

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.]

On March 13, 2020, California Governor, Gavin Newsom, in response to the COVID-19 pandemic, declared the closure of schools. Madera County Superintendent of Schools (MCSOS) under the guidance of Madera County Department of Public Health, supported the decision and planned to ensure the safety and well being of students, staff and community. Pioneer Technical Center, which operates as an Independent Study Charter school, serving students in grades K-12, had a structure in place ready to support the individual learning needs of each student. Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. Both PTC Madera and Chowchilla made arrangements to provide materials and resources for a rigorous and relevant distance learning experience. Student assignments were distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering March 16 to April 17. During the second phase of assignment distribution covering two weeks (April 20 to May 1), standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on April 30, covered three weeks of work, and completed the year ending on May 22. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances.

Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, the Remind app, and telephones, based on client availability during their previously scheduled appointed times. In addition, teachers met virtually with students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations, tailored to observe social distancing norms, and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was a “school's out” mentality, combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and ELPAC students were not able to be redesignated, although 100% of enrolled English Learner (EL) students completed all four of the domains of the ELPAC testing. Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or

email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student assignment packets that focused on student goals and supported what was being done with their general education teachers. With the initial school closure, and in accordance with their general education peers, the goal of student contact and assignment packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Assignment packets were distributed at the school, and those not picked up were mailed home. Chromebooks were distributed to students who needed access to technology in order to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. Upon the beginning of the new school year, the impact of the COVID-19 closure has been significant on the academic and social-emotional well-being of students. To begin, students were not able to attend school in person for their one-hour appointments or blended "seat-time" classes. As a result, becoming an effective school with a distance learning model became more apparent because the majority of families (2/3 as indicated by parent survey) had to rely exclusively on "paper packets" of coursework to complete their school year. In addition to the challenges of providing schoolwork in a primarily non-digital setting, COVID-19 safety standards prevented students from being in close proximity to the school, teachers and any direct instruction. This had a profound effect on the students' ability to work outside of their 1-hour scheduled appointments. As teachers and site leaders navigated through the uncertainty of the last quarter of the 2019-20 school year, it became apparent that the beginning of the 2020-21 school year would indeed hold the same challenges. With Madera County on the state's watch-list for high incidences of COVID-19 cases, in-person (on campus) instruction to start the 2020-21 school year seemed unlikely as the Summer of 2020 required an increased focus on being ready for the beginning of the school year. So, school leadership, working with Academic Support Councils and teachers, worked collaboratively to plan on how to meet the academic, social-emotional, physical and developmental needs of all students.

In addition to the academic impact, COVID-19 has had a dramatic impact on the community. Many parents stated their resources were spread thin and their ability to provide for their children while being instructed at home. While parents were away at work trying to provide for the economic needs of their families, teachers and school leadership continued to reach out and partner with local agencies to ensure that students were getting the instruction needed to be successful. As a result, it was decided that a 1:1 (Student/Teacher) Full Independent Studies program would best suit student needs during the distance learning model, until face-to-face instruction resumes in the hopeful future. Although the impact of the COVID-19 closure of PTC Madera and Chowchilla has created an enormous challenge for our two schools, we are confident that the determination, collaboration, and perseverance of our educational team will be able to provide the best for all of our students.

Stakeholder Engagement

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

Efforts made to solicit current and accurate stakeholder input included:

- 1) Spring 2020 Parent Surveys in both English and Spanish.
- 2) PTC Staff feedback from teachers and classified support.
- 3) Two Parent Advisory Community Input meetings held on Zoom Meetings hosted on Thursday, August 27 (9:00-10:00 a.m. and 3:00-4:00 p.m.)

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

Several SSC, ELAC and Parent Advisory Community Input Meetings were held via Zoom Meeting and Telephone format.

