

# 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
California Virtual Academy at Maricopa	Lara Titizian Principal	ltitizian@caliva.org 805-581-0202

## General Information

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

California Virtual Academy at Maricopa is a non-site-based charter school serving students in Kern county and contiguous counties. The school has experienced increased enrollment due to COVID-19. In addition to adding staff to support the enrollment, California Virtual Academy at Maricopa has restructured our student support staff to provide students and families with additional academic support as well as social emotional support and information on community resources that families may need. We have the following positions to support these efforts:

- Homeless/McKinney Vento Liaison ensures all students have full and equal access to school programs and support to meet academic standards. Including providing hotspots when needed.
- Social Emotional Support Coordinator provides teacher professional development, student resources, and regular student and staff needs assessments throughout the school year to ensure all stakeholders receive timely and necessary supports.
- Social Support Coordinators provides 1-1 or small group support for students who need additional social emotional support and facilitates social-emotional screening.
- Engagement Coaches provide both intensive & light-touch support for students struggling with daily engagement through 1-1 weekly conferencing, small group conferencing, and weekly support contracts.
- Onboarding Specialist coordinates and facilitates onboarding & orientation for new students. Provides help for returning at-promise students, leads additional support sessions for new students throughout the year for those needing additional help with navigating the school platform.

## Stakeholder Engagement

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

Throughout the development of this plan, staff, parents, students, union leadership, and the school board were offered opportunities to provide feedback. Beginning in the spring of 2020, staff meetings were held to gather input on several aspects of the program, including the instructional model and social emotional supports. Grade level and subject area focus groups were formed to gather more specific feedback. As the plan was developed, a draft was provided to union leadership and a survey was sent to both new and returning families for feedback on plan development. In August, community input sessions were held to explain the different components of the plan and how it works in our virtual school model.

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

The plan was emailed with a survey link requesting feedback to all parents/guardians, middle school students, and high school students. All public meetings were held via zoom that allowed any interested party to join remotely via internet or phone. Public hearings are held remotely through a conference line.

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

Feedback provided from the union included requests for social emotional professional development, continued access to health and wellness supports provided by our contracted personnel team, and the ability to work with administration to provide positive messaging to teachers with flexibility when possible. During stakeholder meetings held in Zoom with teachers, parents, and students, feedback was positive. There were questions regarding attendance requirements at live sessions, daily log ins, and access to supports through the Compass program. Parents were interested in how to get help with learning technology and accessing resources if they were struggling with their student.

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

Based on feedback provided, we updated the descriptions of social emotional supports and the description of roles on the Compass team. We added a Social Emotional Support Coordinator position to ensure a comprehensive program that includes teacher professional development, student resources, and regular student and staff needs assessments conducted throughout the school year to ensure all stakeholders receive timely and necessary supports. Professional development was added for teachers on the 7 Mindsets program beginning in August and continuing through the school year. Our onboarding supports include more robust training on the technology and systems necessary for success at our school.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As a non-classroom based charter school, California Virtual Academy at Maricopa provides instruction synchronously and asynchronously via our online platforms. Students in elementary grades are enrolled in seven course offerings including math, language arts, history, science, physical education, art, and music or world language. Students in middle school grades are enrolled in seven course offerings including math, language arts, history, science, physical education, art, and an elective offering including options of music, world language, and career readiness. High school students are enrolled in six courses to meet the graduation requirements of the school. Students have access to the asynchronous lesson components 24 hours a day, seven days per week. Daily assignments in courses are listed on the student's online school calendar and graded upon submission. Synchronous instruction is provided via our Class Connect platform. Teachers are required to provide a minimum of 15 hours of interactive instruction per week focused on high-priority essential standards. Students have additional targeted, synchronous instructional support for both remediation and enrichment according to individual student needs. Targeted small-group instructional sessions address learning loss due to school closures. Students are required to login daily and attend all assigned live instructional sessions.

