

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.]

Education is one of the most important functions of a democratic society. Compulsory public education has been a hallmark of the United States for over a century. The global pandemic currently facing our community has dictated the need for rapid change in instructional delivery, nutrition delivery, communication, and social needs for our community; challenging traditional educational institutions like never before. Feaster has responded with intentions focus on our students and families with the most unmet needs.

Feaster Charter recognizes the fact that there is near ubiquitous access to online resources in our community. For this reason, our school website and social media accounts have been updated to reflect changes in programmatic and social services for our families and community. In addition to web resources, our families were communicated with by email, phone and text messages to ensure deep penetration and cascading messages were accomplished. From the beginning of the COVID-19 crisis, multiple messages from our administration team were published on our website and sent out via email and text to provide information and inspiration. A frequently asked questions resource page was created by our district, Chula Vista Elementary School District (CVESD), to support a broad range of needs within the community. Employee information was created and updated frequently to ensure the health and safety of not only our students, but our staff members as well. Meal service updates were an important part of how Feaster Charter responded to the school closure period, ensuring that families had access to nutrition throughout each week at our school site.

Important Federal, State, and County resources were provided for our community through updates on our social media accounts, our website and sent through text and email. Recognizing that families have needs that are not able to be addressed solely through our school or district, a "Community Services" page was created on our districts website that provided access to our partners: 211 Food Pantry Search, Community through Hope, San Diego Food Bank, San Diego for Every Child, South Bay Community Services, and Cox Communication to showcase the services our community could take a part in. In addition to the aforementioned changes made because of the pandemic, an increase in collaboration with our stakeholders: parents, teachers, classified members has occurred to gather input and ensure communication about State, County. and City plans and directives were understood by each and every stakeholder in our community.

Stakeholder Engagement

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

Many efforts have been made to increase collaboration with Feaster Charter School stakeholders, throughout the pandemic, beginning in March. Documented below are the collaborative efforts facilitated by Feaster Charter School and CVESD with different stakeholder groups to gather input for the Learning Continuity and Attendance Plan.

*DAC/DELAC stakeholder input - District staff facilitated two separate meetings with the DAC/DELAC Board on July 24 and August 7 to gather input for the Learning Continuity and Attendance Plan. Feaster representatives provided input on behalf of Feaster Charter School.

*Parent surveys - Two separate parent surveys were created and distributed to gather input about instructional offerings and child care needs through Microsoft Forms.

*Feaster Charter School Teacher Leadership Team - Administrators facilitated meetings with the ILT on May 12th, May 26th, and August 26th to gather input for the Learning Continuity and Attendance Plan.

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

Feaster Charter recognizes that the ability to gather input and conduct meetings in a face to face environment has been severely limited and restricted throughout the pandemic. For this reason all meetings have been conducted through either Microsoft Teams or Zoom to ensure maximum participation. Learning and Continuity and Attendance Plan meetings with our stakeholders have all taken place virtually through Teams and Zoom, including our Feaster Charter Board Meetings, and Spanish translations have been offered at DAC/DELAC meeting, ensuring the language support needs of the community are met.

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

*DAC/DELAC stakeholder input - representatives from the DAC/DELAC leadership group expressed a desire to support parents and families with learning opportunities and information about the role parents can play to positively impact distance learning at home. In addition, a desire to increase support to foster children, homeless children, and English Learners was expressed.

*Parent Surveys - The Feaster Charter parent community expressed a desire to ensure technology access is ubiquitous for students. This included both computers for students and connectivity devices for them as well.

*Feaster Charter Teacher Leadership Team - shared that teacher professional learning opportunities are of paramount importance. Professional learning opportunities that involve strong instructional delivery pedagogy for distance learning and technology training and support for learning platforms are offered to support a rigorous distance learning experience.

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

Feaster Charter is proud of the collaborative relationships that exist with community stakeholders. Input is received and utilized to drive instructional, nutritional, and social needs that exist in our community. Specific input that was shared by stakeholder groups that has a direct impact on the Learning Continuity and Attendance Plan includes the following:

- Parent support materials developed to support parental roles and responsibilities for a successful distance learning partnership between school and home.
- Intentional instructional delivery that ensures students with the most unmet needs are supported in small groups and individually. The creation of enrichment materials for all students will ensure small group and individual instruction occurs within each distance learning classroom.
- Professional learning opportunities for staff with technology and pedagogical practices to support a rigorous distance learning experience for students. Microsoft Teams training and the "Distance Learning Playbook" are two specific examples of stakeholder input directly influencing the plan.
- We will be purchasing additional iPads to ensure all children have access to technology devices through the distance learning period.
- Purchase of two technology accelerators, Achieve 3000/Smarty Ants and Eureka (Sync, Affirm, Equip), to support student assessment data that will drive instruction and the subsequent ability to assess the effectiveness of instruction throughout the distance learning period.