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

The summary of the feedback provided from our stakeholders was the following:

- 1) CAES Spring 2020 Survey results revealed that 2/3 of PTC students were in need of either technology (Chromebooks) or hotspots.
- 2) CAES SSC and ELAC Parents expressed safety concerns with their children returning to sites (in person) and preferred the distance learning model.
- 3) PTC Parents stated they wanted to be more involved in their students' studies, but either weren't able to or didn't understand exactly how to support them.

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

Based on the feedback provided above, the LCP was influenced by specific stakeholder input:

- 1) Due to AB 98, the MCSOS CAES division will adhere to the Distance Learning Model mandated by Governor Gavin Newsom.
- 2) All Safety measures and guidelines will be followed to ensure students and staff are kept safe and contact, cleaning, etc., is limited to the guideline restrictions provided.
- 3) Students and parents will have open access to the program in a virtual, phone or safe (6' socially distanced, masked, small #'s of people) meeting format.
- 4) Rigor and relevance of all instruction will be maintained to challenge and support all students for successful learning and mastery of CCSS standards.
- 5) Additional support will be provided through a virtual medium (Zoom, etc.) to ensure that students receive the necessary intervention needed to close achievement gaps.

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 PTC Madera and Chowchilla is an Independent Studies-driven Charter School, PTC was able to provide 1-to-1 instruction, in person instruction prior to the COVID-19 closure on 3-13-2020. Since then, the structure of the program will remain 1-to-1, but in a distance learning format. With this model, students will be instructed via Zoom, iPhone or standard telephone (landline) in the same 1-to-1 format as described previously. In addition, based on student needs, they will be provided Chromebooks and Hotspots to gain access to the digital lessons that teachers will be providing. Finally, teachers were also equipped with new laptops with desktop monitor and touchscreens, wireless headsets and docking stations. This configuration allows for virtual access for student instruction and digital learning.

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

Description	Total Funds	Contributing
Providing devices (Chromebooks) for students who need them for digital learning opportunities.	12,000	Yes
Providing Wifi "Hotspots" for students without internet.	12,000	Yes
All teachers received new technology, including touch-screen laptops, dual desktop monitor, camera and a wireless headset.	30,600	Yes
Maintaining a stock of PPE including: hand sanitizer, cleaning wipes, vindicator spray, face masks and face shields, to minimize risk of any COVID-19 infection.	12,000	No

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.]

The LEA will provide continuity of instruction during the school year to ensure pupils have access to a quality curriculum and instruction. In addition to curricula being transitioned to a digital format, assignments, lessons and instructional resources, that will ensure instructional continuity for pupils, are being provided via Google classroom and a virtual host. If technology is not immediately accessible or there is a "glitch" in technology, phone calls are made to ensure that lessons are provided with the same access to students prior to the COVID-19 closure of March 13. Finally, on-line diagnostics, intervention and assessments will be provided via the i-Ready Program.

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.]

Based on survey results of Spring 2020, it was identified that 2/3 of all PTC students in Madera and Chowchilla, needed either a Chromebook Laptop or a "hotspot" for wifi connectivity. To ensure the needs of each student were met, the survey was followed up in early August 2020, to ascertain if each student's needs changed. This was completed via direct phone contact with each family during school hours.

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 LEA will assess pupil academic progress through virtual (Zoom) contacts and synchronous / asynchronous instructional minutes will be recorded in the daily contact log on the CAES Powerschool Database. These daily entrees will include: social emotional learning, academic instruction, recommendations for interventions and a weekly frontloading for the next lesson. Pupils and parents are also able to access their teacher during a designated "Office hour" time. Participation and time value of work will continue to be measured by the certificated teacher and student on the Daily Engagement Activity Record or "green sheet." This document is held to strict guidelines and expectations outlined in the master agreement.

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.]

Professional Development is provided to our staff on a weekly basis. Every Friday from 7:30-8:45 a.m., the Career Alternative and Educational Services (CAES) staff assembles via Zoom, to be trained in areas that were identified as needed in our program. These included, but are not limited to: technology implementation (specifically in the areas of the integration of Google Classroom) social-emotional support, integrated and designated ELD instruction, student-engagement activities and the most recent, distance-learning "Playbook."