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

Description	Total Funds	Contributing
<p>According to our charter, California Virtual Academy at Maricopa is a non-classroom based charter school. The actions listed are designed to meet the needs of our students for the 20-21 school year.</p> <ul style="list-style-type: none"> <li>• Students are enrolled in a broad course of study.</li> <li>• Instruction is provided synchronously and asynchronously via our online platforms.</li> <li>• Students are required to login to the online school daily and attend all assigned live instructional sessions. In the instance of loss of Internet service, families are provided an offline continued engagement plan.</li> <li>• Students are provided a laptop and all books/materials for courses. Technical support is available.</li> <li>• Low-income families may receive an internet reimbursement.</li> <li>• Students experiences homelessness may receive a hotspot.</li> </ul>		

## 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.]

Live instruction is facilitated through our class connect, online classroom, platform. Students are required to login daily and attend all assigned live instructional sessions. Each quarter includes an 8 week instructional cycle where teachers provide a minimum of 15 hours of live, interactive instruction and support. The bulk of instructional time is facilitated to the class, however many small group tutoring sessions or one on one support sessions are also offered by teachers.

Students at the California Virtual Academies have access to their courses and curriculum 24 hours a day, seven days a week. Daily, required assignments in courses are listed on the student's online school calendar and graded upon submission. Along with our course curriculum, students have access to a variety of other support resources, embedded in department's programs and facilitated through the classroom teacher.

In the instance of any loss of access to the online platforms due to loss of Internet service, etc, families are provided a continued engagement plan to ensure that there is no loss of academic engagement and support them with any needs they may have.

### 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.]

All students are provided a laptop upon request and materials for all courses. Students may also qualify for internet subsidy based on household income reported on the Back to School Packet/ qualification for National School Lunch Program. Students who have reported homelessness may qualify for a hotspot to ensure internet access is available. Reduced cost internet service provider information is provided to families who report loss of income or financial difficulty. Technical support is available through K12 to ensure students have appropriate equipment and access. Damaged, stolen, or lost equipment will be reported and replacements ordered as needed.

### 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.]

The school assess pupil progress with live contacts and synchronous instructional minutes in several different ways. Homeroom teachers make monthly enduring connection calls to their homeroom students to review attendance, progress in classes and current grades. Additionally, homeroom teachers hold quarterly parent student teacher conferences and send out progress reports and semester report cards.

With regards to content classes, the live instruction invitation framework emphasizes math and English instruction and takes into consideration the overall hours a student is expected to spend in Class Connect each week by limiting class session length to an average of 45 minutes. The live instruction schedule is designed to allow small group instruction while also allowing for flexibility in grouping, session length, and opportunities for extended collaborative sessions. During live sessions, students be assessed on previous knowledge and knowledge gained during the lesson. Teachers have and continue to work with their instructional coach and content team to determine priority standards and common assessments for the courses.

Homeroom teachers, instructional coaches and Attendance Advocates monitor student participation and attendance in live instructional sessions using the daily activity report and the weekly progress tracker, in addition to other content reports as necessary. They follow up with students to ensure students understand the importance of attending live sessions and help students overcome challenges to live student attendance.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

As an established virtual online school all professional development and resources are set up to support virtual learning. Our school has a dedicated IT team to support staff, families, and students. Staff is also trained to provide technological support to families when they experience temporary internet or computer issues. Our school has an engagement policy to support students when they may be temporarily offline. All staff received professional development on the use of project based learning within an online based platform to provide students with engaging, authentic learning experiences online. In addition, teachers receive ongoing coaching and professional development on mathematical practices and utilizing rich math tasks to improve student outcomes. Teachers also engage in Professional Learning Communities to improve academic achievement for all CAVA students.

## **Staff Roles and Responsibilities**

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

In the High School, Graduation Coaches have been added to create a wrap around support for our senior class. They ensure all documentation is in order, students are on track to graduate, and they support them in achieving their college and career goals. The role is intended to directly impact graduation rate, college and career readiness, and monitor students for one year post-graduation.

California Virtual Academy at Maricopa is developing a new Socio-Emotional and Engagement team called Compass. The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to remain engaged in school, or who are in a crisis situation due to lack of resources or social-emotional issues. Within the Compass Program are several roles that provide targeted support to students, based on individual needs:

Engagement Coaches: Provide both intensive & light-touch support for students struggling with daily engagement through 1-1 weekly conferencing, small group conferencing, and weekly support contracts.

Community Coordinator: Hosts online sessions to support and provide connection for Learning Coaches, assists in coordination of in-Person Events, facilitates Social Media and school-level communications.

MKV & Foster Support Coordinator: Provides information and resources to homeless and foster students  
Support Coordinators: Oversee the 7 Mindsets Assemblies and monthly communication to families, facilitates school-wide social-emotional screening, provides 1-1 or small group support for students who need additional SE supports.  
Onboarding Specialist: Coordinates and facilitates onboarding & orientation for new students. Provides help for returning at-promise students through Modified Strong Start sessions. Leads additional support sessions for new students throughout the year for those who need additional help with navigating the school platform.