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.]

Feaster Charter School (FCS) will begin the 2020-2021 school year using the Distance Learning Instructional Model. Feaster Charter School will work closely with local health departments and follow all safety guidelines to determine when it is safe to transition to offering in-person based instruction. Instructional models may move fluidly between distance learning, a hybrid model, and full in-person instruction. FCS along

with local health departments will consider the health and wellness of the community before deciding to re-open to full in-person instruction and/or change the instructional model. FCS will consider the implementation of physical distancing practices, increased cleaning and hygiene protocols, health monitoring, and the use of appropriate personal protective equipment (PPE). FCS will provide all stakeholders with ample notice if and when a change in the current educational model is made.

In all three instructional models (distance learning, hybrid model, and full in-person instruction), FCS will continue to provide students with quality standards-based instruction. Teachers will design and deliver grade-appropriate lessons that are based on the California State Standards. Along with standards-based instruction, teachers will monitor students' progress and determine learning loss by engaging in social-emotional learning, conducting diagnostic assessments, and formative assessments. Teachers will use data and anecdotal notes to plan intervention groups for students who may have shown learning loss.

Additionally, Teachers will provide supports to English Learners by both Designated and Integrated English Language Development. All students who currently have an IEP will continue to receive services and hold regular IEP meetings to monitor progress. Students who are in the SST process will continue to have their progress monitored by the SST Team. FCS will continue to use the SST process to monitor students who have or may be at greater risk of experience learning loss due to school closures.

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

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	\$30,000	
Diagnostic Assessments - Imagine Learning	\$10,000	
PPE Costs, Cleaning & Sanitizing Equipment Costs	\$100,000	

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.]

Feaster Charter School is committed to continually providing high-quality instruction throughout the year. We recognize that this situation is extremely fluid and we are prepared to provide students with quality continuity of instruction during the school year regardless of the method of delivery. Teachers and Students will continue to use California State approved curriculum and technology programs; such as, Eureka math, Benchmark Advanced, Benchmark Adelante, Springboard, Achieve 3000, Imagine Learning. All materials have an online component and are in English in Spanish, these features support the pupil if a transition between in-person instruction and distance learning is necessary.

Additionally, FCS has strong structures in place, such as, weekly teacher collaboration, which ensures that all students will receive strong quality instruction throughout the year. During weekly teacher collaboration, teachers meet with their instructional coach and grade level colleagues to plan and prepare rigorous quality instruction for the upcoming week. This process ensures that all students are receiving high-quality instruction with materials that are grade-level and state approved.

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.]

During the 2019-2020 school-year over 200 iPads and 30 wireless wifi hotspots have been distributed to students and families who have a technology need. FCS is committed to ensuring that all students have the tools needed to engage in distance learning. By the end of August 2020, FCS will distribute close to 1150 iPads to all TK-8th grade students. FCS will survey families to determine how many families are in need of wifi connectivity, families that express a need will receive a wifi hotspot for their household.

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.]

Students who attend Feaster Charter School will engage in daily live interaction with teachers and peers and their progress will be tracked by their teachers and at the LEA level. Pupil work will include content aligned to grade level standards and pupils will receive high-quality rigorous assignments. Teachers will monitor students' progress by analyzing data during their weekly collaboration. To ensure pupil participation and progress, teachers will use data reports from Achieve 3000, Imagine Learning, Benchmark Education, and Eureka Math. Additionally, Microsoft Teams is the primary platform for teacher/student interaction which provides analytics to track and monitor synchronous minutes.

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.]

FCS has purchased The Distance Learning Playbook by Dr. Doug Fisher, Dr. Nancy Frey, and Dr. John Hattie for all certificated. Teachers will also engage in an 8-hour professional development hosted by Dr. Fisher to review effective strategies of Distance Learning Instruction.

Additionally, FCS in partnership with CVESD (Chula Vista Elementary School District) will engage in professional development hosted by Microsoft to ensure to support teachers with Microsoft Teams.

Lastly, weekly dedicated time is reserved for teachers to continue their professional development based on teacher need.

Staff Roles and Responsibilities

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

FCS's stakeholders have been greatly affected by COVID-19. As such, we have established a new role of the Re-Engagement Team to support students and families. The purpose of the Re-Engagement System is a tiered system for students who have been absent for a minimum of three days and/or who have not participated in the academic content of their class. This tiered-approach includes a team of three individuals (Administrator, Attendance Clerk, Parent Liaison, Behavior Specialist, and/or a counselor) to re-engage the student and family to the academic requirements of distance learning.