Additional trainings were also provided by McGraw-Hill representatives as PTC has supplemented its ELA and ELD instruction with new StudySync curriculum.

Staff Roles and Responsibilities

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

Regardless of the current COVID-19 situation, staff at PTC continue to have high expectations and commitment to student success as in the past. Staff has also been trained by MCSOS Human Resources, to adhere to safety guidelines for employees to recognize their roles as ongoing advocates for student and public safety. As these roles have not changed, online certifications were required to be completed in the areas of mandated reporting, pesticides and blood-borne pathogens. Additional responsibilities included holding students' ATT meetings, virtually, while being prepared to support all students in their social and emotional needs during the school year.

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.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. Since all PTC teachers provide services to English Learners, Foster Youth, Homeless youth, and students with exceptional needs, teachers will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven from multiple measures. These measures include, but are not limited to, i-Ready (Math and ELA), ELPAC scores, LAS Links language proficiency assessments, grades and observations. As part of their individual weekly appointments, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the academic counselor, administrator, or classroom teacher when their child is identified for intervention and additional supports. Once students are closing the achievement gap or no longer deemed "at-risk" this intensive progress monitoring will be returned to weekly monitoring.

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

Description	Total Funds	Contributing
i-Ready Online Diagnostics, Assessment and intervention Program.	42,200	Yes
Purchase of supplemental McGraw-Hill StudySync ELA and ELD curriculum.	66,006	Yes
Ongoing weekly Professional Growth and Development with focus on StudySync ELA and ELD curriculum.	20,400	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.]

In 2019-20, PTC adopted two programs to assess students in the areas of ELA, ELD and Mathematics. The i-Ready online program serves as an initial diagnostic, and common formative and summative assessment, in the areas of ELA and Math. The LAS Links program is utilized by our teachers to assess English Language Learners in the areas of reading, writing, speaking and listening. Although LAS Links is designed specifically for EL students, it was given to all students entering the program as a second diagnostic tool. These two programs will be utilized again in 2020-21, for the same purpose.

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.]

For the 2020-21 school year, the Madera County Superintendent of Schools (MCSOS) Foster Youth Services Coordinating Program (FYSCP) and Educating Homeless Children and Youth Program (EHCY) will provide additional supports and services to ensure that the unique needs of MCSOS Career & Alternative Education Foster and Homeless students are met. In order to ensure attendance, engagement, and participation, as well as to address areas of concern, the FYSCP liaison will conduct weekly check-ins with teachers via phone or email. Follow up phone calls with caregivers and social workers will be conducted as necessary to address areas of concern. Academic achievement will also be monitored during weekly check-ins. The FYSCP liaison will ensure that the needs of identified English Learner and/or Special Education Foster Youth are met. Additionally, the FYSCP liaison will make referrals as necessary including to the school counselor, school psychologist, behavioral health, public health, Department of Social Services, etc., to connect students and their families to support services as necessary. For continued College and Career Readiness development and support, the FYSCP/EHCY Program will provide a virtual “Registration to Go Senior Series” designed specifically for Foster and Homeless seniors who are interested in applying to the State Center Community College District (SCCCD). Students will receive virtual assistance in creating an SCCC account, submitting the on-line application, completing the on-line orientation and connecting with a college counselor in order to complete a Student Education Plan. Students will also receive virtual assistance to be able to complete the Free Application for Federal Student Aid (FAFSA). In addition, counselors will work with students to develop an academic plan which will include goals/objectives for the semester and school year. A post-secondary/transition plan will also be developed with seniors and a semester credit analysis will be conducted and reviewed individually with each student. Enhanced communication and support will also be made available to caregivers/parents. In order to ensure caregivers and parents are familiar with and are able to support the use of the technology platforms that students will be using, workshops designed to provide an overview of these will be provided for parents/caregivers. Caregivers will also be encouraged to participate in