Staff is provided professional development in the 7 Mindsets curriculum to integrate social-emotional learning into their instruction and communication with students. Staff is also provided training in how to incorporate trauma informed practices into their communication with students and families based on research.

The school holds regular virtual assemblies on internet/cyber bullying, internet safety, and suicide prevention throughout the school year. We also utilize 7 mindsets curriculum to support student socio-emotional health.

The Compass Social Emotional Coordinators surveys all students in the fall to identify those students who are at high risk for social-emotional difficulties. Students are offered additional support with Compass and their parents are sent information on community resources that are available, based on need. Additionally, all students are invited to monthly 7 Mindsets assemblies to support SE learning and to foster a supportive school climate. Teachers and staff can request additional support from the Compass Program for students who are struggling with engagement or social-emotional difficulties.

## **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.]

California Virtual Academy at Maricopa is an established virtual school model ready to support all students in a virtual setting. All students have a designated learning coach and are connected to a teacher as their main point of contact to ensure daily checks of progress and attendance occur. Support staff are available to assist with specific needs in the areas of attendance, academic progress, social/ emotional, language development, foster youth, homelessness, IEP, and 504 Plan.

All students classified as an English Learner with the state of CA offers live ELD classes each week. These classes directly teach the ELD standards as they are aligned with the essential ELA standards the students are learning in core classes. Students are offered additional small group ELD instruction based on formative assessments and need to access the general education curriculum. Additional online resources are being sent to families with home language support and online learning activities.

Pupils with exceptional needs served across the full continuum of placements - The California Virtual Academy at Maricopa values all students, including students with disabilities. Through this unprecedented pandemic, we have continued to comply with IDEA and all services have been continuously offered virtually per individual students' IEPs. Virtual support is being offered to our students attending non-public

schools, for the duration of in-person school closures. Considering student needs, IEP teams met during this time to discuss additions or changes to services to support social-emotional and behavioral needs.

California Virtual Academy at Maricopa is committed to supporting the unique educational, emotional, and social needs of all students, including those who are in foster care or are experiencing homelessness. These hardships often cause additional stress and anxiety that affect a child’s capacity to focus in school. As students are identified as foster or homeless, the MKV & Foster Support Coordinator, a new position created in response to the COVID-19 pandemic, reaches out to the student/family to work with them 1-1 to notify them of their rights, to determine what types of support the family needs, and to connect the family to necessary resources. Common needs include referrals to community-based resources, additional in-school support, and help in maintaining regular internet service to connect to school. If the family needs help with internet, help would be provided in completing the BTSP for ISP reimbursement. If a hotspot is needed (for MKV families), delivery would be arranged. Homeless and foster youth in high school are assessed to determine whether partial credits have been earned. Foster Youth in 11th or 12th grade are assessed to determine whether they are eligible for reduced credit graduation in adherence to AB 167/216.

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

Description	Total Funds	Contributing
<p>According to our charter, California Virtual Academy at Maricopa is a non-classroom based charter school. The actions listed are designed to meet the needs of our students for the 20-21 school year.</p> <ul style="list-style-type: none"> <li>• Students are enrolled in a broad course of study.</li> <li>• Instruction is provided synchronously and asynchronously via our online platforms.</li> <li>• Students are required to login to the online school daily and attend all assigned live instructional sessions. In the instance of loss of Internet service, families are provided an offline continued engagement plan.</li> <li>• Students are provided a laptop and all books/materials for courses. Technical support is available.</li> <li>• Low-income families may receive an internet reimbursement.</li> <li>• Students experiences homelessness may receive a hotspot</li> <li>• Graduation Coaches ensure students are on track to graduate.</li> <li>• Socio-Emotional and Engagement team, including Engagement Coaches, Community Coordinator, Support Coordinators, and Onboarding Specialist, provide targeted support to build relationships, and bring about success and engagement.</li> <li>• MKV &amp; Foster Support Coordinator ensure all students have full and equal access to school programs and support to meet academic standards.</li> <li>• ELD teachers provide English Learners with synchronous designated ELD classes.</li> </ul>	6474243	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.]

All students (new and returning) start the year with a benchmark assessment (Star360), designed to identify areas of strength and weakness. The taking of this assessment is marked as required, strongly encouraged, and awarded points by homeroom teachers. The results of this assessment are utilized to invite students to live sessions to vary in length and frequency, based on student needs and areas of excellence.

