

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.]

The unprecedented COVID-19 pandemic has affected the entire Savant Preparatory Academy of Business (SPAB) community and drastically altered the lives of our scholars, students, families and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of our scholars. Scholars, their families, and staff have been affected by higher levels of stress and trauma.

The closure of schools has impacted many scholars and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Our families and scholars have also been impacted by the physical separation from targeted supports and services that are typically provided in person, including services for Foster Youth, Homeless Youth, and scholars with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and classroom community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Scholars, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers, already important partners in the education of their scholars, have taken on increased responsibility as co-educators with scholars at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many of our parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Staff have also faced tremendous challenges. Several SPAB staff are also parents of school-ages scholars and are themselves balancing professional and personal responsibilities. The new roles SPAB scholars, families and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes. These students include English Learner, Foster Youth, Homeless Youth. Students with Disabilities, and students of color – particularly African American and Latinx. This disproportionate impact is resulting in the exacerbation of inequalities during a time that is already historic in the levels of stress it is placing upon our collective community.

The mission of Savant Preparatory Academy of Business states that *we aim to balance both experiential and academic learning in order to prepare children for the demands of the 21st century, equip students with skills necessary to compete globally, and ensure that scholars are both career, college, and business ready.*

As SPAB has planned, in the physical and virtual space, to address the learning loss that scholars experienced during spring and over the summer a priority. This is especially critical for student groups experiencing disproportionate impacts from the pandemic. We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extra-curricular active receipts).

We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

The purpose of this document is to describe the actions Savant Prep will take to continue instruction in the event of an extended campus closure. We endeavor in our Distance Learning Plan (DLP) to accomplish three goals K–12 within a flexible framework:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

It is our intention with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students to respond to an ever-changing world, learning remain responsive, adaptive, personalized, and relationship-based. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

If Savant Prep's campus is closed and this DLP is implemented, the Head of School will send email communications to both parents and faculty/staff announcing a timeline for implementation. An exact date will be designated when distance learning will begin for Savant Prep students.

The Head of School will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when Savant Prep might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the school's Board of Directors.

Since we will begin the 2020-2021 school year off campus, it is important that this DLP describes Savant Prep's approach to distance learning, the channels we will use for communication, the online platforms we will employ by division, the roles, responsibilities, and expectations Savant Prep has for faculty, parents, and students, guidelines for how parents/guardians can support their children's learning, and a host of other priorities and considerations tailored to make the best of challenging circumstances.

Stakeholder Engagement

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

SPAB'S stakeholder engagement regarding distance learning for 2020-21 began in June and has continued throughout the development of this plan. Efforts have included parent meetings, surveys, solicitations of public comments on the draft, and meetings with stakeholder groups.

SPAB began obtaining feedback during the spring from its families. A survey was sent on May 15th which asked families about their online experience and shared what went well and where we could improve an online learning offering.

SPAB reached out to stakeholders and held our first parent meeting on August 7thth for all interested stakeholders. At this time, the common belief was schools would not return to in person learning even if social distancing and face masks were required of all staff and students.

During these parent meetings, families were informed of possible return to onsite learning scenarios based on the guidance of the time. Families were then provided the opportunity to comment live, ask questions via the chat box, or send in questions via the school email address. During these meetings, families were informed of a survey to be sent home which would gauge their families interest in returning to campus and possible scenarios based on reopening guidance from the California Public Health Department and County of San Bernardino Health Department.

The survey was sent home to our SPAB families. In this survey, we asked stakeholders to share whether they would like to return in an all online format, hybrid format, or 100% on campus.

A parent meeting with the Principal was held on August 10th, from 10-12pm for all staff. Staff were then sent a "Staff Reopening Input" survey on the same day and asked to provide unlimited feedback through August 17th. The survey gauged how comfortable they felt returning to campus under the current health guidelines provided by the County of San Bernardino Health Department guidelines; What do you need to be successful in an online learning platform?; What do you need to be successful in an on-site learning platform?; What would you like us to consider as we plan for reopening on campus?; and anything else they would like to share.

Online learning was presented to our families during our Annual Parent Orientation, which was moved to an online format. During this presentation, the Principal gave an overview of online learning and introduced it to all teachers.

