



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.]

COVID-19 has impacted the students, families, and staff of the Science and Technology Academy at Knights Landing (Sci-Tech) in a very significant way. When schools were closed on March 13, 2020, Sci-Tech staff had to rethink and reimagine how school would be provided to students. From providing Chromebooks to all students, to providing hotspots to students whose families did not have internet access, to serving meals in a grab-n-go format, to using technology as the primary mode of instruction, all aspects of school had to change.

Throughout the period of closures and continuing, Sci-Tech has sought out the feedback of the community to gain further understanding and make adjustments. Based on the experiences of teachers, students, and parents during emergency distance learning in Spring 2020, Sci-Tech has continued to improve on what worked in the spring - providing even more opportunities for small group instruction and targeted interventions.

As we move into the beginning of the school year, Sci-Tech is offering a phased in approach to school, with Phase 1 starting with full remote learning. The program has been designed with the following criteria:

- Ensure the safety of all students and staff
- Maximize student engagement and student academic growth
- Provide support for social –emotional needs
- Provide support for staff and families
- Assure operational and financial viability

Stakeholder Engagement

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

Sci-Tech has solicited stakeholder feedback through surveys and through public comment at Governance Committee meetings in which Principal Maria Martinez provided updates on school closures.

Surveys were administered at the end of the school year. Surveys were distributed in both English and Spanish and were emailed to families, students, and teachers, as well as links to the surveys posted on the Sci-Tech webpage.

As listed below, the number of stakeholder responses is as follows:

78 student responses

47 parent/family responses

10 teacher responses

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

Consistent with the Shelter in Place orders from the Governor and Yolo County, Sci-Tech’s Governance Committee meetings are compliant with the Governor’s Executive Order N-29-20, which allows for a deviation of teleconference rules required by the Brown Act. In-person attendance is not permitted. All meetings are available for live stream.

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

The feedback received centered on these key areas:

1. **Health and safety:** All stakeholders are concerned about the health and safety of each other. This was shown to be “very important” under ALL Stakeholder surveys. Stakeholders expressed a desire for clear safety protocols and to provide training on safety protocols, for students, staff, and parents.

2. Learning loss and academic progress: All stakeholders were concerned about potential learning loss experienced by students during the emergency distance learning in Spring 2020. Based on parent surveys, 80% of parents felt the workload was “just right” for students. The majority felt that there wasn’t too much required of parents. Roughly, 89% of parents felt their children were receiving adequate instruction from teachers and 91% said they received regular teacher feedback. Over 93% of parents felt Sci-Tech did a good job keeping them informed about all aspects of distance learning. Unfortunately, there was a small number of students (less than 3%) who reported difficulty accessing the internet and using the instructional platform.

3. Student engagement: Most students were very engaged in the live interaction time with their teacher and teachers reported high levels of engagement on their surveys. The majority of students reported being motivated to complete their schoolwork. Over 81% of stakeholders felt the overall distance learning experience was positive. Students also shared that distance learning was difficult and they missed in-person interactions with their teachers and peers. However, overall, they felt it was a positive experience during a difficult time. Parents and teachers expressed concerns about the ability of students with exceptional needs to engage with the instructional program and also felt the need to increase access to counselors and psychologists.

4. Monitoring and feedback: Students, teachers, and parents expressed some concerns about the lack of grading during emergency distance learning. Students and parents at Sci-Tech felt they received adequate feedback information about distance learning activities and assignments.

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

Based on the feedback from stakeholders, Sci-Tech has made the following modifications to our instructional program:

1. Training is being provided to all stakeholders on health and safety guidelines and practices.
2. Learning loss is being addressed through assessments and progress will be monitored. Instructional schedules include built-in time for academic check-ins and support.
3. Training is being provided to teachers and staff on best practices for student engagement within a remote teaching environment. Systems are being developed for tracking student attendance and engagement, and staff will employ tiered re-engagement strategies for students

who are not participating. Sci-Tech is using WJUSD's Multi-Tiered Systems of Re-engagement outline here: https://docs.google.com/document/d/16rB4VvWILfSJECiWxltjMIEoTGc4aoCDc_SYB5AJB6k/edit?usp=sharing

Staff will provide supports as necessary depending on student need.

