

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.]

Major impact on the community is the loss of valuable in-person instructional time for scholars. Most affected by this aspect are those scholars who were already identified as below level prior to closure. The interruption in regular classroom instruction can disengage students from the learning process and has the potential cost of reversing gains in learning results. Other impacts are the loss of the sense of community of the classroom setting, which can adversely affect their learning and development, especially for those who may not effectively cope with remote learning strategies or cannot access the information. Families are also at a detriment due to the loss of meals provided during breakfast and lunch in the Spring and the need to provide childcare.

Stakeholder Engagement

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

Upon closure in March due to Covid-19, surveys were sent to families to identify those who were in need of technology in order to participate in the distance learning program. When planning the re-opening for the 2020-21 school year, another survey was sent to parents regarding our new instructional model due to Covid-19.

Teachers were also sent a survey to assess comfort level returning to campus, specific concerns, and what extra supports they might need under the new instructional model.

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

All board meetings were accessible to stakeholders via a Zoom link. The board agendas were made available on the Soleil homepage 72 hours prior for regularly scheduled board meetings and at least 24 hours prior for special board meetings.

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

Some of the trends in feedback from the surveys included:

1. Parents no longer working from home, so it would be difficult to support their child with remote learning during specific times of the day
2. My child will not be able to focus on a screen for long periods of time
3. No technology or internet service at home or the need for multiple devices.
4. Concerns about submitting work if printer is needed
5. Preference for longer zoom meetings to further explain the lessons and ensure kids are understanding.
6. The need for extra support for below grade level scholars
7. How guided reading groups would be conducted effectively
8. Health and safety precautions on campus.

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

1. Recordings of live sessions are available for subsequent viewing and the ability to submit homework assignments up to 11:59pm.
2. Teachers were trained in engagement strategies and numerous breaks were embedded in sessions
3. Chromebooks were provided for all Soleil scholars, with multiple devices distributed to households with more than one scholar. Wi-fi will be available for families with no Wi-fi connections at home.
4. Work is submitted electronically.
5. After a lesson, teachers are available for support during independent worktimes
6. RTI sessions for small groups are provided remotely.
7. Guided reading groups will be smaller and the frequency of sessions will be based on reading level.
8. We have created health and safety procedures consistent with CDE and LA County Department of Health guidelines.

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.]

We currently do not have classroom-based instruction but will provide one-on-one remote RTI sessions for high-need scholars.

In the event of returning to in-person instruction, we will adopt a hybrid model with classes split in half. Group A attending Monday/Tuesday, and Group B attending Wednesday/Thursday. Scholars will be socially distanced in the classroom and all other areas throughout the day. Those not in the classroom rotation each day will join in the live lesson via Zoom and be responsible for all work assigned during the class.

Students entering campus:

- a. Passive Screening. Parents will be instructed to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- b. Active Screening. The screening process for scholars is outlined below. Scholars will also be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test
 - i. No touch thermometers will be used and properly cleaned and disinfected after each use.
 - ii. All students must sanitize hands as they enter campus.
 - iii. If a student is symptomatic while entering campus or during the school day:
 1. Any student exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.
 2. If a teacher has health concerns for a scholar, the scholar will be triaged outside of the classroom, recognizing not all symptoms are COVID related.
 3. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
 4. Students are not to return until they have met CDC criteria to discontinue home isolation.

Physical distancing required on campus

- I. Markers will be placed on campus and in classrooms to maintain physical distancing while meeting student medical, personal, or support needs.
- II. Designated areas will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- I. The number of people in all campus spaces will be limited to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals.
- II. Students will remain with the same cohort throughout the day.
- III. Student Physical Distancing. LEAs should plan to:
 1. The number of students physically reporting to school will be limited.
 2. Virtual activities may be used in lieu of field trips and intergroup events.
- IV. Playgrounds/Outside Spaces/Athletics
 - i. Playground apparatus will not be used.

- ii. Supervision will be in place to ensure physical distancing.
- iii. Visual markers will be placed to ensure physical distancing
- iv. Each class will have their own PE equipment. All equipment will be sanitized after each use.

V. Classrooms

- i. The maximum capacity of students of each classroom will be determined while meeting 6-foot physical distancing objectives.
- ii. In accordance with CDC and CDPH guidance, tables/desks are a minimum of 6 feet apart and arranged in a way that minimizes face-to-face contact.

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

Description	Total Funds	Contributing
Purchase of PPE, cleaning supplies, and no touch thermometers	\$12,000	Y
Cubbies	\$300	Y
Desks	\$1800	Y
Tables	\$2000	Y

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.]

Soleil Academy is utilizing the same curriculum that would have been utilized for in-person learning: The Bridges Math Curriculum has a plethora of on-line resources to facilitate remote learning. Many of the read aloud books used in the curriculum are available in electronic version on-line so are accessible to all. As TK and Kindergarten scholars need hands-on learning and practice, they are provided with instructional materials for upcoming lessons every two weeks.

Teachers conduct Live sessions daily for Morning Meeting, Reading, and Math. TK and Kindergarten also have an additional Phonics block each day. Teachers provide daily pre-recorded lessons for Writing. Live sessions are followed by an independent worktime where scholars complete assigned work for each subject and complete 20 minutes on each of 3 on-line platforms – Raz-Kids, Lexia, and Prodigy (or Freckle).