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.]

As mentioned previously, FCS recognizes that students and families have been greatly affected by COVID-19. Families may be experiencing additional hardships as a result of COVID-19. FCS's counseling department which consists of a counselor and a behavior specialist work closely with teachers, families, and students to provide mental health supports to all needed stakeholders. FCS counseling department will provide professional development to staff members so teachers feel comfortable and knowledgeable in how to approach sensitive social-emotional topics.

To meet the needs of our foster-youth and homeless population, a team which includes our counselor, behavior specialist, teacher, administrator will monitor students with unique needs. This may occur through the SST process or periodic check-ins. If the team determines that the student needs additional supports, we will work with local partners and social services to provide the student and family access to those supports. Our Counseling Department will create Counseling Care Kits, for students with unique needs. Additionally, the Re-Engagement Team will proactively take action if we notice students with unique needs disengaged from learning.

To meet the needs of English Learners, FCS will continue to provide high-quality Designated and Integrated English Language Development instruction. Teachers will also continue to use effective instructional strategies, such as, GLAD (Project Guided Language Acquisition Development). Rigorous high-quality instruction will continue to be created and delivered by teachers throughout the year regardless of the instructional model currently in place. To ensure student with unique needs are being met, teachers will meet with students in whole group, small group, and one-on-one to provide appropriate scaffolds and interventions, if needed.

Students with disabilities will receive direct services as indicated on students' Individualized Education Program (IEP). The School Psychologist, RSP Teacher, General Education Teacher, and Administrator will meet with parents as determined in the IEP plan to ensure students have access to technology and learning materials. Providers will accommodate and modify distance learning assignments based on students' IEP.

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

Description	Total Funds	Contributing
Technology Needs: Feaster will need to purchase additional iPads, wifi hotspots and printers to meet the needs of students and teachers. Students will have devices to access their learning while FCS is providing instruction using the distance learning model. Teachers will also have current technology to provide instruction using a distance learning model, hybrid model, and in-person instruction.	\$ 800,000	
Online Applications: Feaster will continue and/or expand their subscription network to provide students additional online learning access. Applications include: Eureka Math In-Sync, Achieve 3K, Benchmark Advance and Adelante, and Imagine Learning.	500,000	
Counseling Care Kits: Our counselors will create kits to help support the social-emotional needs of students.	\$1,000	
Professional Development: All Teachers will receive the Distance Learning Playbook and professional development.	\$1500	

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.]

Feaster Charter School will be utilizing a variety of high-quality resources and tools to address the learning loss. Measuring the current learning status of pupils will be a crucial part of not only the beginning of the school year, but overall an integral part of the entire school year and those to come. Feaster is committed to closing the achievement gap and is exploring new and innovative ways to support students at this time. Prior to COVID-19, 55% of students at Feaster performed at or above grade-level in English Language Arts and 45% of students performed at or above grade-level in mathematics. While the challenge to close these gaps may be great, Feaster's community of strong educators will rise to the challenge and do whatever it takes to support the loss some students may have faced during this time.

Using current assessment information, in addition to knowing students' performance prior to COVID-19, is critical to making the instructional moves to ensure that each child finds success in this new and unprecedented season of their educational careers. In the area of English Language Arts, Feaster will be employing the use of several tools to diagnose and assess the current learning status of students. These tools will include the Achieve 3000 LevelSet (administered three times per year) for students in Grades 2-6, the Smarty Ants foundational literacy initial assessment for students in Grades K-1 & 2 as needed, Reading Foundational Skills Assessment as needed, Benchmark Education Advance/Adelante curriculum assessments, College Board Reading assessments, and reading inventories. In Mathematics, the Imagine Math online assessment and program will be fully implemented across all grade levels in the 2020- 2021 school year. All students will have access to the our school wide math curriculum, Eureka, which encompasses online diagnostic assessments from Equip to support remediation as well as pre, mid and post module assessments from Affirm which monitor students' progress. In the area of English Language Development (ELD), teachers provide both integrated and designated ELD lessons to students. ELD is a core component of Benchmark. Staff will use available ELPAC data to determine instructional needs of each child. Whole group, small group, and one-on-one interaction and instruction with students will be vital in assessing individual student needs.

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.]

Feaster Charter School will address learning loss and accelerate learning progress through a variety of approaches using both classroom teachers and instructional assistants. The use of data will be critical in determine the level of learning loss and help teachers to target specific areas where students need additional support.