### **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.]

This starts, as addressed above, with the initial benchmark assessment. The results of this assessment are utilized to invite students to live sessions that vary in length and frequency, based on student needs and areas of excellence. Students with special needs are identified by their homeroom teacher and parent/LC and referred for extra layers of support offered by the Sped and/or Compass Team. Each department identifies student learning loss and gaps through a standards based diagnostic assessment. Utilizing the results from that assessment, teachers implement a multi-tiered instructional approach that targets all students' needs. All students receive daily core instruction offered live and virtual in the high priority standards. Students that have learning gaps are invited to additional live virtual small group intervention sessions with the GE teacher. Elementary students exhibiting significant learning gaps participate in researched based supplemental programs for math and/or ELA. Middle School students exhibiting significant learning gaps participate in an intervention program in math and/or ELA overseen by the Academic Lead Support. Students identified as homeless are supported by our Compass Team which provides local and state resources along with an internet hotspot to maintain connectivity as needed. Internet subsidies are provided to students based on their financial needs as evidenced by their income level.

All English Learners have an ELD Specialist who is authorized to teach designated English Language Development supporting them in addition to their general education teacher. Each EL receives a differentiated curriculum based on his/her individual language proficiency. Instruction is targeted to the ELD standards and frequent formative assessments ensure each English Learner is making adequate progress.

The special education department addresses student needs on an individual basis. Any additional supports or services that are deemed necessary to address learning loss is provided. Our students in special education have access to all interventions and supports offered through the general education program.

### 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.]

We are measuring effectiveness through regular standards-based benchmark assessments in math and ELA throughout the year. Teachers are also conducting numerous formal and informal assessments through daily interaction in the online classroom, as well as in live support sessions. Administrators and Instructional Coaches at all levels are observing teachers' live sessions throughout the year and providing feedback, encouragement, and support. Teachers and administrators are meeting monthly to discuss student and teacher progress, using data collected in live sessions, through the benchmark assessments, and in the online classroom. Professional Learning Communities are held weekly to discuss and evaluate the effectiveness of live instructional practices along with creating common assessments and adjusting instruction as needed.

Teachers provide daily live virtual sessions that focus on the high priority standards. Teachers also implement a multi-tiered RTI approach to ensure all students receive core instruction and students that need additional support are offered tier 2 and tier 3 interventions throughout the week. The effectiveness of these sessions are monitored on a weekly basis through in class formative assessments, on a monthly basis during teacher PLC meetings and documented on a standards tracker.

Teachers analyze data on an ongoing weekly basis to measure the effectiveness of student supports put in place and meet with the administrative team quarterly to discuss student and teacher progress. Students that have significant learning gaps are provided tier 3 support through utilizing the intervention program, overseen and monitored by the Academic Lead support. Weekly reports are provided to measure student growth and progress. Administrative observations and Instructional Coach observations take place approximately 4 times a month to monitor and assess the effectiveness of instruction taking place in live sessions.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"><li>• Benchmark assessment identifies areas of strength and weakness in reading and math.</li><li>• Instructional Leads oversee and monitor the response to instruction to increase student achievement in Math and ELA.</li><li>• Supplemental intervention programs provided to students experiencing significant learning gaps.</li><li>• Professional Learning Community focused on evaluating the effectiveness of live instructional practices and creating common assessments.</li><li>• Instructional Coaches monitor and assess the effectiveness of instruction taking place in live sessions.</li></ul>	414538	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.]

The Compass Social Emotional Coordinators surveys all students in the fall to identify those students who are at high risk for social-emotional difficulties. Students are offered additional supports with Compass and their parents are sent information on community resources that are available, based on need. Additionally, all students are invited to monthly 7 Mindsets assemblies to support SE learning and to foster a supportive school climate. Teachers and staff can request additional support from the Compass Program for students who are struggling with engagement or social-emotional difficulties. CAVA is creating a specialized focus on social-emotional learning and gather baseline, mid-year, and end of year data to make informed decisions about the social-emotional needs of the school's students, teachers, parents, and administrators. The school also form a Social and Emotional Committee consisting of each of these stakeholders listed previously. The committee is integral in evaluating the school's needs and steering the direction of support that is needed to impact the school's culture, and efficacy of social-emotional learning.