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

Meetings were held remote via the Zoom platform. Stakeholders can login to the visual presentation, view the slide and see the presenter live. Stakeholders can also call into the presentation using a phone. During the presentation, stakeholders can submit questions. Questions were answered live during the meeting and posted with answers on the website. Stakeholders were also encouraged to send in their questions and feedback via email at info@savantprepacademy.com.

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

The Parent meetings with stakeholders, held by the Principal, provided extensive feedback on the success of online learning during the spring and challenges which families experienced. This feedback, along with feedback from our stakeholder surveys is included below.

May 15th Family Survey Feedback

The experience the teachers provide to our students. The curriculum is rigorous and our children really do learn
The adjustment of the curriculum to meet the needs of the individual student rather than a blanket curriculum The teachers are great
The teachers are the family oriented
The School was sensitive to the COVID-19 outbreak and allowed families to stay home Thank you for considering our safety
The teachers interest with their students

August 7th Parent Meeting

Do we have a cleaning and disinfecting plan for each classroom and the other areas of the school?
Has the school acquired more Chromebooks for each student? Over average how many hours will the student spend on the computer? Will there be on campus care for students whose parents work?
Do you have enough PPE? Will students have to wear a mask all day?
What curriculum will we be using and will it be the same for the Virtual vs. in person? What will the average day, lunch and recess look like?
Will students be wearing uniforms?
Need for 100% online program all year and in-person program; 50% of families divided August 7th parent meeting

August 10th Parent Meeting

How will you accommodate working families? Will help be available after hours? Will students and staff be wearing PPE? Who will supply it?
What is iXL Math
What will special education look like and will they have all the services?
How many hours will the kids be online?
Will students take weekly assessments for the 20-21 school year? What test will they participate in? Is there going to be a orientation for new students and families

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

Our stakeholder input received throughout the summer months has significantly influenced Savant Preparatory Academy of Business's Learning Continuity and Attendance Plan.

Valuable insights from the family surveys point out the need for four specific needs to be met:

- (a) daily, live, synchronous instruction,
- (b) increased connection to staff and peers and sense of belonging at school through strong community building, and
- (c) more resources for parents to support their students learning and use of technology, and

This input has influenced the following parts of SPAB's Learning Continuity and Attendance Plan:

- (a) Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.
- (b) At last parent survey, over 50% of families do not feel comfortable sending their child(ren) back to on person learning environment
- (c) To support families in supporting their own students' learning, SPAB's distance learning plan includes specific expectations for weekly communication from teachers to families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of live instruction time, until 4pm. This includes maintaining open communication channels and identifying the times at which support is available and how to contact their teacher for that support.

Valuable insights from the staff surveys point out the need for specific needs to be met: professional development for online learning safety for onsite learning.

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.]

While current health conditions do not permit delivery of in-person instruction, SPAB is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SPAB will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is SPAB's current planning regarding instructional models, including scheduling and delivery methods. Please be advised that all of our planning is tentative and will continue to be responsive to state and county guidance and Bella Mente's own monitoring of community conditions and needs.

Currently, our tentative planning includes: (below are possible models which may not be possible due to staffing constraints or public health guidance)

Instructional Models:

To meet health, safety, and learning needs, the first trimester of school will be offered in a completely distance model. When it becomes safe to do so, SPAB will tentatively offer two modes of instruction for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part online distance learning. Students engaging in the blended learning model

would receive part of their instruction each week at the school site. SPAB is preparing for potential shifts in instructional models as determined by public health conditions or student need.

a. One current strategy under consideration is the continued use of Google classroom and online curriculum in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts or the entire school needs to return to a full online distance learning model. Lessons occurring in the classroom will be recorded and shown live to students participating in online distance learning, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also support students who need or might benefit from re-watching instruction. During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students during the after hours of 4:00-7:00pm and professional learning with fellow teachers. One cohort will attend onsite school 2 days and online the other 3 days a week, with an A and B cohort. A-Monday and Tuesday, B- Thursday and Friday, Wednesday-distance learning for all students.

b. Online learning for the remainder of the school year.