4. The instructional program will include grading and assessment practices, and teachers will provide feedback to students.

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.]

Sci-Tech has adopted a phased in approach for the 2020-21 school year, in acknowledgement of the pandemic's impact on the local community. The school year will begin with Phase 1, which consists of a fully online, virtual instruction model, which includes daily synchronous and asynchronous lessons to check in with all students. We are also implementing small group lessons to connect more with students who may be struggling with the distance learning model. Based on the emerging public health situation, Sci-Tech will, in consultation with Yolo County Office of Education (YCOE) and the Yolo County Public Health Officer, make the decision to implement in person learning by continuing through the phases. The phased-in approach is outlined in the Reopening Plan linked here: <https://sci-tech.wjUSD.org/Distance-Learning/index.html>.

Once community numbers have decreased and we have been given the approval from the Yolo County Health Department and the YCOE, we will move to Phase 2 of our reopening plan where all students will receive one morning of face-to-face instruction with their teacher. By increasing this in-person connection, we will be able to address learning losses even further. This in-person time will increase as we go through the various re-opening stages. In all phases, teachers will be making contact with any students who are not engaged in their learning to determine and address student needs and challenges.

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

Description	Total Funds	Contributing
No In-Person Instructional Offerings at this moment based on the emerging public health situation.	[\$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

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

Sci-Tech has adopted a phased-in approach, which allows them to respond to a fluid public health situation. Since the school year will begin in Phase 1, remote learning, there are a number of changes that Sci-Tech is making in order ensure that students are able to access instructional resources and provide continuity between phases.

Professional development has been provided to teachers and staff and will focus on supporting remote teaching, and additional professional development opportunities are planned throughout the year. As Sci-Tech is able to move through the phases towards in person learning opportunities, the instructional methods and professional development will focus on supporting teachers and students. Sci-Tech has also addressed some of the technology accessibility issues we had in the spring and upgraded our hotspots for families who need internet access for remote learning. We have also woven in many of our signature school activities to the virtual learning experience to provide continuity between in-person and remote learning.

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.]

Sci-Tech staff are ensuring all students have access to devices and internet connectivity. In the spring of 2020, devices were distributed to all students TK-6, and additional hotspots were acquired in order to supply students who needed them. For the start of the 2020-21 school year, Sci-Tech is organizing Chromebook checkouts for new students TK -6. Fifty new wireless hotspots have been purchased and provided to families, and Sci-Tech continues to take applications for families who request internet devices. Moreover, forty new screen touch Chromebooks were acquired to support students. As an additional support, Sci-Tech provides wireless internet access outside the school site, with information about how to access published on the district webpage. Sci-Tech has created two hotlines in English and Spanish for parents to call who need support with devices and/or connectivity. As the 2020-21 school year begins, teachers will be monitoring student participation to determine who needs additional assistance, and staff will reach out and make connections with any families who are having difficulty accessing instruction.

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.]

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using teleconferencing software. Sci-Tech has established and published schedules for TK-6 instruction, which include daily live interaction, as well as asynchronous time for students to complete work independently. As a result of feedback received during distance learning in Spring 2020, Sci-Tech has increased the number of minutes expected for synchronous instruction and has provided guidelines for teachers as to the expectations for whole and small group instruction. Teachers will ensure that the time students spend on asynchronous work will match the instructional minutes required by the state. Staff will complete a student engagement log to verify participation and instructional minutes as well as to identify students who are at risk for learning loss. Teachers will be using this log as a way to continually reflect on student engagement, needs and progress.

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.]

All teachers and identified classified staff in certain roles are being provided with five days of professional development designed to support the distance learning program. Seven modules have been created, on the following topics: Canvas and Technology Tools, Equity and Access, Parent and Family Support, Engagement and Assessment, Structures and Schedules, Social-Emotional Learning, and Health and Safety. These professional development topics will serve as a framework for all professional development opportunities throughout the year. These professional development modules will be available and accessible throughout the school year for all staff to participate. Sci-Tech teachers and staff have also done independent professional development throughout the summer, to bring back and share with our teaching community, including a training on the Virtual Learning Playbook and the SJUS Lurie College of Education K-12 Online Teaching Academy. We have also had a teacher become a Seesaw Ambassador to help support our staff and community with that platform. Sci-Tech also has rehired a technology coordinator to provide technology support for teachers, staff and families.