workshops designed specifically to build their capacity to create a college-going attitude and environment. Ensuring this occurs is vital as traditional college field trips and other college awareness opportunities and activities will not be possible due to COVID-19 restrictions. As a result of workshops, caregivers or parents will be informed to discuss the value of higher education with their youth and will acquire ideas for how they can play an active role in supporting their youth toward a post-secondary education or career readiness. Caregivers will learn the significance of early college exploration, preparation, and key steps that they can take to help youth turn their post-secondary dreams into reality.

All communication with parents, including workshops and trainings will be translated into Spanish to ensure that all students have access to these opportunities. In order to ensure that the academic needs of Foster and Homeless and English Language (EL) learners are met to ensure that students continue to receive college/career readiness information and support, weekly school counselor virtual hours will be available (counselor will also be available via email or phone). In addition, an on-line referral process is available for all staff to access and send directly to the liaison/counselor for immediate attention. Students and parents will be surveyed for their input regarding needs and strategies/support services to address these. In addition, the use of additional social media platforms (Facebook, etc.) will be used to communicate announcements, information, and to provide resources (all communication will be translated into Spanish). Also, in order to continuously increase communication and collaboration, parents and students will be asked to participate in on-going Foster/Homeless county-wide advisory council meetings. Here, they will have the opportunity to share concerns and issues, give input as to how to best address these, learn about support services and activities already taking place, and ask questions. In order to facilitate collaboration, promote and help develop a sense of school connectivity, minimize feelings of isolation, help reduce anxiety, stress, etc., while emphasizing careers, Foster and Homeless kids in grades K-5 will have the opportunity to participate in virtual enrichment field trips including to the Fresno Chaffee Zoo, the San Jose Museum of Technology, and the California Academy of Sciences.

Because COVID-19 restrictions will not allow for the usual in-person trainings regarding the unique needs of Foster and Homeless youth, including the legislation that protects them, a web-based McKinney-Vento awareness training will be implemented that all staff will be required to complete. Virtual AB490 trainings will be provided to ensure that those working with Foster Youth continue to provide immediate enrollment, timely transfer of records, ensure school stability, ensure partial credits are given, etc., for the success of students. Because most Foster and Homeless youth experience significant trauma and to ensure that students continue receiving support to address this and any additional trauma as a consequence of COVID-19, trauma awareness and strategies support will be made available to liaisons, case managers, social workers and other school staff as well as to caregivers and high school aged students. Workshops and professional development opportunities will be made available so that adults working with Foster and Homeless youth understand what trauma is, it's effect on behavior and academic achievement, strategies to manage the effects of trauma, and resources available to develop their capacity in this area. High school students will have the opportunity to participate in groups to learn about trauma and strategies to self-regulate trauma related symptoms as well as learn about resources and supports available to them. In addition to the services described above, other services including meal distribution and laptop/wifi accessibility will also continue. Additionally, distance learning has allowed for the extension of a Work Experience Program for high school students. Select students will be able to work through the first semester of school, an extension from just the summer. With increased parent engagement and interagency/department collaboration, and with increased communication with students, families will have increased opportunities to develop relationships with school staff and one another, obtain resources, build their capacity to support the academic and social-emotional success of their children and take part in the on-going development of a comprehensive Foster/Homeless educational support plan.

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.]

For students receiving either designated or integrated ELD, the measure of success will be ongoing direct instruction, use of formative assessments, and results from their summative tests. ELPAC tests will be administered again in the Fall of 2020 and the Spring of 2021. Low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness, will receive the same high-quality instruction as students who are not categorized into these areas. Students will also be provided the same access to interventions and support as their peers. Finally, all CAES student accountability models adhere to the same requirements and expectations as a comprehensive school site, with the expectation that all state testing (CAASPP, SBAC, etc.) will resume in the Spring of 2021.