Cohorts:

To effectively coordinate with the County of San Bernardino Health Department's efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff. Arrival/departure plans and lunch plans will be developed in conjunction with school staff to minimize bottlenecks and blending of cohorts. Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times. Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of SPAB's physical space and classrooms have determined that the campus has the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

This would require a dual cohort model of students. Cohort A students would come to campus Monday and Tuesdays for a six hour period. Cohort B students would come to campus Thursday and Friday. This provides time for social distancing between students during possible bottleneck times of dropoff and pickup. In addition, it allows for disinfection between cohorts to ensure the health and safety of staff and students.

Staffing:

Using feedback from our staff, we must consider an onsite plan which incorporates our teachers using distance online learning to present instruction and providing the option to also lead learning in onsite cohorts. If a teacher does not feel comfortable returning to the classroom, a substitute teacher must be hired to supervise the classroom cohort of students while the assigned teacher provides live instruction online.

Classified staff (Instructional Assistants) can provide support to students who need to access the restroom during the school day. To ensure social distancing at all times, the classified staff member, assigned to a wing of students, can escort students to the restroom

Student Supports:

SPAB's continues to work with the San Bernardino City Unified School Districts SELPA to provide their services in a virtual setting; many of our contracted providers were unable to provide online service during school onsite closures in our prior school year. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic. Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

SPAB's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

Face Coverings: Wearing a cloth face covering is required for all SPAB staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow: The school will replace all HVAC filters 3 times per year, an increase to the current practice of twice per year. Sites will run HVAC fans continuously throughout the 24 hour cycle. Doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Classroom D11 has been designated as the area for sick individuals where they can be isolated, assessed, and wait to be taken home. **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. **Materials/supplies sharing** will be limited and individual supplies will be provided at the student's work area when possible.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and Play spaces: Until further guidance is received, students will not be participating in recess.

Sanitation: Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering the school premises are screened with a temperature check and review of signs/symptoms, will be implemented if included in current guidance from the health department. The COVID-19 Liaison will work with the County of San Bernardino’s Health Department to collect and track all illness-related information, support contact tracing, and coordinate a classroom or entire school response as needed. SPAB will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. The school recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

To assess individual student and family preferences/needs, a Learning Model Parent Survey for the 2020-21 school year was sent in August. An additional Technology survey was sent later in the month with questions to assess technology access including need for a chromebook and/or connection to the internet. An additional Learning Model Survey was sent in August to determine current levels of interest in 100% online vs a hybrid program.

The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed SPAB’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the campus and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	[\$ 0.00]	[Y/N]
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	[\$ 0.00]	[Y/N]

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.		
Signage, Posters, and Floor Decals: Visual cues throughout the campus to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.		
Plexiglass Barriers: Plexiglass dividers to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk and at each staff member's work area including office staff and instructional staff.		
Student Supplies: Additional supplies to limit the number of individuals using shared objects including such items as pencil pouches to be filled with needed supplies including pencils, pens and erasers. Other supplies such as paper notebooks.		
Handwashing Stations: Rental or purchase of handwashing stations for locations which limited sink access.		

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.]

Savant Preparatory understands that the transition to distance learning will not be simple or easy. Educators will need to think differently about how to communicate, give instruction, provide feedback, design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The following guidelines provided below are intended to help teachers across all divisions reflect on challenges they'll confront in shifting to distance learning.

- At Savant Prep, we know our students and they know we care
 - SPAB's commitment is to nurture relationships and demonstrate deep care for our students and one another. Before diving into the curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?
- Evaluate your students' conditions for distance learning
 - While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations

or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

- Stick with the familiar
 - Especially in the first weeks after starting with the distance learning plan, teachers should continue using existing communication channels and learning management systems. In other words, stick with what's familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.
- Less is more
 - One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.
- Seize the moment; embrace new opportunities and possibilities for your students
 - Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students
- Design asynchronous learning experiences
 - When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, teachers can use familiar discussion forums/thread or tools like Flipgrid to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.
- Design synchronous learning experiences
 - When it comes to student engagement and learning, relationships matter as much online as they do in person. If Savant Prep's campus was closed, students will be able to gather for synchronous learning times via Zoom, an online video conferencing platform. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning.
- Think differently about assessment
 - Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the frequency and end goal of assessment instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

After receiving initial notice from the Administration Team of Savant Prep about school closure and timelines, families will receive an email with specific information.