Staff Roles and Responsibilities

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

The most significant change for staff will be in working conditions, feedback and continuity in family connections. There are no other significant changes to the roles of the majority of staff as a result of distance learning.

Our working conditions for Phase 1 will have teachers working either remotely or in their classrooms. As we move through our reopening phases, the working conditions will shift to reflect the multiple phases.

Teachers and staff will also be taking on more responsibility in feedback and connection with student families. Teachers will be daily assessing their classes in live sessions, small group sessions, and participation in assignments to see who needs follow-up support for re-engagement, making connections with families as needed, identifying why students may be unable to connect to their classes and updating attendance to reflect conferences, updated work and engagement.

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.]

Supports for all students will be provided in a virtual manner during Phase 1. For students with unique needs, the following additional supports will be provided:

English Learners: Professional development has been developed and will continue to be offered throughout the year for teachers in practices designed to support the acceleration of academic progress for English Learners. Site English Learner Specialists will provide additional case management to ensure access to remote learning and provide support as needed including and not limited to check-ins, additional small group instruction/support/intervention for students and families. They will also provide additional support for teachers in terms of co-planning, and coaching. Teachers will provide embedded E.L.D. supports during synchronous and asynchronous lessons, and participation in designated E.L.D. services will be tracked through the district attendance system.

Migrant Students:

Staff will ensure that all students have internet access, provide a hot spot if it is needed, support log in ability, and course access. Staff will monitor academic progress through a learning management system, and will offer targeted intervention through individual or small group support sessions.

504 Program Students will be supported by their general education teacher(s) and our Response to Intervention teacher. Consultation in the delivery of accommodations that are needed to support each student's access to instruction through remote learning will be provided to parents, as needed, by teachers and our Response to Intervention teacher. Students who receive 504 related services will receive services in accordance with their individualized learning plan, developed in collaboration with the parent/guardian of the child. The learning plan outlines the agreed upon supports, accommodations, and modifications that will be provided to each child to allow for continued access to instruction and instructional materials provided through remote learning. If there is evidence of a decline in student's skills and/or a lack of progress, a 504 team meeting will be scheduled to review/revise the 504 plan and determine what additional supports, accommodations and modifications are necessary.

Special Education Students/Students With Exceptional Needs will receive additional support including at home activities, learning kits and paper/pencil access to curriculum and lessons (i.e. visual schedules, token boards etc.). Additional small group and individual times with teachers, paraprofessionals and related service providers will be scheduled as needed. Teachers and staff will engage in additional consultation with families in regards to the instructional program (i.e., implementation of strategies and supports). Therapy tools and manipulatives will be distributed for in home use, and hands-on activities will be provided. Teachers and staff will adapt instruction and delivery based on individual students' needs (i.e. small group, whole group, etc.). The Phase 1 Remote Learning Special Education Plan has

detailed information about Phase 1 instruction for all students in Special Education programs, and can be accessed on the district website here: <https://www.wjUSD.org/documents/WJUSD%20Phase%201%20Remote%20Learning%20Special%20Education%20Plan%20-2-.pdf>

Foster students receive additional support from the foster/homeless program manager, who provides support between school partners such as teachers, counselors, registrars, Administration and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth. WJUSD continues to reach out to each of the foster youth to determine what resources they need for distance learning, and to prepare the youth to return to school when it is deemed safe to do so. The program manager works with various stakeholders to connect the foster youth to the needed resources to support their needs. Stakeholders consist of Child Protective Services (CPS), Court Appointed Special Advocate (CASA worker), Child Family Team Meetings (CFT), Federal Foster Students and Probation. In addition there is a close collaboration with Yolo County Office of Education (YCOE) who provides additional support and partners with various Local Education Agencies (LEA) to ensure our Yolo County foster youth students have access to their distance learning and school-based support services.