The instructional coaches, administrators and instructional leadership team will provide ongoing professional development for teachers to support their instruction and intervention in a distance learning model as well as support in the regular monitoring of student data to identify specific learning loss. Data will be reviewed during weekly teacher collaboration meetings and in conjunction with the instructional coaches

teachers will plan for targeted small group instruction to meet students needs. Implementation of designated ELD will continue to be a daily requirement and students will use the ELD materials provided with the Benchmark Curriculum and Imagine Learning English.

Our school counselor, psychologist, behavior specialist and community liaison will continue to provide ongoing support for foster youth and students experiencing homelessness and will be active members of the school re-engagement team reaching out to students who are not actively participating in distance learning. Students will continue to receive a variety of counseling services including individual services and group services. We will continue to connect families to resources in the community.

Opportunities for additional intervention outside of the minimal required instructional minutes will be offered to meet the needs of English Learners, low-income students, foster youth, pupils with exceptional needs, and students experiencing homelessness. These services will be provided by classroom instructional assistants as well as credentialed teachers.

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.]

Monitoring student progress to determine the effectiveness of the services and supports is vital. Because Feaster Charter School will be addressing learning loss in a variety of ways, the monitoring process will vary depending on the support or service as described below. Within the first few weeks of school students will all take several beginning of the year pre-assessments in both ELA and in mathematics. Teachers will use that data to form small targeted differentiated groups that will receive instruction in specific areas of need. Students will regularly take post assessments so that teachers can evaluate growth. Our special education students were invited to participate in a Recovery Intersession, whereby student growth was evaluated by progress on individual educational goals which are part of each students IEP.

The use of specific diagnostic, formative, interim, and summative assessments will be a critical component of prescribing instructional next steps and then monitoring the effectiveness of the strategies put in place. Data will be monitored from all programs (Equip, Affirm, Achieve, Smarty Ants, etc.) at the classroom, site, and school level.

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

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	35,000	Yes
Diagnostic Assessments - Equip (Eureka mathematics)	24,000	Yes
	22,000	Yes

Description	Total Funds	Contributing
	20,000	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.]

Feaster Charter School will be entering its seventh year of implementing Multi-Tiered System of Supports (MTSS) to support the whole child. This includes implementing Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and Restorative Justice (RJ) with the goal of creating safe, structured, and predictable environments in which students learn the skills to understand emotions, self-regulate, make and maintain positive relationships, and show empathy.

Thus, Feaster Charter, will continue to support and monitor the mental health and social emotional well-being of pupils and staff through its three-tiered MTSS model with modifications and additional supports to meet the unique needs as a result of COVID-19. The PBIS Team will work with staff members to provide additional support with the use of Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL Roadmap for Reopening Schools. This will include specific recommendations to improve social connectedness as well as ideas for using existing and new data sources to monitor emotional well-being. Our counseling department will continue to use their universal screener to target individual students and groups to fulfill their social and emotional needs throughout the school year.

Additionally, training opportunities and resources will be provided to both staff and families on trauma informed care, anxiety, and supporting emotional wellness for both children and adults. Moreover, teachers will be provided with monthly SEL newsletters through our district, Chula Vista Elementary School District (CVESD) that include a recommended SEL theme with supported weekly lessons from our district adopted SEL curriculum (e.g., Sanford Harmony), activities, a virtual classroom, resources and read-alouds. Families will also have access to a family edition of these newsletters with specific strategies and resources to support SEL at home.

Pupil 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.]

Student engagement is necessary to mitigate the risk of additional learning loss. Feaster Charter, in collaboration with parent groups, community groups and our school board will work together to ensure engaging, rigorous, and relevant daily instruction occurs in the distance learning format. Feaster Charter's staff are committed to building strong, trusting relationships with students and parents. Teachers will review attendance patterns and analyze data regarding student engagement on a daily basis so that any child who is absent 60% or greater during any given week will be contacted by teachers, our reengagement team (i.e., school counselors, behavior specialist, administrators, community liaison, attendance clerk) to create a plan to re-engage students. A Power BI Report, from CVESD will assist in quickly analyzing which students are in need of a re-engagement plan. Feaster Charter will monitor attendance data on a weekly basis to support students and families struggling with engagement during the distance learning period. Strong communication will occur between our Attendance Health clerk, our teachers, and administration to ensure that no child falls through the cracks during our distance learning period.

Cascading messaging to the community will be ongoing and a recurring theme as it relates to attendance and engagement of our students. Communication will be executed by the use of School Messenger, Peace Jar, Class Dojo, Jupiter Ed, monthly newsletters in both English and Spanish. If virtual or phone calls are necessary for parents, translation serviced will be provided from families who need this service.

