrition in order to have the energy and mental stamina to access their education. Making these meals available for free is an important part of supporting their educational program.</p>	\$1,750	Yes
Pupil Engagement and Outreach	<p>Continue to provide college and career advisors.</p> <p>Unduplicated students often don't have the resources to research, plan and prepare for life after high school graduation. Forest Charter School college and career advisors assist our unduplicated students in identifying opportunities and building a plan to bring these plans to fruition.</p>	\$94,752	Yes
Distance Learning Program (Distance Learning Professional Development)	<p>Provide professional development for staff to support new online learning and/or student mental health</p> <p>Forest Charter is focusing on professional development in areas that will principally support our unduplicated students. Supervising Teachers have received training in using Zoom and Google Classroom to enable students to access their learning online. This training will help teachers use the various</p>	\$2,500	Yes

Section	Description	Total Funds	Contributing
	<p>features and help students understand how to use this technology as well.</p> <p>We are also providing training in understanding/supporting student mental health. Many of our unduplicated students suffer from adverse childhood experiences and navigating school during COVID-19 adds stress that can often impact their ability to access their education. Having staff trained in recognizing these signs and understanding how/when to get them help is an important part of supporting these unduplicated students.</p>		
N/A	<p>Additional funds available to support unduplicated pupils.</p> <p>These funds are only available to our unduplicated students and they are intended to support building a personalized learning program for each of these students. FCS recognizes that unduplicated students may have additional needs that require extra funding. However, rather than creating a program they have to fit into, we allow them access to these funds to help get them the resources they need such as tutoring, bus passes, test fees, school supplies, etc.</p>	\$72,000	Yes

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
8.67%	\$583,960

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.]

Most of the actions being implemented were designed to be principally directed toward our unduplicated students. Many of these students have experienced a higher degree of trauma, lack access to technology, and often come from challenging home lives, and they are therefore at a higher risk of dropping out or not making adequate academic progress. Forest Charter took these students' unique circumstances and needs and built these programs and resources to help support them through their education:

- Support classes/Co-ops - Although we are a non-classroom based school, we felt that our unduplicated students would benefit from more direct instruction. This is especially relevant during the COVID-19 pandemic.
- Chromebooks for 6-12 co-op and block class students - Our in-person classes were starting to use more technology, and we wanted to ensure that our unduplicated students had access to a device since they often don't have the resources for this technology.
- Outdoor meeting space - Due to the impacts of COVID, we created more outdoor meeting space so that (as long as we meet the health department requirements) teachers and support staff will be able to meet in person with our most at risk students to provide support
- Additional Chromebooks - As we moved into distance learning, we realized that more of our full independent study students were accessing more of their education through various online platforms than they were during a non-COVID year. Due to this change we ordered more Chromebooks and made these devices available to more independent study students.
- Hot spots - We are aware that many of our unduplicated students accessed their wifi signal while on our campus. Due to the COVID-19 pandemic, this would not be possible during distance learning, we invested in hot spots to help improve connectivity.
- Zoom accounts - Since COVID has forced us to engage students through online formats, we felt that it was important to provide a solid online format for classes/meetings that would be more likely to engage our unduplicated students in their learning.
- Intervention - Ensuring that our unduplicated students have support to get them to grade level has always been a priority. By investing in tools and services including but not necessarily limited to NWEA assessments, Edgenuity, Intervention/SST Coordinators, classroom aides and tutors, we believe we are providing a spectrum of supports and tools to support student learning. These online tools are important during COVID so our unduplicated students can access them online.

Mental health counselors - Our unduplicated students are more susceptible to trauma and therefore, we wanted to make sure that these students had access to mental health support. We anticipate that this trauma will increase during COVID, highlighting the need to maintain these counselors.

- School Meals - As a non-classroom based school, Forest Charter is only required to provide meals for students when students are on campus for educational activities for two hours or more. However, due to the impact of COVID, we want to ensure that our unduplicated students are still getting their nutrition. Therefore, free meals are available during material pick up days.
- College and Career Advisors - These advisors make an effort to engage with our 10th, 11th, and 12th grade students to discuss plans for post high school graduation. This is vital for our unduplicated students to ensure that they have a plan for after high school graduation.

Professional Development - The professional development training we provide our staff enable them to understand and support our unduplicated students during the distance learning required due to COVID.

Additional Funds - These funds are specifically held for our unduplicated students to ensure they have the materials and resources available to support their education. We anticipate that our unduplicated students will require more tutoring during COVID to support their academics.

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

Forest Charter School will receive an estimated \$583,960 in supplemental funding generated primarily by the school's low-income population, the only numerically significant of our unduplicated demographic. The school did not qualify for any concentrating grant funding. The Forest Charter unduplicated count is estimated at 47.65%. The proposed use of our supplemental funds will be principally directed toward providing increased and improved Math and ELA interventions. Due to the nature of our personalized learning program we have found that the most effective use of these funds will be to collaborate with an intervention specialist, along with the students Supervising Teacher, to enhance our ability to individualize the intervention process. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population and is the most effective use of these funds. These funds will directly support our low-income population through ELA and Math Intervention, academic tutoring opportunities, additional curriculum/material support, test fees, etc. Due to our unique individualized school model, we believe that providing additional funds for each student is the best way to ensure that each student who is part of our low-income population will receive additional support. Further, in the past, we have tried to conduct group training and /or tutoring at our learning centers, but due to our personalized model, as well as our diverse geographic locations, this approach was not effective. These funds will be principally directed to and effective in meeting the goals for our unduplicated pupils through the following goals:

- Provide an intervention specialist at each of our learning centers to work with students and supervising teachers on the best way to support students who may be struggling academically.
- Provide additional materials and curriculum, online class support, one-on-one tutoring, and bus passes to help get the student to school.
- Provide ongoing staff development to support supervising teachers in the implementation of state standards, benchmark assessments, and possible interventions.
- Maintain two part time counselors to support students with emotional needs.
- Provide free meals.
- Meet a variety of technology needs.

- Maintain College and Career advisors to facilitate post high school planning and success.

Forest Charter School anticipates expending all Supplemental Funding earned under the LCFF, which represents 10% of total LCFF funding received. Based on stakeholder feedback, there is a clear desire for academic intervention in math and ELA to support students who are struggling or who are behind academically in addition to access to a counselor to support students with emotional needs. Utilizing standards aligned benchmark assessments to determine students who require support, Forest Charter has budgeted increases to support additional academic tutoring, curriculum and material support, Math and ELA interventions, etc. as the most effective use of these funds.