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

Description	Total Funds	Contributing
The primary action change is serving the digital instructional needs of students by providing a chromebook or wifi hotspot, or both, if needed.	14,000	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.]

The LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year with ongoing monitoring and daily "check-ins" as documented in the Powerschool database. For staff, Program Directors lead the Social and Emotional Well Being (SEWB) outreach with direct phone-calls, virtual Zoom meetings and safe and socially distanced meetings. For students, SEWB checks include safe and socially distanced, in-person meetings (following all CDC guidelines) ZOOM meetings, phone calls and texts or emails. Teachers build and maintain positive relationships with their students and their families to ensure students' SEWB needs are met. If there is a concern, suspicion of neglect, or an outreach for resources. teachers, site Principal or Program Director, activate the necessary contact protocols for student support (counseling, CPS, Social Workers, School Psychologist, etc.) to assist teachers in making these referrals or respond to the needs of students. Professional development and access to resources will also be provided to staff in order to address how to handle trauma and the other impacts of COVID-19 on the school community.

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.]

Since the COVID-19 closure on March 13, teachers have been very proactive in contacting students via phone, etc., to maintain academic achievement, and reduce or prevent any loss of learning. However, it was revealed during this time that additional follow-ups and interventions were necessary to prevent students from falling further behind. These steps included conducting a personal and academic needs assessment, with a follow-up inventory of technology needs. After this, PTC was better able to gauge the needs of each student and family from the community. In addition to the needs assessment given at enrollment or re-enrollment, the master agreement was modified to meet the requirements, as per AB 98, to participate in our program. This included being accessible, virtually, for the mandatory 1-hour ATT meeting, and any additional times required or recommended by the teacher, i.e., iReady, ELA/Math intervention, LAS links or Odysseyware credit recovery program. Students and parents are required to meet the criteria of the contract and will be provided every opportunity to be successful through direct instruction, on-line intervention, a due process SARB attendance procedure meetings with our Principals and Program Director.

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.]

The LEA continues to offer daily meals through our students' home district's food services department. These are offered at designated Madera Unified and Chowchilla Elementary and High School district sites. All information regarding the times and locations are available on those school districts' websites.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.09%	872,268

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.]

As indicated in last year's CALPADs data, 87% of students at the two PTC campuses qualified for the Free and Reduced -Meal Program and English Learners constituted 16% of our population. The total percentage of unduplicated pupils was 88%. Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners. The high percentage of unduplicated pupils our student population results in directed efforts meet their needs, and are ultimately school-wide. We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will receive as a result of the LCAP, will far exceed the required percentage.

1) The use of research based, engaging, and culturally -responsive instructional practices.

- 2) PTC will provide support for EL students both designated and integrated ELD instruction.
- 3) Continued collaboration with the MCSOS County Office Foster Youth coordinator, personnel from public health, and other service agencies, to facilitate students accessing services.
- 4) Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
- 5) Providing a more engaging and supportive atmosphere by seeking to increase Parent engagement and participation in school events and activities.
- 6) Ongoing Professional Development for all staff, specifically in the areas of ELA and ELD, will ensure that instruction is targeted and CCSS standards aligned, to meet the needs of all students.

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

- 1) Use of i-Ready and LAS Links assessments for all EL, foster youth and homeless students.
- 2) All students will be receiving distance learning model 1-to-1 instruction.
- 3) Support provided by Instructional Aides and an ELA / ELD specialist from MCSOS.
- 4) Additional academic counseling services, tutoring, and teacher office hours.
- 5) Supplemental services to homeless, and foster youth students.
- 6) Additional resources will contribute to students' emotional well-being.
- 7) Improved technology for teachers (touch screen with camera and wireless headset)
- 8) Daily and weekly contacts with students and parents by teacher log entries into PowerSchool for each meeting.