Our attendance health secretary will play a crucial role during distance learning period with communication between families and the school site. Communication through the computer, telephone, and email will be provided on a daily basis for students who are not attending distance learning classes. In addition, notification letters will be provided for families who are experiencing attendance difficulties with their children. To support families and children during the distance learning period, School Attendance Review Team (SART) contracts will be created for families in situations that need additional support and are struggling with social and emotional needs.

Our counseling department, our behavior specialists, along with teachers and administrators, will ensure daily social and emotional learning sessions occur for students. In addition, professional learning opportunities will be provided to staff on the importance of self-care, mental wellness and stress management.

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.]

Nutrition is a critical component for each child to be successful in school, whether virtually or in person. Our district, the Chula Vista Elementary School District (CVESD) takes this responsibility seriously and has created a plan to ensure our children have their nutritional needs met in accordance with the United States Department of Agriculture (USDA) guidelines. For the 2020-2021 school year, Child Nutrition Services (CNS) will begin serving students on September 8th, the first day of distance learning for Feaster Charter School students. Feaster will prioritize meal distribution to all children eligible for free and reduced priced meals, and students in need. Each day meals are served, an entire school week's worth of breakfast, lunch, and snacks, will be served. Meals will include a different variety of items to encourage parents and students to participate and to provide a nutritionally balanced diet.

When State, County, and local officials, in collaboration with our district (CVESD), determine that it is safe for students to return to school sites in person, CNS will serve breakfast and lunch to all of our students. Service will continue the use of normal service lines while implementing and maintaining all social distancing protocols.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Diagnostic Assessments - Achieve 3000 / Smarty Ants	\$30,000	Yes
In-Person Instructional Offerings	PPE Costs	\$100,000	No
In-Person Instructional Offerings	Diagnostic Assessments - Imagine Learning Math and Eureka	\$60,000	Yes
Distance Learning Program	Our Instructional Coaches (2) will support Designated and Integrated English Language Development and the California ELD implementation.	N/A	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Distance Learning Playbook for all teachers and instructional aides will be provided to support pedagogy and rigorous planning and delivery of instruction to all students during the distance learning period.	\$1572.37	No
Distance Learning Program (Distance Learning Professional Development)	Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	N/A	Yes
Distance Learning Program (Pupil Participation and Progress)	Classified staff support for individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus.	N/A	Yes
Distance Learning Program (Continuity of Instruction)	To ensure a rigorous, well rounded educational experience, Feaster staff will continue to develop lessons in physical education, visual and performing arts, science, technology, engineering and math to support students during the distance learning period and offer the lessons both in synchronous and asynchronous meetings.	N/A	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
N/A%	No increased apportionment

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.]

Feaster Charter conducted multiple surveys throughout the COVID-19 pandemic period that prioritized our Foster Youth, Homeless students, Low Income students, and English Learners. A philanthropic organization donated \$50 gift cards for families, foster youth families, and homeless student's families were the recipients of these gift cards, based on student information system data, identifying these target groups of children. Utilizing this same database, foster children, homeless children, low income, and English Learners were prioritized first once laptop computers and wireless hotspot devices were distributed for distance learning purposes.

Based on the feedback and input from stakeholder groups, including DAC/DELAC, parents, administrators, the needs of our most vulnerable populations have consistently been the primary concern and desire to support through surveys and virtual meetings. Our counselors and re-engagement team has been instrumental for our most vulnerable populations, not only from an instructional / academic standpoint, but from a social and emotional standpoint as well. The needs of individual children are great and being met along with the needs of our families in low income situations. Access to Family Resource Centers, facilitated by our counseling department and parent liaison, has ensured that emotional needs, rent needs, and nutritional needs have been met for our community members experiencing trauma and difficult circumstances.

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

Services for Foster Youth (FY), English Learners (EL), Low Income (LI) and Homeless children are being increased and improved to ensure learning loss is mitigated and that the social and emotional needs of our students are being met. Every FY, and Homeless child has received a laptop computer and a wireless "hotspot" to ensure engagement with staff and peers and that no instructional time is lost. Additionally, through survey data we gathered as an LEA, EL and LI children have been prioritized to receive laptops and hotspot devices based on need. Our district, CVESD, has applied for grant funding through the SDCOE to support monthly connectivity costs for the hotspots.

Our counseling department, in conjunction with our district social workers have communicated with each FY and Homeless child through the COVID-19 pandemic, beginning in March. Three of the five Family Resource Centers that support our district have remained open to support FY, Homeless, LI, and EL families in need of social services through the pandemic school closure period.