- The primary tools for communication between teachers and families will be through Remind, newsletters via email, and/or Google Classroom.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to the current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement.
- It is expected that students in grades K–1 will need higher levels of support than students in grades 2-4.
- Parents should consult the email from their child’s grade level teacher for instructions on how to access distance learning resources

Approximate Time Frames for Learning

Synchronous Learning		
Weekly	360 minutes	English Language Arts
	360 minutes	Mathematics
	60 minutes	Business
	60 minutes	Science/Social Studies
Asynchronous Learning		
	480 minutes (weekly)	<ul style="list-style-type: none"> ● Independent reading ● Completing classwork/homework ● Additional skills practice through resources

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative.

Early in March 2020 SPAB began planning for the possibility that the school closures may be on the horizon. As it turns out, school closures were announced March 13. On March 13, 2020 Administration made the decision to close one week prior to Spring Break (March 23, 2020) at which time packets were distributed to all scholars. All scholars were provided with packets for the first week of the school's closure. Since SPAB has a 1:1 technology implementation, the decision was made by the Administration that the most equitable option was to launch a distance learning platform. On April 7, 2020, chromebooks were distributed to scholars. In addition, SPAB was awarded 50 new chromebooks through California's Bridging the Digital Divide Fund. In planning for the fall, SPAB has prepared enough devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to Savant, and any continuing students who are in need.

All students were invited to pick-up a Chromebook, as well as other school materials, on campus beginning on September 4, 2020. Teachers communicate assignments to students using Google Classroom (as their main instructional technology platform) and students, as well as their families, received age-appropriate instruction on how to access assignments on Google Classroom. Families were also provided support on how to assist their children with using the Google Classroom platform for learning.

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.]

Attendance is mandatory for students for all live instruction sessions. Students are expected to show their face and participate in class activities and discussions. In addition to live instruction, students are expected to complete independent work in the afternoon.

Attendance will be entered into PowerSchool. For attendance with live sessions, students must be visually present in order to be marked as present. By 10:00am the daily absentee report is run for all students no in attendance. Communication is made with the parent/guardian to determine the reason for the students absence. Administration is immediately notified when a student has been absent three or more days.

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.]

SPAB will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement Distance Learning, Google Classroom, and the schools common assessments.

Existing professional development include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and ‘walk’ virtual classrooms just as they would in an in-person context. Following and during these visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district’s common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of students and parents are delineated below

Student Roles and Responsibilities	
<ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning experiences (e.g. following your daily schedule) ● Identify a comfortable, quiet space in your home where you can work effectively and successfully ● Regularly monitor online platforms (Google Classroom, email, etc.) to check for announcements and feedback from your teachers ● Attend class meetings via Zoom according to your class schedule ● Zoom Class Expectations <ul style="list-style-type: none"> ○ Students must dress in Savant Prep uniform. ○ Sit at a desk or table (not on a bed or couch) ○ Communicate and behave with the same respect and consideration you would use in the classroom ● Zoom Classes May Be Recorded in order to provide additional resources for students and to monitor behavior ● Complete assignments with integrity and academic honesty, doing your best work ● Do your best to meet timelines, commitments, and due dates ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Collaborate and support your peers in their learning ● Comply with Savant Prep’s Acceptable Use Policy, including expectations for online etiquette <p>Proactively seek out and communicate with other adults at Savant Prep as different needs arise (see below)</p>	
Issue	Contact
<ul style="list-style-type: none"> ● Class schedule, assignment, or resource 	Scholar’s Teacher

<ul style="list-style-type: none"> ● Technology-related problem or issue 	<p>Support Staff via Email</p> <p>Cathy Lagunas clagunas@savantprepacademy.com</p> <p>Denise Tillman dtillman@savantprepacademy.com</p>
<ul style="list-style-type: none"> ● Other issues related to distance learning 	<p>Scholar's Teacher</p> <p>Ms. Tillman, Principal etillman@savantprepacademy.com</p> <p>Ms. Balcazar, Director of Curriculum and Instruction jbaltazar@savantprepacademy.com</p> <p>Mrs. Reese, Director of Operations jreese@savantprepacademy.com</p>