Homeless students There are currently no homeless students at Sci-Tech Charter Academy. If this changes, the students will be provided with the supports they need to successfully engage in remote learning. Staff conducts need assessments with all families experiencing homelessness within the enrollment process, or at any time during the school year when this information is disclosed. Once a child/family has been identified as homeless a referral is done to the foster/homeless program manager to connect families to school and community-based supports. Based on the referral, these families are specifically connected with resources that will support remote learning. The foster/homeless program manager also collaborates with community organizations (shelter, Social Workers, Community Liaisons in surrounding areas, YCOE, Social Services, Migrant Education, Salvation Army, YMCA, etc.) who assist the students by reaching out to families to provide information and resources.

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

Description	Total Funds	Contributing
Establish a calendar for district wide professional development for all teachers and certificated staff; 5 days in August 2020 and additional professional development provided during Wednesday collaboration time ongoing throughout the year	\$29,039.00	Yes
Purchase devices and connectivity for families to access instruction	\$ 32,000.00	Yes
Purchase instructional tools and resources to support online instruction.	\$1,213.00	No

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.]

Sci-Tech will determine the current academic levels through staff agreed upon assessments, such as Results given three times a year, cold and hot writing prompts, as well as standards based math assessments and Star Early Literacy, Reading and Math given three times a year.

Once levels are, determined students will be supported through Academic Conferences, Personalize Learning Plans (PLP) virtual conferences, targeted small group instruction, a strong focus on key grade level standards and individual and small group intervention from teachers and support staff.

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.]

Many Sci-Tech students are English learners, low income, and/or students with exceptional needs. Supports are provided across programs to address student needs. Some examples of targeted supports are provided below.

English Learners: All English learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally through student learning plans. Goals are set for each student through the EL monitoring process.

Low Income Students: Sci Tech continues to assess and provide targeted support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students monthly.

Foster and Homeless: Youth Foster and homeless youth are supported through case management by the Foster/Homeless program manager. Families are connected with agencies and referred to community resources as needs are identified.

Students with Exceptional Needs: As identified in the Individualized Education Plan: (IEP), students are supported to meet their goals through instructional methods, materials and resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process.

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.]

The effectiveness of these strategies will be measured in three ways:

1. Sci-Tech will monitor progress on goals set for English learners.
2. Sci-Tech will monitor active student engagement during distance learning through participation in live lessons/discussions, exit tickets, staff agreed upon assessments, and completion of assigned tasks using online learning platforms as well as hands on activities. Hands on activities may include experiments, projects, and/or paper and pencil tasks.

3. Sci-Tech will monitor daily attendance through Aeries and will be tracked by administration, teachers, and attendance support staff. Monitoring of attendance will include tracking of daily live sessions, work completion, and parent contact.

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

Description	Total Funds	Contributing
Learning loss funds used for students supplies and material distribution	\$3,500	No
Student Subscription for English Language and Math for online learning.	\$ 3,100.00	Yes
Response to Intervention Specialist will provide support and monitor students' progress	\$54,020.00	No
English Language Specialist will provide additional support to our English Learners	\$8,470	Yes
Tech coordinator to support with connectivity and tech issues.	\$28,665.00	Yes
Bilingual Parent Liaison	\$7,440.00	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.]

Sci-Tech will monitor and support the mental health and social and emotional well-being of students and staff several ways, through the development of a counseling referral process and through an aligned system of counseling supports. Sci-Tech has developed a referral process for access to counseling supports, which allows students, staff, and families to refer or self-refer for services.

In the summer of 2020, the district successfully partnered with the Yolo County Health and Human Services Agency on a Mental Health Student Services Act grant. This grant will provide counseling services for students, as well as training for teachers, staff, and administrators, in order to build adult capacity to support student mental health needs.

Students who receive mental health services designated in their IEP will continue to receive services from the school psychologists virtually. They will monitor student progress or well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or in crisis.

Professional development will be launched in August 2020, with a module for teachers and staff called "Building Relationships and Community" and a module called "Staff Mental Health and Wellness". A team of counselors and staff built these two modules and will continue to create training modules that will be offered to teachers and staff throughout the school year. The next two modules to be released are "What is Social and Emotional Learning?" and "Trauma Awareness and Practices". In addition, Sci-Tech contracted with Rise Inc. for additional counseling services.