To provide an additional layer of support to the social-emotional well-being of our students, they have access to and participate in the 7 Mindsets Program. In addition to the 7 mindsets content and curriculum, students are invited to attend monthly assemblies with one mindset as the focus for each assembly. Teachers are provided with professional development opportunities on how to integrate the mindsets into instructional and HR sessions, based on the monthly focus.

Professional Development: Staff is provided professional development in the 7 Mindsets curriculum. There are also monthly professional development for teachers on how they can integrate social-emotional learning within their instruction and communication with students. Staff is also provided training in how to incorporate trauma informed practices into their communication with students and families based on research regarding ACES. All teachers, TK-12 have access to the 7 Mindsets Portal. CAVA provides Parent Trainings to better educate parents on the importance of social-emotional learning and how to apply key strategies and techniques within their parenting.

The school holds regular virtual assemblies on internet/cyber bullying, internet safety, and suicide prevention throughout the school year. We also utilize 7 mindsets curriculum to support student socio-emotional health.

The school is developing a new Socio-Emotional and Engagement team called Compass. The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis due to lack of resources or social-emotional issues.

## 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.]

Students are all assigned a homeroom teacher who serves in an advisory role to them. Teachers hold monthly academic check in meetings via Zoom or Black Board Collaborate in order to discuss progress across their content areas. Regional leads and teachers also meet monthly to discuss pupil progress and strategies to re-engage. One of the strategies they discuss is the possible referral to our Compass program where a liaison is assigned to the student for a period of time to monitor, call, meet and provide encouragement. Another possible strategy discussed is academic probation when we determine that students are attending school but not progressing in their lessons or submitting work. When students are placed on academic probation, the campus regional lead works with that student in live sessions, email, phone calls in an attempt to re-engage. Teachers have access to live language translators via phone service that dials out numbers of parents who speak another language so that we ensure we are all working together. We provide a wealth of data to our teachers each week that includes the number of minutes each student spent working both synchronous and asynchronous; we have trained teachers in the steps needed to follow up with that data with very clear systems and processes. When students are absent from school we have an attendance BOT which auto-dials parents to inform them that their child missed school that day. We also have attendance liaisons who follow up with emails, certified letters and coordinate training we provide to parents via live sessions to help them support their child in daily attendance.

## 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.]

California Virtual Academy at Maricopa is a non-classroom based charter school. As such, there is no in-person instruction therefore no meals are offered.

# 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
22.98%	1089140

## 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.]

The LEA is an established virtual school model ready to support all students in a virtual setting. Support staff are available to assist with specific needs in the areas of attendance, academic progress, social/ emotional, language development, foster youth, homelessness, IEP, and 504 Plan. These challenges often cause additional stress and anxiety that affect a child’s capacity to focus in school. The school has a developed Socio-Emotional and Engagement team called Compass. The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis due to lack of resources or social-emotional issues. The Compass Program includes several roles that provide targeted support to students, based on individual needs:

- Engagement Coaches: Provide both intensive & light-touch support for students struggling with daily engagement through 1-1 weekly conferencing, small group conferencing, and weekly support contracts.
- Community Coordinator: Hosts online sessions to support and provide connection for Learning Coaches.
- Social Support Coordinators: Oversee the 7 Mindsets Assemblies and monthly communication to families, facilitates school-wide social-emotional screening, provides 1-1 or small group support for students who need additional SE supports.
- Onboarding Specialist: Coordinates and facilitates onboarding & orientation for new students. Provides help for returning at-promise students through Modified Strong Start sessions. Leads additional support sessions for new students throughout the year for those who need additional help with navigating the school platform.

When creating the Compass program, the needs of foster youth, English learners, and low-income students were evaluated. It was determined the common areas of need were onboarding, engagement, and social emotional support. We have found that when students start the year successfully navigating all the ins and outs of our virtual program, they remain engaged and complete more assignments. Additionally, when students are not completing daily assignments, we found the sooner we intervene and provide support to get the student back on track, the more likely students are to stay engaged. Lastly, if students are struggling with daily engagement due to social-emotional reasons, providing support in this area allows students to reengage in school.

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

In order to support the additional needs many foster youth, English learners, and low-income students have, we provide the following.

- Low-income families may receive an internet reimbursement.
- MKV & Foster Support Coordinator ensure all students have full and equal access to school programs and support to meet academic standards. Including providing hotspots when needed.
- ELD teachers provide English Learners with synchronous designated ELD classes.

The school calculates its minimum proportionality percentage to be 22.98%. This percentage is the benchmark with which we measured our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the actions set forth in the plan we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.