Parent/Guardian Roles and Responsibilities

<ul style="list-style-type: none"> ● Provide support for your children by adhering to the guidelines for Savant Preparatory Academy of Business as well as you can: <ul style="list-style-type: none"> ○ Establish routines and expectations ○ Define the physical space for your child's study ○ Monitor communications from your children's teachers ○ Being and end each day with a check-in ○ Take an active role in helping your children process their learning ○ Establish times for quiet and reflection ○ Encourage physical activity and/or exercise ○ Remain mindful of your child's stress or worry ○ Monitor how much time your child is spending online ○ Keep your children social, but set rules around their social media interactions ○ Parents should consult the email from their child's grade level teacher for instructions on how to access distance learning resources 	
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Issue	Contact
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<ul style="list-style-type: none"> ● Class schedule, assignment, or resource 	<p>Scholar's Teacher</p>
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<ul style="list-style-type: none"> ● Technology-related problem or issue 	<p>Support Staff via Email</p>
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	<p>Cathy Lagunas clagunas@savantprepacademy.com</p> <p>Denise Tillman dtillman@savantprepacademy.com</p>
<ul style="list-style-type: none"> • Other issues related to distance learning 	<p>Scholar's Teacher</p> <p>Ms. Tillman, Principal etillman@savantprepacademy.com</p> <p>Ms. Balcazar, Director of Curriculum and Instruction ibalcazar@savantprepacademy.com</p> <p>Mrs. Reese, Director of Operations jreese@savantprepacademy.com</p>

Teachers are responsible for delivering 300 minutes of learning opportunities daily. These minutes need to be accounted for within plans and the Weekly Assignment Summary. These minutes include asynchronous and synchronous learning opportunities. Teachers are required to be online daily. Teachers are expected to take attendance, monitor student work, and assign grades.

Approximate Time Frames for Learning

Synchronous Learning		
Weekly	360 minutes	English Language Arts
	360 minutes	Mathematics
	60 minutes	Business
	60 minutes	Science/Social Studies
Asynchronous Learning		

	480 minutes (weekly)	<ul style="list-style-type: none">● Independent reading● Completing classwork/homework● Additional skills practice through resources
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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.]

English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Foster Care

Distance Learning supports specific to Foster Youth will include:

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

Referrals to school and community agencies for additional support/resources as needed.

Online tutoring services by a credentialed teacher between the hours of 4 and 7pm will be offered to eligible foster youth, Monday through Thursday during the school calendar year.

Homelessness

Distance Learning supports specific to Homeless Youth will include:

Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies when health, or welfare needs are identified.

Coordination with San Bernardino County Office of Education Homeless Liaison to provide continuity of educational services as students transfer.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

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

Description	Total Funds	Contributing
McGraw Hill Wonders are literacy programs for TK-4 th grade	[\$ 0.00]	[Y/N]
IXL is an interactive math program for grades TK-4 th grade; skills are aligned to the California Common Core Content Standards, providing comprehensive coverage of math concepts and applications		
GoFormative web based tool allowing teachers to create digital formative assessments that are easily accessible from any electronic device		
NWEA		
Zoom for live meetings		
Chromebooks made available for all students who need a device to access distance learning at home	[\$ 0.00]	[Y/N]
Internet connectivity provided for all students who need connection to access distance learning at home		

Description	Total Funds	Contributing
Physical copies of materials/curriculum for students with unique need who require printed home material		

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.]

SPAB will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the district common assessments. This includes administration, prior to October 2, 2020, of the end-of-year benchmark assessment from the prior year to assess each student’s learning status on content and skills from the preceding grade level. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

SPAB will allow time in which to administer the initial benchmark assessment to allow for effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through breakout sessions.

Both the small group and individual sessions will take a ‘just in time’ rather than ‘just in case’ approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students’ progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day.

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 the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and Administration will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through T-Mobile.	\$21,000.00	Yes
Teacher Laptops	\$12,275	Yes

Description	Total Funds	Contributing
Teacher Cellphones		
NWEA		
Distance Learning Supplies		

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.]

Social and Emotional Well Being

To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary grade levels and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the SPAB's three signature practices. The three signature practices include (a) opening each class with a welcoming/inclusive activity, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class with an optimistic closure.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions. A process map has been developed to guide school sites through the referral process.