For parents, training sessions will be offered that include social and emotional learning and trauma awareness including the impacts of COVID-19. In addition to trainings that will be offered through the district, the district has made information for parents more easily accessible by providing a guide to mental health resources and social and emotional learning, available on the district webpage.

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.]

Sci-Tech has maintained a constant form of open communication with our families and community. The use of a school wide platform, Seesaw, has allowed students, parents and teachers to directly communicate their needs in both Spanish and English. Our technology coordinator and teachers have put together tutorial and “how to videos” to support families. Additionally, our website has a tab for parents and the community to access our online supports.

School schedules for distance learning include dedicated time for teachers to conduct student outreach and support. In addition, the case manager, attendance liaison, school counselors, and the administrator will track student engagement and provide tiered interventions for students who have missed more than 60% of instructional days within a week. These interventions include phone calls, parent contacts, home visits, wellness checks, and collaborating with community-based agencies.

All teachers will take attendance daily using the Aeries student information system. Attendance codes have been revised to support the tracking of daily participation and work completion. Students are considered to have attended distance learning when one or more of the following statements are true:

- * student shows up to virtual class
- * student submits work for that day
- * student has had contact with the teacher
- * teacher has had contact with the parent/guardian

When students are absent, a tiered intervention system is implemented. These interventions include phone calls, parent contacts, home visits, wellness checks, and collaborating with community-based agencies. Below is a sample of the tiered interventions that have been established.

Tier 1 –

Attendance Tracking and Home-School Communication

- * Ensure accurate and consistent attendance practices
- * Consistent and timely attendance coding
- * Automated phone calls for absent students

Establish Clear School wide Expectations

- * Online class schedule and attendance expectations

Procedures for Re-engagement

- * Teacher attempts to make contact with student and/or parent/guardian when student is absent for 2 days, via phone call, email, or Seesaw. Teachers are encouraged to intervene each time a student is absent.

Documentation

- * Communication attempts are documented in Aeries

Tier 2 –

Data Analysis and Follow Up

- * Attendance clerk and RTI Specialist pull data on absent students regularly and identify students who have not been reached by teachers; work with school site administrators to provide support for families of absent students
- * Schedule School Attendance Review Team meeting to determine challenges impacting student attendance and provide family supports and referrals to community agencies as needed

Tier 3 –

Intensive Intervention

- * Schedule Home Visit
- * Schedule School Attendance Review meeting

Sci-Tech provides Back to School Night, phone calls, newsletters, individual messages via Seesaw, text and email, feedback. Teachers take the time to be sure each child is connected and feels included. Academic conferences and RTI support in the areas of academic, social emotional and 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.]

Sci-Tech 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, by adapting a flexible serving time and schedule that is

supportive to the needs of the students and parents. This may be in the form of staggered lunch schedules for in-person learning, distance learner meal pick-up at our school site, and/or a combination of these models for a hybrid/ blended learning model.

To minimize contact, meals must be taken off-campus for consumption and no meals can be consumed on-site. Staff serving meals as well as parents/guardians or students picking up meals must wear a face covering at all times and maintain physical distance (maintain six feet of separation) at all times.

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

Section	Description	Total Funds	Contributing
Parent Liaison	Hire Parent Liaison to help bridge communication with families.	\$7440.00	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
10.29%	\$195,984

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 following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

*District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. Topics include parent and family support, engagement and assessment, and equity and access. This training occurs over five days prior to the beginning of the school year,

and will continue ongoing throughout the 2020-21 school year. Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students.

*Devices and connectivity are provided to all students. All Sci-Tech students TK through 6th grade receive a Chromebook, and families can request internet access through a wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.

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

In addition to the services provided to all students, Sci-Tech provides additional supports, which increase the services provided to our unduplicated students.

*English Learners Specialist which provides support to the general teacher and monitors English Learners.

*Access to Foster/Homeless Program Manager who coordinates services that are provided for foster youth and students experiencing homelessness.

*Parent Liaison to bridge the communication gap between parents and teachers.

*RTI Specialist, which provides academic, emotional and behavioral support

*Bilingual counseling through RISE Inc.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increased or improved percentage of 10.29%