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.]

Technology surveys were utilized to discern technology needs of each family.

We have purchased enough Chromebooks so that each scholar can be provided one to ensure access to distance learning. We are also making wi-fi accessible to all families who indicated need on the technology survey.

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.]

Teachers aggressively monitor scholar responses and work during Live group sessions. They also use daily homework assignments to assess understanding and inform the following day's lessons and RTI sessions. Guided reading will be held virtually in small groups. Based on reading assessment data, teachers will be closely monitoring specific target skills and tailoring their lessons to best support scholars in these areas.

Scholars must participate in the minimum hours mandated at their grade level as measured by live sessions and time spent on independent work. All attendance and homework data is maintained on a tracker to assess completion of instructional minutes.

Distance Learning Professional Development

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

Teachers received training on Google Classroom, and other platforms such as FlipGrid to facilitate on-line learning. They also received training in strategies that serve to ensure strong culture and engagement during distance learning. Some of these include use Everybody Writes and use of non-verbals and whiteboards to ensure all scholars are engaging in the thinking, and incentivizing throughout the lesson.

Staff Roles and Responsibilities

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

There were no new positions created as a result of COVID-19, but there were some shifts in responsibilities. Instead of IA's delivering Enrichment classes they are supporting teachers during live session and conducting remote RTI lessons in small groups. The Site Administrator was given an additional responsibility of tracking attendance an immediate follow-up calls to parents of scholars who were absent from a live session as well as addressing all technology issues.

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 will receive extra instruction utilizing an on-line program offered by Rosetta Stone. They will also receive supplemental lessons virtually in small groups. Those with IEPs will receive supplemental services remotely from our external Special Education services provider, Expatiate. We do not currently have any foster youth or those experiencing homelessness enrolled at Soleil Academy.

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

Description	Total Funds	Contributing
Purchase of additional Chromebook and wi-fi devices	\$22,407	Y
Premium Zoom accounts for teachers and admin	\$1800	Y
Hotspots	\$5880	Y
Technology training for staff	\$500	Y
Rosetta stone on-line program	\$2000	Y
Tracking instructional minutes	\$32,000	Y
Attendance Tracking	\$34,000	Y
ELMO	\$750	Y
Whiteboards	\$250	Y
Teacher laptops (2)	\$1600	Y

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.]

We will assess learning loss due to COVID-19 by analyzing data from MAP (Math and Reading), STEP (Reading), Bridges (Math) unit assessments, and ELPAC.

MAP is administered 3 times a year (September, January, and May)

STEP is administered 5 times a year approximately every 6 weeks

Bridges Unit assessments are administered approximately every 4 weeks.

ELPAC Initial assessments are conducted within 30 days of the start of the school year and Summative assessments in April

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.]

Those experiencing learning loss will receive RTI sessions in small group throughout the week and meet with the teacher for additional Guided Reading lessons throughout the week as well. Those with existing IEPs will receive services remotely from our Special Education provider, Expatiate.

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.]

Goals will be set at the outset of the year per grade level. We will create a progress monitoring process to regularly assess whether or not scholars are mastering the content. This includes daily exit tickets as well as bi-weekly assessments to assess mastery of unit standards. Those who are not reaching interim goals will be flagged for RTI sessions.

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

Description	Total Funds	Contributing
Progress monitoring	\$3,380	Y
RTI sessions	\$8,450	Y
Expatiate IEP Services	\$27,320	Y

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.]

At the start of the school year, we conducted individual check-ins to assess and address staff concerns and well-being. A list of resources were provided to support with mental health. We conduct wellness checks during on-going weekly check-ins with staff as well. Throughout the year we will revisit strategies for dealing with stress and maintaining emotional well-being.

Staff are receiving on-going training in Love and Logic, a program that focuses on positive self-image and healthy relationships with peers. Logical consequences are also utilized so that follow-up actions are restorative rather than punitive. Teachers will schedule one-on-one check-ins with scholars every two weeks to build relationships with scholars and their families.

Teachers were provided with an SEL lessons (Social Emotional Learning at Home) to be the main focus of their daily Morning Meetings. This encourages scholars to acknowledge their feelings and express these in appropriate ways.

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.]

Soleil holds high expectations for attendance to minimize learning loss. When a scholar is absent from a session, they are immediately called for follow-up by our Site Administrator. Once a scholar misses 2 days, they will meet with the Site Administrator and Dean of Culture to discuss roadblocks and create an action plan. Once the student reaches 4 days absent, meeting will be escalated to the Principal and Dean of Academics to create an attendance improvement plan. At 6 absences, meeting will be escalated to the Principal and Executive 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.]

Soleil is providing breakfast and lunch for all scholars. Meals for Monday and Tuesday are available for pick-up on campus every Monday from 11am to 2pm. Meals for Wednesday through Friday are available for pick-up on campus every Wednesday from 11am to 2pm.

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

English learners receive supplemental lessons in small group and on-line lessons via Rosetta Stone. Chromebooks and wi-fi devices will be distributed to all families in need.

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.85 %	\$530,433

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.]

For all school level programs, instruction is differentiated according to student need based on unduplicated status and academic performance. Supplemental lessons are provided in a small group setting and progress monitoring allows us to track student progress.

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

Services are being improved by providing interventions with smaller groups and even one-on-one in some cases for scholars.