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction. Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection.
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small group, or partner discussions on topics for students to process and extend their learning.
- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

In partnership with Grounded Selfcare Studio, all students will participate in a mindfulness and wellness program. Participating in mindfulness allows student to begin identifying the feelings and better control emotions while re-centering attention into the present moment. Helping students to better understand how feelings and emotions influence behavior equips them to make responsible decisions to control impulses and communicate effectively. Mindfulness exercises are a great way to support students in setting and working towards personal goals.

- Students will attend yoga/meditation/mindfulness sessions
- Students will participate in 1 mindfulness paint & sip (with tea)
- Paint & sip kits will be mailed directly to each students home

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 is not engaging in instruction and is at risk of learning loss.]

The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

Establish routines and expectations

From the first day Savant Prep implements its Distance Learning Plan, parents need to establish routines and expectations. Savant encourages parents to set regular hours for their children's schoolwork. Parents should plan to follow their regular schedule, using the individualized Zoom meeting schedule. All students will begin instruction at 8:00 a.m to simulate regular school hours (See "Tentative Learning Schedule", Appendix A). Keep normal bedtime routines for all children. Your children should move regularly and take periodic

breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case when this Distance Learning Plan is implemented. We encourage families to establish a space/location where their children will learn most of the time. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

Monitor communications from your children's teachers

Teachers will communicate with parents through Remind, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the online platforms (e.g. Google Classroom, Zoom, Seesaw, Wonders etc.) their teachers are using.

Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

Take an active role in helping your children process and own their learning

In the course of a regular school day at Savant, your scholar engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Savant Prep's teachers will allow for "learning physical breaks," but it is important for parents to model and encourage exercise. Think also about how your children can pitch in more around the house with chores or other responsibilities.

Remain mindful of your child's stress or worry

It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience during Distance Learning. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts,

whether they admit it or not, and need as much normal routine as parents can provide.

Monitor how much time your child is spending online

Savant does not want its students staring at computer screens for 7–8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences.

Keep your children social, but set rules around their social media interactions

There's always excitement and uncertainty when there is a significant change to a routine, like school. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Savant asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. SPAB does not only want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.'

SPAB's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. Using the framework from SPAB Planning and Implementation of Health and Safety Measures and Planning, the school has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the SPAB's definition of student engagement and monitoring methods. Moving forward, student engagement will be defined as having three components:

Behavioral engagement (Physical Actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching. Cognitive

Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Monitoring Engagement

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

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.]

In conjunction with San Bernardino City Unified School District, nutrition services will be implementing key procedures developed during the Spring school closures and used throughout the summer months to ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now use of masks for community and staff required per state and county health orders.

When SPAB moves to a blended learning program, SBCUSD Nutrition Services will provide breakfast and lunch for students who attend in person adhering to all social distancing requirements. Students will pick up lunch in the cafeteria. All students will either consume meals in the classroom or outdoors. SPAB will offer multiple days of meals for curbside pick-up on the days student participate in remote learning.

In planning the return of students and staff to the school site, SPAB is putting plans into place to maximize safety within the COVID context. SPAB is collaborating with community partners including The Food Bank of San Bernardino to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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
[Insert percentage here]%	[Insert dollar amount here]

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 school has adopted a holistic approach and is providing increased services for all students. A focus has been placed on foster youth, English Learners and Low-Income students. SPAB purchased additional and distributed chromebooks to ensure all students have access to distance learning. For students lacking connectivity, the school is working with T-Mobile to ensure all students have connectivity to the internet for purposes of distance learning. At no cost to the family, this may include connection to an apartment or house via a T-Mobile wireless hotspot. Students in these identified categories have been contacted to ensure they have the technology needed to be successful in distance learning.

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

Utilizing resources and supports outlined above along with existing student support personnel allows SPAB to further customize instruction and support for our unduplicated student population. In addition, to the services provided to all students, SPAB foster youth, English Learners, and low-income students receive the following additional services/support:

- Mobile internet access;
- Homeless services;
- Teacher Collaboration Time;
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Ongoing targeted instructional support for foster youth, English Learners, and low-income students based on formative assessment;
- EL Coordinator provides additional training for staff;
- and EL Coordinator provides targeted instruction to English Learners

